

The Role of Motivation and Environmental Synergy on Improving the Quality of Qur'an Memorization at Ngalah Islamic Boarding School: Case Study of *Tahfidz* Dormitory Program H

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Abstract

This study aims to analyze the role of motivation and environmental synergy in improving the quality of memorization of the Qur'an in the Dormitory H *Tahfidz* Program. The focus of the research highlights the challenges faced in memorizing the Qur'an, ranging from solid time management, heterogeneity of santri backgrounds, to the limitations of varied learning methods. To overcome these obstacles, this study emphasizes the importance of motivational factors—both intrinsic and extrinsic—as well as environmental support which includes intensive guidance, periodic evaluation, and provision of conducive learning facilities. The research method used was a qualitative approach with a case study, which involved three data collection techniques: participatory observation for three months, in-depth interviews, and documentation studies related to activity schedules, achievement records, and memorization guidelines. Data were analyzed thematically to identify patterns of motivation, environmental synergy, and improved memorization quality. The results showed that intrinsic motivation, rooted in sincerity and spiritual awareness to get closer to Allah, played a major role in fostering strong intentions in memorization. Meanwhile, extrinsic motivation that comes from family encouragement, appreciation, and supervisor support also boosts the enthusiasm of students. The synergy of the environment, which includes personal guidance, group learning, application of the reward and punishment system, and a structured and comfortable physical environment, is proven to support the learning process significantly. The implications of this study confirm the need for a holistic approach in the *Tahfidz* program, where strengthening motivation and optimizing the learning environment must go hand in hand to achieve optimal memorization results. The findings are expected to be used as a reference for other pesantren in designing strategies to improve the quality of memorization of the Qur'an as well as developing a more adaptive and supportive learning system.

Keywords: *Motivation, Environmental Synergy, Role, Memorization Quality*

Abstrak

Penelitian ini bertujuan untuk menganalisis peran motivasi dan sinergitas lingkungan dalam meningkatkan kualitas hafalan Al-Qur'an pada Program *Tahfidz* Asrama H. Fokus penelitian menyoroti tantangan yang dihadapi dalam menghafal Al-Qur'an, mulai dari manajemen waktu yang padat, heterogenitas latar belakang santri, hingga keterbatasan metode pembelajaran yang variatif. Untuk mengatasi kendala tersebut, penelitian ini menekankan pentingnya faktor motivasi—baik intrinsik maupun ekstrinsik—serta dukungan lingkungan yang mencakup bimbingan intensif, evaluasi berkala, dan penyediaan fasilitas belajar yang kondusif. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus, yang melibatkan tiga teknik pengumpulan data: observasi partisipatif selama tiga bulan, wawancara mendalam, serta studi dokumentasi terkait jadwal kegiatan, catatan prestasi, dan pedoman hafalan. Analisis data dilakukan secara tematik untuk mengidentifikasi pola-pola motivasi, sinergitas lingkungan, dan peningkatan kualitas hafalan. Hasil

penelitian menunjukkan bahwa motivasi intrinsik, yang berakar pada keikhlasan dan kesadaran spiritual untuk mendekatkan diri kepada Allah, memainkan peran utama dalam menumbuhkan niat yang kuat dalam menghafal. Sementara itu, motivasi ekstrinsik yang berasal dari dorongan keluarga, penghargaan, dan dukungan pembimbing turut mendorong semangat santri. Sinergitas lingkungan, yang meliputi bimbingan personal, pembelajaran kelompok, penerapan sistem *reward* dan *punishment*, serta lingkungan fisik yang terstruktur dan nyaman, terbukti mendukung proses belajar secara signifikan. Implikasi penelitian ini menegaskan perlunya pendekatan holistik dalam program *Tahfidz*, di mana penguatan motivasi dan optimalisasi lingkungan belajar harus berjalan seiring untuk mencapai hasil hafalan yang optimal. Hasil temuan diharapkan dapat dijadikan rujukan bagi pesantren lain dalam merancang strategi peningkatan kualitas hafalan Al-Qur'an serta pengembangan sistem pembelajaran yang lebih adaptif dan suportif.

Kata Kunci: *Motivasi, Sinergitas Lingkungan, Peran, Kualitas Hafalan*

Introduction

The Qur'an is a guide for mankind that establishes basic principles in various aspects of life. As a universal book, the Qur'an is the main foundation of Islam as a way of life that guarantees happiness both in this world and in the hereafter.¹ Memorizing the Qur'an is an effort to remember and store the verses of the Qur'an in the heart and mind so that they remain in memory. In this process, each memorizer of the Qur'an uses a variety of methods, according to the preferences and needs of each individual.² In addition, success in memorizing the Qur'an is also influenced by internal factors such as motivation and external factors such as environmental support. These two factors are interrelated and have an important role in determining the quality of a student's memorization.

As an educational institution, Pondok Pesantren has a long historical record in recording the development of the Indonesian nation, both in the socio-cultural aspects of the Muslim community, economy, and political dynamics. Since the early days of the arrival and development of Islam in the archipelago, Islamic boarding schools have played a central role as one of the main pillars in the process of spreading and strengthening Islamic teachings in Indonesia.³

Educational management in pesantren is generally centered on tradition, where the curriculum, teaching methods, and institutional management often follow old patterns. With the entry of the era of technological disruption, the global education system is experiencing significant shifts, such as the emergence of technology-based learning methods, curriculum digitalization, and the need for 21st century skills that emphasize digital literacy, collaboration, and critical thinking. This transformation requires pesantren to adopt a more flexible and innovative approach in its management system.⁴

¹ Muhammad Ilyas Ismail, *Evaluasi Pembelajaran* (Depok: PT. RajaGrafindo Persada, 2021).

