

Study of the influence of Halaqoh Tahfidz on learning motivation: A Case in Islamic Junior High School Al-Ghuroba, Sorong

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Abstract:

The Qur'an is the greatest miracle given by Allah SWT to the Prophet Muhammad SAW. The Qur'an is also the main source of Islamic teachings and a guide to life for every Muslim. There are various ways to interact with it, such as reading it, studying the laws of reading it, contemplating it, memorizing it, studying its interpretation and teaching it because all of that is considered worship. However, nowadays, there are few teenagers who are interested in studying the Qur'an. They prefer to splurge, spend their time on useless things and this affects their enthusiasm for learning. After seeing the problems above, the tahfidz halaqoh is expected to be a means to get closer to the Qur'an again and to increase students' enthusiasm for learning. The purpose of this study is to obtain empirical data and valid and reliable facts about whether there is an influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba, Sorong Regency, West Papua. This study uses a quantitative approach. Data collection techniques used are observation, questionnaires, interviews and documentation. The population in this study were all students of class VIII of Islamic Junior High School (IJHS) Al-Ghuroba, Sorong Regency, West Papua. The sample of this study was the entire population selected (55 students) because it did not reach 100 populations. Data analysis used was by using statistical analysis and analysis, namely simple linear regression analysis using SPSS. The results of the study stated that there was a sufficient relationship of 24.7% between the influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at Islamic Junior High School (IJHS) Al-Ghuroba, Sorong Regency, West Papua with a correlation value of Learning Motivation of 0.497. This means that the tahfidz halaqoh at the beginning of learning has a relationship with learning motivation but with a sufficient level of relationship because it is at a correlation level of 0.40 - 0.60. This shows that the better the tahfidz halaqoh at the beginning of learning, the better the students' learning motivation will be.

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INTRODUCTION

The Qur'an is the greatest miracle given by Allah SWT to the Prophet Muhammad SAW. The Qur'an is an eternal Islamic miracle, where the more advanced science becomes, the more apparent the validity of its miracles becomes. The Koran is also the main source of Islamic teachings and life guidelines for every Muslim. The definition of the Qur'an according to contemporary scholars is:

"The Word of Allah SWT, which was revealed to the Prophet Muhammad SAW. Gradually through the intermediary of the Angel Gabriel AS., which comes to us by means of mutawatir, as a miracle, whose reading is counted as worship".¹

There are various ways to interact with the Koran. You can read it, study the laws of reading it, recite it, memorize it, study the interpretation, teach it, and even practice it because all of this is considered worship. No one is able to read the Qur'an truly, except for people whose faith is also true faith. As Allah SWT said :

الَّذِينَ ءَاتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ أَلَّا تَكُونَ لَهُمْ الْحِسْرُونَ (البقرة : 121)

It means:

"And those to whom We gave them the Book (Al-Qur'an), they read it with the truth, they are the ones who believe in it and whoever disbelieves in it are the ones who are at a loss." (QS. Al-Baqarah: 121)

One of the means to learn the Qur'an is through the existence of a tahfidz halaqoh. The tahfidz halaqoh is an activity that consists of a musyrif as a guide and also a'dho, or the person being guided. The core of learning the tahfidz halaqoh is memorizing the Qur'an and submitting to memorization. However, behind these activities, there are still many other activities that only focus on studying the Qur'an, such as studying the rules of reading and tajwid, and studying its interpretation.

Learning is an effort to obtain something or trying to obtain knowledge or skills. By learning, a person means increasing their insight and knowledge, which they initially did not know. Learning is not only done in school, but a person can learn and obtain knowledge through family, environment, or books that they read.

Learning motivation greatly affects the quality of students in absorbing the learning given to their teachers. If students are motivated when learning, they will easily accept all the learning given and get good feedback. However, if students are not motivated, they will be lazy in learning. Therefore, learning motivation is very much needed in the teaching and learning process. Learning motivation cannot be separated from the teaching methods used by teachers.