² Charles Rangkuti, Rustam Ependi, dan Nazrial Amin, *Mengembangkan Metode Menghafal Al-Qur'an: Pendekatan Kecerdasan Majemuk* (Bantul: PT. Green Pustaka Indonesia, 2023).

³ Muhammad Roy Purwanto Dkk., *Moderasi Pondok-Pondok Pesantren Di Indonesia* (Ponorogo: Uwais Inspirasi Indonesia, 2024).

⁴ Siti Halimah, Achmad Yusuf, dan Khamdan Safiudin, "Pesantren Education Management: The Transformation of Religious Learning Culture in the Age of Disruption," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 9, no. 3 (28 November 2024): 648–66, <https://doi.org/10.31538/ndhq.v9i3.16>.

Islamic boarding schools, also as traditional Islamic educational institutions, have a strategic role in producing a generation of Qur'an memorizers. Islamic boarding schools have long been the center of learning the Qur'an, including the *Tahfidz* program. One of the boarding schools that is consistent in developing the *Tahfidz* program is Ngalah Islamic Boarding School. However, to achieve optimal memorization quality, holistic efforts are needed, including ensuring that students have strong motivation and are in a supportive environment.

The Qur'an memorization program at Dormitory H faces several complex challenges. The complexity of the challenges in the *Tahfidz* Asrama H Program stems from the multidimensional interaction between internal (individual motivation) and external (environment) factors. To improve the quality of memorization, a holistic, adaptive, and sustainable approach is needed in managing both variables. The author is interested in this topic because this study bridges the theoretical and practical aspects, focusing on the unique context of Pesantren Ngalah and the *Tahfidz* Asrama H Program. The combination of motivation and environmental synergy was chosen as a key variable because both are critical factors that are often overlooked in similar studies, even though they have a significant impact on the success of Qur'an memorization.

The challenges that often occur in maximizing the quality of students' memorization include; First, time management constraints due to the students' busy schedules, including formal education, diniyah, and extracurricular activities, making it difficult for them to allocate time for *muraja'ah*, so memorization is vulnerable to being forgotten. Second, the heterogeneity of santri backgrounds and motivations affects memorization consistency, requiring a personal approach. Third, learning strategies that are stagnant and lack variety hinder the quality of memorization, so they need evaluation and innovation. Fourth, social dynamics in the dormitory, such as conflict and lack of privacy, disrupt the focus of students, requiring wise handling. Fifth, the limited number of mentors makes it difficult to provide individual attention, even though personal guidance is needed. Finally, the *muraja'ah* process, which is often neglected due to the students' busyness, reduces the effectiveness of memorization, so a special strategy is needed to ensure the consistency of *muraja'ah*.

Motivation is the drive, whether intrinsic or extrinsic, that moves a person to act towards a goal. It reflects the will to do something, not just the ability. Motivation also acts as a driving force in influencing oneself or others to act in accordance with predetermined goals.⁵ Intrinsic motivation arises from the santri's personal awareness and desire to get closer to Allah through memorizing the Qur'an, while extrinsic motivation can come from the encouragement of parents, teachers, or the surrounding environment. Without strong motivation, santri are prone to mental fatigue and loss of enthusiasm in memorizing.

⁵ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan* (Jakarta: Bumi Aksara, 2023).

Therefore, understanding and maintaining santri motivation is very important in the *Tahfidz* process.

According to research conducted by Rahman in the Proceedings of the National Seminar on Postgraduate Basic Education at Gorontalo State University: Merdeka Belajar in Welcoming the Era of Society 5.0, motivation is divided into two types, namely intrinsic motivation (including health, psychology, interest, talent, intelligence, and readiness factors) and extrinsic motivation (including family, school, and community factors). The results showed that both types of motivation have a relationship with learning outcomes. Intrinsic motivation has a moderate relationship, while extrinsic motivation has a stronger relationship. This finding indicates that improving learning outcomes, as the main goal of the learning process, is significantly influenced by motivational factors, both from within learners and from the surrounding environment.⁶

In addition to motivation, environmental synergy also plays an important role in improving the quality of Qur'an memorization. A learning environment that allows freedom of choice encourages active involvement of students, creates creative and productive learning, then the results of social and environmental interactions can be internalized into the individual, thus creating a superior person and can survive in every condition.⁷ A conducive environment will create a positive learning atmosphere, motivate students to continue progressing, and help overcome challenges faced during the memorization process. For example, support from ustadz/ustadzah in providing effective learning methods, or support from fellow students in forming learning groups (*halaqah*) that motivate each other.

Research by M. Suud and Rivai, shows that the learning environment has a very important role in shaping learning motivation. A conducive environment, which includes support from family, community and school, significantly influences interest and curiosity. Internal factors such as psychological conditions and external factors such as social interactions with peers, the role of parents, as well as the availability of infrastructure, contribute to creating an effective learning atmosphere. Thus, the synergy between supportive environments is the main key in improving the quality of learning.⁸

This study aims to analyze in depth the role of motivation and environmental synergy on improving the quality of memorization of the Qur'an at Ngalah Islamic Boarding School. By understanding these factors, it is hoped that an effective strategy can be found to improve the quality of memorizing the Qur'an, both from the cognitive and spiritual aspects. The results of this study are expected to be a reference for other Islamic boarding schools in optimizing the Qur'an memorization program, as well as providing a

⁶ Sunarti Rahman, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar," *Prosiding Seminar Nasional Pendidikan Dasar: Merdeka Belajar dalam Menyambut Era Masyarakat 5.0*, 2021, 289–302.

⁷ Harjali, *Penataan Lingkungan Belajar: Strategi untuk Guru dan Sekolah* (Malang: Seribu Bintang, 2019).

⁸ Fitriah M. Suud dan Muhamad Irvan Rivai, "Peran Lingkungan Dalam Meningkatkan Motivasi Belajar Siswa Sd Di Banjarnegara," *JCOMMENT (Journal of Community Empowerment)* 3, no. 2 (24 April 2022): 64–76, <https://doi.org/10.55314/jcomment.v3i2.238>.

deeper understanding of the importance of motivation and environment in the process of Islamic education.

This research used a qualitative approach with a case study method. According to Denzin & Lincoln (1994), qualitative research is a form of research conducted in a natural setting with the aim of interpreting the phenomena that occur. This process involves a variety of available methods. Meanwhile, Erickson (1968) states that qualitative research aims to find and describe narratively the activities carried out and the impact of these actions on individual lives.⁹

Case study is a relevant method to be applied in evaluating the learning process, both in formal and non-formal institutions. This is because case studies are curative or retrospective (*retrospective case study*), which allows for treatment of the case under study, as well as prospective (*prospective case study*) to identify possible trends. In the context of education, case studies make a significant contribution in diagnosing various problems that arise in the learning process, such as problems related to students, teaching materials, material delivery methods, and educational facilities.¹⁰ Thus, educators can take appropriate steps to overcome these problems in order to achieve the learning objectives that have been formulated in the learning design.

This approach was chosen because it is able to provide an in-depth understanding of the phenomena that occur in the Ngalah Islamic Boarding School environment, especially in Dormitory H. Data were collected through three main techniques: participatory observation, in-depth interviews, and documentation studies.

a. Participatory Observation

Participatory observation is a data collection technique in the form of researcher participation in a series of activities that occur in a particular environment.¹¹ In this case, the researcher was directly involved in daily activities at Dormitory H for three months. This allows researchers to understand the dynamics of the environment and the interactions between elements in it.

b. In-depth Interview

Interview is a data collection technique in the form of questions or questionnaires.¹² The following interviews were conducted with 20 students and 5 teachers. The questions focused on their experience in the *Tahfidz* program, the role of the environment, and the supporting factors for the success of memorizing the Qur'an.

c. Documentation Study

⁹ Albi Anggito dan Johan Setiawan, *Metodologi Penelitian Kualitatif* (Sukabumi: CV Jejak (Jejak Publisher), 2018).

¹⁰ Ubaid Ridlo, *Metode Penelitian Studi Kasus: Teori dan Praktik* (Jakarta: Publica Indonesia Utama, 2023).

¹¹ Wina Sanjaya, *Penelitian Pendidikan: Metode, Pendekatan, dan Jenis* (Jakarta: Kencana, 2015).

¹² Sanjaya.

Documentation study is the main instrument in data collection techniques by collecting and analyzing data, both written data, images, artwork, and electronic data.¹³ The documents analyzed include activity schedules, santri achievement records, and *Tahfidz* program guidelines. These documents provide context and supporting data for analysis. The collected data were analyzed thematically to identify patterns and relationships between environmental synergy and improving the quality of memorization of the Qur'an.

Results And Discussion

Application of Motivation to Santri

The application of motivation in an educational environment plays an important role in improving the quality of learning and creating a more meaningful learning experience for students. By using various motivational strategies, educators can generate interest, encouragement, and enthusiasm for learning more effectively. One way that can be done is through providing positive feedback and creating a supportive learning environment, so that students feel more motivated to be actively involved in the learning process.¹⁴

In addition, healthy competitions such as academic competitions or olympiads can be a means to spur collective learning motivation. Reward programs, such as giving certificates or certificates to outstanding learners, can also increase their extrinsic motivation. On the other hand, curriculum development that is relevant to learners' interests and needs, such as technology integration or project-based approaches, can make learning more interesting and contextualized. In its application, improving the quality of santri can be achieved through several motivational cultivation of santri, including:

1. Intrinsic Motivation

Intrinsic motivation is a drive that arises from within a person, without external influence or reward. An intrinsically motivated person does something because they are satisfied with the activity itself. The activity provides satisfaction, happiness, or fulfills a personal need, and the person enjoys the process or challenge without thinking about external rewards or consequences.¹⁵

This motivation comes from within the santri, such as the awareness of the importance of getting closer to Allah SWT and obtaining the blessings of life. Intrinsic motivation can be more durable and encourage students to keep trying even when facing difficulties. In the context of memorizing the Qur'an, intrinsic motivation plays a crucial role in creating a strong intention and providing positive encouragement during the

¹³ Sanjaya.

¹⁴ Wahyudi Setiawan, *Psikologi Pendidikan: Teori dan Praktik*, 1 ed. (Ponorogo: Penerbit Wade Group, 2024).

¹⁵ Bangau Frangki, *Pengaruh Motivasi Dan Lingkungan Belajar Terhadap Prestasi Siswa* (Lombok: Penerbit P4I, 2024).

memorization process. The following is an in-depth description of how intrinsic motivation can influence the intention and process of memorizing the Qur'an:

a. Creating Strong Intention in Memorization

Intention is a barometer of the value of an action. The quality of all deeds depends on the quality of the intention behind them. If the motivation is good, then the action is considered good; if the motivation is bad, then the action is also considered bad. This concept is fixed and unchangeable. Some scholars explain that the validity of an action depends on the intention.