One of the things that must be taught to children is everything about the Qur'an, because it is a guide for human life. But in reality, nowadays there are few teenagers who are interested in studying the Qur'an. They prefer to live it up, spend their time on useless things, and are increasingly reluctant to study the Qur'an, whether it is reading it, contemplating it, practicing it, let alone memorizing it. As we know, the Qur'an is a guide (*Al-Huda*), Differentiator (*Al-Furqan*), Clear Evidence (*Al-Bayyinah*), medicine (*Ash-Syifa*), etc. This research is motivated by the author's curiosity because the author once heard a proverb that says: "If you start your day with something good, then you will live the day with enthusiasm and full of goodness." (Anonymous). Because starting the day with the Qur'an is something good, the researcher is very interested in studying this at the Islamic Junior High School (IJHS) Al-Ghuroba, Sorong Regency. West Papua. The researcher wants to know the state of students in learning, whether they are more enthusiastic in learning if they start by interacting with the Qur'an or vice versa. The author also wants to know whether there is a significant difference if the activities we go through are preceded by interacting with the Qur'an or not.

METHOD

This study uses a quantitative approach, namely revealing the influence of the variable halaqoh tahfidz at the beginning of learning to increase students' enthusiasm for learning expressed in

numbers and explaining by comparing existing theories and using quantitative or statistical data analysis techniques that are in accordance with the variables in the study. The variables studied are halaqoh tahfidz at the beginning of learning as an independent variable (x) and increasing students' enthusiasm for learning as a dependent variable (y). The type of research used in this study is survey research. The type of survey research is one of the research approaches carried out by taking samples and populations as complete data and using questionnaires as the main data.

The reason for using survey research is, first, for the completeness of data. With the information or additional data from the survey results, the information that emerges becomes richer and more complete. The second reason is due to research needs. After the data is collected and then processed, the researcher needs further research so that the data obtained is more comprehensive. Based on the opinion above, the type of survey research using a quantitative research approach is seen from the side and its usefulness in accordance with the research that the author did, namely to determine whether or not there is a correlation between the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba. The population in this study was class VIII students at the Islamic Junior High School (IJHS) Al-ghuroba, totaling 55 students. The sample in the study was class VIII students of the Islamic Junior High School (IJHS) Al-Ghuroba, totaling 55 respondents from all students at the Islamic Junior High School (IJHS) Al-Ghuroba. The instruments used in obtaining research data were in the form of questionnaire sheets, guidebooks, and documentation notes as supporting materials in this study.

RESULT

To find out whether or not there is an influence of tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba, Sorong Regency, West Papua, the results of the data obtained from the questionnaire were first calculated and entered into the following table. All data were processed using SPSS Statistics version 25.

Table 1. Recapitulation of Questionnaire Results on The Effect of Tahfidz Halaqoh at the Beginning of Learning in Improving Students' Learning Enthusiasm

No	Tahfidz Halaqoh at the Beginning of Learning	The Influence on Learning Motivation	Total Score
1	39	35	74
2	25	27	52
3	32	28	60
4	40	26	66
5	20	25	45
6	41	38	79
7	25	23	48
8	38	31	69
9	18	26	44
10	21	17	38
11	35	26	61
12	20	28	48
13	37	27	64
14	14	20	34
15	40	37	77
16	31	29	60
17	22	30	52
18	29	28	57

No	Tahfidz Halaqoh at the Beginning of Learning	The Influence on Learning Motivation	Total Score
19	18	25	43
20	17	26	43
21	28	25	53
22	34	26	60
23	34	16	50
24	19	25	44
25	23	16	39
26	36	26	62
27	37	27	64
28	16	26	42
29	38	25	63
30	22	28	50
31	31	28	59
32	27	27	54
33	25	38	63
34	34	29	63
35	38	31	69
36	26	22	48
37	40	36	76
38	27	20	47
39	31	22	53
40	35	21	56
41	33	24	57
42	25	27	52
43	17	24	41
44	40	37	77
45	36	31	67
46	40	35	75
47	15	18	33
48	23	19	42
49	27	26	53
50	35	23	58
51	15	17	32
52	17	24	41
53	30	23	53
54	23	19	42
55	31	22	53