إنما الأعمال بالنيات، وإنما لكل امرئ ما نوى

In this Hadīth, the phrase “All deeds are only according to their intentions” refers to all deeds that are in accordance with the Shariah. Thus, any deed that is justified by the Shariah but performed without intention has no meaning in Islam. Regarding the Prophet's statement “All deeds depend on the intention”, scholars have different opinions about its meaning. Some scholars are of the opinion that intention is a condition for the validity of a deed, so that without intention, the deed is not considered valid. Meanwhile, other scholars argue that the intention serves as a perfection, which means that a deed will become more perfect if it is accompanied by an intention.¹⁶

Good and strong intentions play a crucial role in determining a person's success in achieving his goals, including in memorizing the Qur'an. Without the right intention, a person can fall into mistakes or difficulties in the memorization process.¹⁷ Therefore, it is important for someone who wants to memorize the Qur'an to start with good and sincere intentions solely for the sake of Allah. This good intention must be held firmly and strengthened throughout the memorization process. With a straight intention and strong motivation, it will be easier for a person to memorize the Qur'an and achieve the blessings and rewards of the charity.

Awareness of the virtues of memorizing the Qur'an must be instilled from an early age. This will be a strong intrinsic motivation to maintain consistency in memorizing. Without this awareness, one may be easily tempted by worldly temptations or feel bored in the memorization process. This awareness will also help a person to keep his intentions sincere for the sake of Allah, not for worldly goals such as praise, titles, or social recognition.

In addition, awareness of the virtues of memorizing the Qur'an will also encourage a person to live the meaning of the verses he memorizes. The memorizer of the Qur'an is not only required to remember the text, but also to understand and practice it in everyday life. Some of the virtues of memorizing the Qur'an that can create a strong intention in memorizing, as follows:

¹⁶ Arif Masduki, *Arba'in Nawawi: Kumpulan 40 Hadits Utama Imam An-Nawawi Dengan Maknanya* (Sinar Wawasan, 2021).

¹⁷ Raisya Maula Ibnu Rusyd, *Panduan Tabsin, Tajwid, dan Tahfizh Untuk Pemula* (Yogyakarta: SAUFA, 2015).

- 1) The memorizer of the Qur'an has been promised a high degree in this world and the hereafter;
- 2) The heart of the memorizer of the Qur'an will be filled with faith;
- 3) The memorizer of the Qur'an is positioned as a collector of prophetic inheritance;
- 4) The memorizer of the Qur'an is made the companion of the angels in the afterlife;
- 5) The memorizer of the Qur'an is ensured a high position in heaven and is interceded by the Prophet Muhammad SAW;
- 6) Memorizing the Qur'an can perfume the heart and soul in the afterlife;
- 7) The memorizer of the Qur'an is given a crown of majesty on the side of Allah SWT.¹⁸

b. Positive Encouragement in the Memorization Process

The process of memorizing the Qur'an is a deep and complex spiritual journey, which not only demands sharp cognitive abilities, but also emotional resilience and sincerity in worship. Positive encouragement becomes a central element in such a journey as it helps to create an inner condition conducive to the absorption and recall of the holy verses. A happy state of mind and a focused mind are believed to increase the effectiveness of memory and concentration, while reducing the negative impact of stress and anxiety that often hinder the memorization process.¹⁹

Patience serves as the main foundation that enables a Muslim to face life's challenges with calmness, sincerity, and full confidence in Allah's decree. This concept has such a deep and essential meaning in the life of a Muslim that it is mentioned in the Qur'an in Surah Al-Baqarah verse 153;

إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

“Verily, Allah is with those who are patient.”

This emphasizes that patience is not just an attitude, but also one of the main pillars in living life with full faith and piety. This verse is a source of calm and strength for those who are facing trials, by reminding them that patience is not only a form of endurance, but also a means to get closer to Allah and feel His presence in every aspect of life.²⁰ The happiness gained through a deep understanding of the meaning of the verse and sincerity in worship encourages the memorizer to keep going despite the challenges in the journey.²¹

¹⁸ Hana Hanifah, *Kenal, Dekat, dan Akhirnya Jatuh Cinta Pada Al-Qur'an* (Jakarta: Elex Media Komputindo, 2016).

¹⁹ Khasna Fauziyah Nur, “Tingkat Stres Dalam Proses Menghafal Al-Qur'an Pada Santri Mustawa Awwal Pondok Pesantren Modern Darul Qur'an Al Karim Desa Karangtengah Kecamatan Baturraden Kabupaten Banyumas” (Purwokerto, IAIN Purwokerto, 2020).

²⁰ Hisayoshi Osawa, *Jalan Menuju Ketenangan Batin: Menggabungkan Kebijakan Jepang dan Ajaran Islam* (Chiba: At Triangle Co., Ltd., 2025).

²¹ Shofwatal Qolbiyyah, Lusiana Rahmadani Putri, dan Nur Azlin Putri, “Meningkatkan Hafalan Al-Quran Dengan Menggunakan Metode Haqlil,” *Man'izhab: Jurnal Kajian Keislaman*, 02, 12 (21 Desember 2022), <https://doi.org/10.55849/jiem.v1i1.1>.