Table 2. Correlation Analysis Output

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X1	Pearson Correlation	1	.834**	.544**	.855**	.686**	.729**	.635**	.684**	.534**	.551**	.831**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X2	Pearson Correlation	.834**	1	.560**	.875**	.716**	.799**	.640**	.693**	.644**	.553**	.865**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X3	Pearson Correlation	.544**	.560**	1	.525**	.582**	.574**	.673**	.560**	.541**	.508**	.714**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X4	Pearson Correlation	.855**	.875**	.525**	1	.733**	.851**	.684**	.773**	.659**	.623**	.899**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X5	Pearson Correlation	.686**	.716**	.582**	.733**	1	.724**	.671**	.679**	.650**	.591**	.836**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X6	Pearson Correlation	.729**	.799**	.574**	.851**	.724**	1	.685**	.791**	.760**	.637**	.900**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X7	Pearson Correlation	.635**	.640**	.673**	.684**	.671**	.685**	1	.654**	.698**	.624**	.831**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X8	Pearson Correlation	.684**	.693**	.560**	.773**	.679**	.791**	.654**	1	.783**	.800**	.889**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X9	Pearson Correlation	.534**	.644**	.541**	.659**	.650**	.760**	.698**	.783**	1	.700**	.842**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X10	Pearson Correlation	.551**	.553**	.508**	.623**	.591**	.637**	.624**	.800**	.700**	1	.789**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	55	55	55	55	55	55	55	55	55	55	55
X11	Pearson Correlation	.831**	.865**	.714**	.899**	.836**	.900**	.831**	.889**	.842**	.789**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	55	55	55	55	55	55	55	55	55	55	55

** Correlation is significant at the 0.01 level (2-tailed).

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X1	Pearson Correlation	1	.479**	.557**	.587**	.549**	.551**	.488**	.504**	.544**	.412**	.716**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.002	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X2	Pearson Correlation	.479**	1	.526**	.516**	.628**	.555**	.674**	.519**	.572**	.392**	.735**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.003	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X3	Pearson Correlation	.557**	.526**	1	.516**	.631**	.464**	.588**	.541**	.664**	.517**	.767**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X4	Pearson Correlation	.587**	.516**	.516**	1	.568**	.617**	.517**	.589**	.601**	.651**	.796**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X5	Pearson Correlation	.549**	.628**	.631**	.568**	1	.557**	.713**	.611**	.764**	.457**	.822**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X6	Pearson Correlation	.551**	.555**	.464**	.617**	.557**	1	.622**	.785**	.665**	.504**	.804**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X7	Pearson Correlation	.488**	.674**	.588**	.517**	.713**	.622**	1	.551**	.683**	.387**	.786**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.003	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X8	Pearson Correlation	.504**	.519**	.541**	.589**	.611**	.785**	.551**	1	.772**	.541**	.818**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X9	Pearson Correlation	.544**	.572**	.664**	.601**	.764**	.665**	.683**	.772**	1	.606**	.876**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	55	55	55	55	55	55	55	55	55	55	55
X10	Pearson Correlation	.412**	.392**	.517**	.651**	.457**	.504**	.387**	.541**	.606**	1	.713**
	Sig. (2-tailed)											
	N	55	55	55	55	55	55	55	55	55	55	55

		Correlations										
		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
Sig. (2-tailed)		.002	.003	.000	.000	.000	.000	.003	.000	.000		.000
N		55	55	55	55	55	55	55	55	55	55	55
X11	Pearson Correlation	.716**	.735**	.767**	.796**	.822**	.804**	.786**	.818**	.876**	.713**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	55	55	55	55	55	55	55	55	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

To find out whether or not there is an influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba, the data results obtained from the questionnaire were first entered into a worktable and then processed directly as follows.