A deep understanding of the meaning of the memorized verse can deepen spiritual attachment and facilitate the memorization process. By understanding the context and meaning of each verse, the memorizer will feel a deeper closeness to Allah SWT, which in turn increases peace of mind and motivation to keep trying. Appreciating every achievement, no matter how small, is also an effective strategy to maintain enthusiasm. Self-appreciation fosters a sense of happiness and motivates to keep going.²² This approach is in line with the concept of positive *reinforcement* which can increase motivation in memorizing the Qur'an.

2. Extrinsic Motivation

Extrinsic motivation is a drive that comes from outside a person, usually in the form of rewards or punishments. Extrinsically motivated people act in the hope of getting a reward or avoiding bad consequences. For example, a person works hard to get a promotion or bonus, or students study for high grades. While extrinsic motivation can trigger initial action, the sustainability of behavior often depends on the extent to which intrinsic motivation can be found or enhanced in the long term.²³

This motivation comes from external factors, such as rewards or praise from mentors and peers. While extrinsic motivation can provide a boost, to maintain long-term memorization resilience, intrinsic motivation is more necessary.

a. Support from Family and Environment

Families play a central role in the formation of individual character and morals. As the first and primary educational environment, the family provides the foundation for the development of moral values, religion, ethics, and positive habits that will shape children's future behavior.²⁴ Harmonious and loving family interactions help children develop empathy, caring, and a sense of responsibility towards others. Open communication between family members allows children to express their feelings and thoughts, thus building self-confidence and good social skills. This conducive family environment plays an important role in shaping children's character with strength and integrity.

The surrounding environment, including schools and communities, also has a significant role in shaping individual character. School as a formal education institution not only functions as a place to transfer knowledge, but also as an arena for character building through various activities and social interactions. Teachers and other educators serve as role models who demonstrate positive and ethical behavior, which is then emulated. In addition, involvement in community activities, such as youth organizations, religious

²² Azhari Fathurrohman, "Strategi Meningkatkan Motivasi *Tahfidz* Al-Qur'an pada Pondok Pesantren," *Ta'dib: Jurnal Pendidikan Islam dan Isu-Isu Sosial* 20, no. 1 (15 Januari 2022): 76–90, <https://doi.org/10.37216/tadib.v20i1.542>.

²³ Frangki, *Pengaruh Motivasi Dan Lingkungan Belajar Terhadap Prestasi Siswa*.

²⁴ Vini Agustiani Hadian, Dewinta Arum Maulida, dan Aiman Faiz, "Peran Lingkungan Keluarga dalam Pembentukan Karakter," *Jurnal Education and Development*, 1, 10 (2022): 240–46.

activities, or volunteer programs, provides opportunities for individuals to learn to work together, understand differences, and develop a sense of empathy and social responsibility.

The example set by parents and the surrounding environment is very influential in shaping individual behavior. Children tend to imitate what they see from those around them. Therefore, positive behavior shown by parents and other community members will be a concrete example for children in understanding and applying moral values. A positive and supportive environment will encourage individuals to develop good behavior and conform to social norms.

However, the challenges in shaping children's character and morals are increasingly complex in the digital era. The rapid development of technology has had a significant impact on parenting and family interactions. Children are now exposed to various information and values from the virtual world that are not always in line with the values taught.²⁵ Therefore, the active role of parents in supervising and guiding children's use of technology is crucial. Parents are expected to provide an understanding of the wise use of technology and instill strong moral values as a foundation in dealing with various information received. In addition, it is important for families to create a culture of discussion and openness in discussing various moral and ethical issues that arise, both from the surrounding environment and from digital media.

b. Reward and Punishment System

The implementation of reward and punishment systems is an effective strategy in encouraging positive behavior and increasing learning motivation. Rewards are given as a form of appreciation for achievements or good behavior shown by individuals. This can be in the form of verbal praise, gifts, certificates, or opportunities to participate in self-development programs such as scholarships or special training. Providing timely and proportional rewards can increase the intrinsic motivation of individuals, make them feel valued, and encourage them to maintain or even improve their positive performance.²⁶

On the other hand, punishment is given as a consequence of behavior that is not in accordance with applicable norms or rules. The main purpose of punishment is to provide an understanding that every action has consequences, as well as to prevent the recurrence of negative behavior in the future.²⁷ However, it is important to ensure that the punishment given is educative and does not damage the individual's self-esteem. Punishment that is too harsh or disproportionate can have negative effects, such as excessive fear, low self-esteem,

²⁵ Nadia Dwi Rahmadina Putri dkk., "Literature Review: Peran Keluarga Dalam Pembentukan Karakter Moral Anak Di Era Digital," *Jurnal Empati* 13, no. 05 (2024): 466–74, <https://doi.org/10.14710/empati.2024.47901>.

²⁶ Pendidikan Akuntansi, "Efektifitas Reward and Punishment dalam Membentuk Karakter Siswa dan Meningkatkan Motivasi Belajar," Article, 17 Januari 2025, <https://pak.feb.unesa.ac.id/post/efektifitas-reward-and-punishment-dalam-membentuk-karakter-siswa-dan-meningkatkan-motivasi-belajar>.

²⁷ Ai Siska Silvia dkk., "Efektifitas Reward Dan Punishment Terhadap Kedisiplinan Anak Usia Dini di RA Miftahul Ulum Jayasari," *Edu Happiness: Jurnal Ilmiah Perkembangan Anak Usia Dini* 02, no. 02 (Juli 2023): 293–302, <https://doi.org/10.62515/jos>.

or even rebellion. Therefore, a thoughtful approach and consideration of the individual's psychological condition is necessary in the application of punishment.

Environmental Synergy in Supporting the Memorization Process

1. The Role of the Mentor

Memorizing the Qur'an is a process that requires dedication, discipline, and effective learning methods. In this context, the role of the mentor is crucial to ensure that the memorization process runs well and optimally. The mentor not only functions as a teacher, but also as a motivator, facilitator, and evaluator who ensures the memorization process runs effectively and efficiently.²⁸

The presence of a mentor provides profound benefits in technical, emotional, and spiritual aspects. Technically, mentors help correct tajweed and makhraj, ensuring each verse is memorized correctly. Emotionally, they provide motivation and support, helping to overcome any boredom or fatigue that may arise during the memorization process. Spiritually, mentors instill the values of sincerity and love for the Qur'an, so that the memorization process becomes more meaningful.

To achieve optimal memorization results, mentors need to apply learning methods that suit the needs and characteristics of individual learners. Some effective methods include:

a. Intensive Guidance

This approach involves frequent and in-depth interactions between mentors and learners. With intensive guidance, mentors can give special attention, identify difficulties faced by learners, and provide appropriate solutions.²⁹ The traditional method is also commonly referred to as intensive guidance in memorizing the Qur'an, generally carried out through direct interaction between students and experienced teachers or hafidz.

This method prioritizes the role of the teacher in reciting Qur'anic verses, while the santri listen and imitate until memorized, a method known as talaqqi. In addition, learners receive guidance that includes various memorization techniques, such as repetition, verse writing, and deep understanding of the meaning of the verse (tadabbur). The process also involves dividing the memorization into specific sections, such as per-juz or per-surah, to facilitate mastery and stabilization of memorization.³⁰

b. Personal approach

²⁸ Fitriani Mardiah Ritonga dan Lahmuddin Lubis, "Peran Guru dalam Memotivasi Siswa Menghafal Alquran Di SDIT Al-Ikhlas Konggo," *Sabilurrsyad* 03, no. 01 (Juni 2018): 56–65.

²⁹ Muammar Riza, "Peran Pembimbing *Tahfidz* Quran Dalam Meningkatkan Motivasi Menghafal Al-Quran Pada Siswa Di Smptq Baitul Maal Pondok Aren Tangerang Selatan" (Skripsi, Jakarta, UIN Syarif Hidayatullah Jakarta, 2023), <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/72898/1/MUAMMAR%20RIZA-FDK.pdf>.

³⁰ Dian Nafi, *Tahfidz untuk Taqorrub Ilallah* (Demak: Hasfa, 2023), https://www.google.co.id/books/edition/Tahfidz_untuk_Taqorrub_Ilallah/ATu1EAAAQBAJ?hl=id&gbpv=1.

A personal approach to learning is essential to create relevant and meaningful learning experiences for each learner. Technological advances enable teachers to provide adaptive learning that suits learners' individual needs. Through real-time analysis of learner performance data, adaptive technology can customize teaching materials and methods based on each learner's learning abilities and preferences. This allows learners to learn according to their pace and learning style, improving understanding and retention of information.³¹

The personalized approach applied by teachers/mentors in building learning motivation is very important and focuses on the individual needs of each learner. Teachers not only direct attention to the learning process in general, but also approach each learner individually to understand their background, needs and challenges. Through this approach, teachers listen carefully to the stories or problems faced by each learner and provide constructive suggestions to overcome these problems.

Thus, learners feel valued and supported, which in turn boosts their morale in the face of difficulties. This approach not only helps learners with academics, but also helps them overcome feelings of loneliness or loss that they often experience.³²

c. Periodic Evaluation of Memorization Progress

Evaluation is an essential component in the education system that must be carried out in a systematic and planned manner to measure the achievement of goals in the learning process. In general, evaluation involves giving a judgment or value based on certain criteria. In the context of education, evaluation is an action or process to determine the value of everything related to education. In Arabic, the term evaluation is known as “taqdir” which means assessment or evaluation. In addition, the terms “imtahan” which means test, and “khataman” which refers to the assessment of the final results of the educational process, are also used in the context of evaluation.³³

Regularly conducted evaluations help mentors to monitor learners' progress, identify areas that require improvement, and provide constructive feedback. Based on an interview with Siti Maysaroh, “The mentors implement periodic evaluations to identify the strengths and weaknesses of each student. A personal approach is carried out with intensive guidance and material adjustments according to ability. We also utilize information technology to provide real-time feedback.” This evaluation also serves as motivation for students to continue improving their memorization. In addition, periodic evaluations allow mentors to adjust learning methods according to the development of students, so that the memorization process becomes more effective.³⁴

³¹ Mitra Rahayu dkk., *Model Pembelajaran di Era Society 5.0* (Padang: CV. Gita Lentera, 2024).

³² Yosep Noviar, Syarif Maulidin, dan Ari Arkanudin, “Peran Guru Dalam Meningkatkan Motivasi Belajar Anak Yatim: Studi Di Yayasan Al-Nikmah Barikah Janah Jakarta Selatan,” *Teacher: Jurnal Inovasi Karya Ilmiah Guru* 4, no. 2 (28 Agustus 2024): 91–102, <https://doi.org/10.51878/teacher.v4i2.4199>.

³³ Ismail, *Evaluasi Pembelajaran*.

³⁴ Siti Maysaroh, *Pendekatan Pembelajaran Personal*, 13 Januari 2025.