Table 3. Recapitulation of Questionnaire Results on The Effect of Tahfidz Halaqoh at the Beginning of Learning in Improving Students' Learning Enthusiasm

No.	X	Y
1	39	35
2	25	27
3	32	28
4	40	26
5	20	25
6	41	38
7	25	23
8	38	31
9	18	26
10	21	17
11	35	26
12	20	28
13	37	27
14	14	20
15	40	37
16	31	29
17	22	30
18	29	28
19	18	25
20	17	26
21	28	25
22	34	26
23	34	16
24	19	25
25	23	16
26	36	26
27	37	27
28	16	26
29	38	25
30	22	28
31	31	28
32	27	27
33	25	38
34	34	29
35	38	31
36	26	22
37	40	36
38	27	20
39	31	22
40	35	21

No.	X	Y
41	33	24
42	25	27
43	17	24
44	40	37
45	36	31
46	40	35
47	15	18
48	23	19
49	27	26
50	35	23
51	15	17
52	17	24
53	30	23
54	23	19
55	31	22

Table 3. Regression Analysis Results

Variables Entered/Removed

Model	Variables Entered/Removed ^a		Method
	Variables Entered	Variables Removed	
1	Halaqoh Tahfidz ^b	.	Enter

a. Dependent Variable: Semangat Belajar

b. All requested variables entered.

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.497 ^a	0.407	0.231	4.79054

a. Predictors: (Constant), Halaqoh Tahfidz

R = explains the value of the correlation value (relationship), namely the relationship between the tahfidz halaqoh at the beginning of learning is 0.497, which means it is sufficient.

R Square (koefisien determinasi) = R^2 = explains how much of the dependent variation (Y) can be explained by the independent variable (X).

R Square = 0,407 = 40,7% = The influence of the tahfidz halaqoh at the beginning of learning in increasing students' enthusiasm for learning is 40.7%.

Table 4. ANOVA Analysis Result

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	360.436	1	360.436	15.706	0.000 ^b
	Residual	1101.564	48	22.949		
	Total	1462.000	49			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Halaqoh Tahfidz

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	16.900	2.540		0.000
	Halaqoh Tahfidz	0.334	0.084	0.497	0.000

a. Dependent Variable: Semangat Belajar

Nilai Constant (a) = 16.900

Nilai (b) = 334

$$Y = a + bx$$

Student learning outcomes = 16.900 + 334 (tahfidz halaqoh at the beginning of learning)

1. From the output, it is known that the calculated F value = with a significance level of $0.000 < 0.05$, then the regression model can be used to predict variable X, or in other words, there is an influence between variable X and variable Y.
2. Based on the t-test = the calculated t value $3.963 > t$ table (2.005), there is an influence between variable X and variable Y.

DISCUSSION

From the results of the above analysis calculations and hypothesis testing, it can be discussed as follows, based on the significance value of the results of the simple linear regression analysis on the influence of tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba, a significance value of $0.000 < 0.05$ was obtained, which states that H_a is accepted and H_o is rejected.

This means that there is an influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba. This is indicated by the coefficient of determination R Square, indicating that the tahfidz halaqoh at the beginning of learning has a sufficient influence on students' enthusiasm for learning. Meanwhile, based on the comparison of the t-test value = t-count value $3.963 > t$ table (2.005), which indicates that the hypothesis is accepted so that there is an influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba, Sorong Regency, West Papua.

Based on the results of the research and data analysis that have been described previously that there is a sufficient relationship of 40.7% and a sufficient correlation of 0.497 or 49.5% between the influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm for learning of class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba. This is in accordance with the data obtained from interviews and observations conducted by researchers, that the better the tahfidz halaqoh activities at the beginning of learning for students, the better the students' learning outcomes will be, especially in terms of increasing their enthusiasm for learning.

CONCLUSION

Based on the results of the research and data analysis that have been described previously that there is a sufficient relationship of 40.7% and a sufficient correlation of 0.497 or 49.5% between the influence of the tahfidz halaqoh at the beginning of learning in increasing the enthusiasm of learning for class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba. The implementation of the tahfidz halaqoh at the beginning of learning has a positive effect on the enthusiasm for learning among class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba. Thus, the better the implementation of the tahfidz halaqoh at the beginning of learning, the better the enthusiasm for learning among class VIII students at the Islamic Junior High School (IJHS) Al-Ghuroba.

After being studied, one of the factors that the results of this study have quite an influence on is that students feel sleepy when learning begins. After being studied further, one of the factors is the full activities at the Islamic Junior High School (IJHS) Al-Ghuroba, which uses a dormitory system where all student activities have been arranged in a schedule.

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