According to Djuwita (2012) in Ismail, states that the assessment of learning outcomes has several important functions in the education system. One of them is the formative function, which serves to measure the learning achievements of students after completing a program in a unit of study material in a particular field of study. The purpose of this function is to determine the extent to which students master the material that has been taught in a learning program. In addition, there is also a summative function that is carried out after students complete lessons in a semester or a year. This function aims to assess the level of achievement of learning outcomes that have been obtained.³⁵

The diagnostic function is also very important, because through this assessment, teachers can analyze the learning conditions of students by identifying difficulties or obstacles that arise during the learning process. The results of this analysis are then used to provide appropriate interventions to overcome existing problems. In addition, the placement function focuses on assessing the individual characteristics of learners to determine the most appropriate position in the learning environment. Thus, learners can be placed according to their talents, interests, abilities, and conditions, so that they do not experience difficulties in following the given learning program.

2. Synergy between students

Synergy between students is an important element in learning in pesantren. Positive cooperation and interaction not only increase the effectiveness of memorization, but also form the character of discipline and cohesiveness. The formation of study groups, especially in the form of *muraja'ah*, is one of the effective strategies in supporting the memorization process. Here are some important points:

a. Forming Study Groups

The process of forming study groups, students will be accustomed to routinely repeating memorization together, thus creating an interactive learning atmosphere. As based on several figures, it states that the application of *muraja'ah* groups in pesantren can improve the quality of learning through discussion and repeated practice.

Eggen and Kauchak (1993) in Afidah and Anggraini,³⁶ describe cooperative learning as a series of teaching strategies that teachers implement to encourage students to help each other in the learning process, so this method is also known as “peer learning.” According to Slavin (1997), this approach involves learners working in groups with diverse abilities, and some experts add that this method is effective for teaching complex material, helping to achieve learning objectives that emphasize the social dimension, as well as improving relationships between individuals. This learning approach was developed based on cognitive-constructivist theory and social learning theory.

³⁵ Ismail, *Evaluasi Pembelajaran*.

³⁶ Siti Inarotul Afidah dan Fina Surya Anggraini, “Implementasi Metode Muraja’ah Dalam Peningkatan Kualitas Hafalan Al-Qur’an Di Pondok Pesantren Amanatul Qur’an Pacet Mojokerto,” *Al-Ibrah: Jurnal Pendidikan dan Keilmuan Islam* 7, no. 1 (30 Juni 2022): 114–32, <https://doi.org/10.61815/alibrah.v7i1.192>.

Arends (1997) explains that cooperative strategies have distinctive features, where learners work together to complete the subject matter, groups are formed by combining learners who have high, medium, and low ability levels, and if possible, involving members who come from different racial, cultural, ethnic, and gender backgrounds, with rewards emphasized more on group success than individual achievement.

Cooperative learning is designed to increase learner participation, provide experience in leadership and group decision-making, and provide opportunities for learners to interact and learn together despite coming from diverse backgrounds. By working together to achieve a common goal, learners are expected to develop interpersonal skills that are very useful in life outside school. In addition to material mastery, this approach also emphasizes the importance of developing specific skills called cooperative skills, which serve to facilitate working relationships and the implementation of group tasks. For these skills to work well, teachers need to teach the various social competencies and group work skills needed.

Ibrahim et al. (2000) explain that cooperative skills include social skills that support effective interpersonal relationships, the ability to share time and resources, and the ability to participate actively in group activities. It is not uncommon for a situation to occur where some learners dominate the discussion while others are reluctant or have difficulty playing a role, so it is also important to develop effective communication skills.

In this context, Afidah and Anggraini revealed that learners need to be taught how to retell information in their own words, express their behavior and feelings, and check each other's understanding. In addition, before being able to learn effectively in groups, learners must be able to understand and appreciate the differences between others so as to create harmonious cooperation.³⁷

b. Healthy Competition

Healthy competition is a very useful strategy to spur the spirit of learning and increase the speed of memorization. With positively managed competition, students learn to face challenges while celebrating success together. This model is usually used in learning situations where the material taught requires problem solving and active learner involvement.³⁸

Through healthy competition, students are faced with challenges that test their ability to memorize and understand the material. Regularly organized competitions can increase the intrinsic motivation and mental endurance of students. Challenges in competition are not intended to create destructive competition, but rather as a means to encourage students to achieve their best potential. In a positive competitive atmosphere, each student learns to appreciate their own achievements and the achievements of their friends.

³⁷ Afidah dan Anggraini.

³⁸ Rahayu dkk., *Model Pembelajaran di Era Society 5.0*.

Healthy competition also involves setting specific and realistic memorization targets. Setting these targets becomes a benchmark for students in assessing their learning progress. Rangkuti, Ependi, and Amin argue that with a clear target, students can focus more on achieving learning goals and increasing memorization speed. The predetermined target serves as an effective motivator, where every progress, no matter how small, has a positive impact on students' self-confidence. In addition, setting targets regularly allows for measurable evaluation so that any improvement efforts can be made immediately.

In addition to increasing motivation, healthy competition encourages students to explore more innovative memorization techniques. In competitive situations, various methods such as visualization techniques, concept mapping, and the use of digital tools are often introduced. Discussion and sharing of methods among students enriches the repertoire of memorization techniques that can be applied. This process of innovation not only increases the speed of memorization, but also helps students overcome various challenges in understanding complex material.³⁹

3. Conducive Physical Environment

A conducive physical environment greatly affects the effectiveness of learning. A comfortable room atmosphere, a structured schedule, and the utilization of information technology are the main factors that help students achieve high concentration and optimal performance.

a. Disciplined Activity Patterns

Disciplined activity patterns in pesantren include good time management, consistency in carrying out daily routines, and structured scheduling. In this learning pattern, students access materials through the device independently without any direct intervention from the teacher. Thus, the teacher's role is only limited to a facilitator who provides material, while the device itself becomes the main learning resource for students.⁴⁰ These aspects are very important so that the learning process can take place optimally.

Time management is the main key in improving learning effectiveness. Jones emphasizes that proper time management allows students to allocate periods of study, rest, and other supporting activities in a balanced manner. With good time management, the risk of material accumulation and stress is significantly reduced. Students who are able to manage their time effectively tend to show better academic performance because they can optimize every available study period.⁴¹

Consistency is an important aspect in forming productive study habits. A structured daily schedule can reduce anxiety levels and improve learning focus. With a consistent

³⁹ Sa'd Riyadh, *Agar Anak Mencintai dan Hafal Al-Qur'an: Bagaimana Mendidiknya?* (Surabaya: Hikam Pustaka, 2020).

⁴⁰ Khusnul Khotimah dkk., *Media Pembelajaran* (Jakarta: Guepedia, 2024).

⁴¹ Owen Jones, *Manajemen Waktu dan Produktivitas: Cara Mengoptimalkan Waktu Anda dan Mencapai Hasil Maksimal* (Umbria: Tektime, 2023).

routine, students can anticipate the activities that must be done every day and adjust to the schedule that has been set. This makes the learning process more systematic and directed, so that the achievement of memorization targets can be realized better.

b. Provision of Comfortable Spaces and Facilities

A supportive physical environment is not only related to the design of the learning space, but also involves the utilization of technology and adequate supporting facilities to create a conducive learning atmosphere. According to Ramadhani, Muhammada, and Ma'ruf, the utilization of learning media can be a solution by providing opportunities for teachers and students to create more systematic and creative media. Therefore, educators need to be careful in choosing the right learning media so that it not only helps in delivering material, but can also be used in the learning evaluation process.⁴²

A clean, organized, and comfortable learning space greatly affects the concentration level of students. Widiaworo examined that optimal study room design - with sufficient lighting, good ventilation, and ergonomic layout - can improve the academic performance of students in modern pesantren. Rooms that are designed with psychological and physical aspects in mind help reduce distractions and create an environment that supports the thinking and memorization process. This aspect is one of the important factors in shaping a productive learning mindset.⁴³

Information technology has become an integral part of modern education, including in pesantren. Khairi revealed that the use of learning applications, interactive videos, and online discussion platforms can increase interactivity and flexibility of learning methods. This technology not only facilitates access to information, but also provides variations in the presentation of material that can be adapted to the learning style of the santri. The utilization of technology also allows teachers to monitor learning progress in real time and provide faster feedback. Thus, the integration of information technology in the physical environment of pesantren significantly improves the quality of learning.⁴⁴

In addition to space design and information technology, the provision of supporting facilities such as libraries, discussion rooms, and comfortable rest areas also play an important role. These facilities support learning activities by providing alternative places for students to find additional references or simply unwind for a moment. Adequate facility conditions encourage students to be more active in seeking knowledge and participating in various academic activities. Thus, the provision of good facilities is an integral part of a conducive physical environment in supporting the learning process.

⁴² Alfina Rachma Ramadhani, Muhammada Muhammada, dan Ahmad Ma'ruf, "Inovasi Media Pembelajaran Pendidikan Agama Islam Berbasis Microsoft Teams Di Smkn 1 Purwosari," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 14 Juni 2024, 20–31, <https://doi.org/10.47498/tadib.v16i1.3007>.

⁴³ Erwin Widiaworo, *Cerdas Pengelolaan Kelas* (Bantul: DIVA PRESS, 2018).

⁴⁴ Azizatul Khairi dkk., *Teknologi Pembelajaran: Konsep dan Pengembangannya di Era Society 5.0* (Bojong: Penerbit NEM, 2022).

Conclusion

Based on the results of the study, it can be concluded that improving the quality of Qur'an memorization at Ngalah Islamic Boarding School is highly dependent on two main factors, namely santri motivation and environmental synergy. In detail:

1. Student Motivation

Intrinsic Motivation: Spiritual awareness, sincere intentions, and a deep understanding of the virtues of memorizing the Qur'an provide strong internal motivation to students. Sincerity in worship and understanding the meaning of the holy verses are the main foundations that encourage consistency in the memorization process. **Extrinsic Motivation:** External encouragement in the form of awards, support from families, and guidance provided by teachers also strengthens the determination of students. Providing proportional rewards and implementing an educative punishment system helps maintain discipline and encourage continuous improvement.

2. Environmental Synergy

Mentor Roles and Learning Methods: Mentors serve not only as teachers, but also as motivators and facilitators who help overcome technical and emotional difficulties. The personalized learning approach, intensive guidance, and regular evaluations have proven effective in monitoring and improving memorization skills. **Group Learning and Healthy Competition:** The formation of study groups (*muraja'ah*) and the organization of healthy competitions encourage interaction between students which increases creativity and memorization speed. **Physical Environment and Time Management:** Providing a comfortable study room, setting a disciplined schedule, and utilizing information technology support the creation of an optimal learning atmosphere, so that students can be more focused and efficient in the memorization process.

Overall, this study confirms that efforts to improve the quality of Qur'anic memorization must be carried out through a holistic approach that integrates motivational aspects and environmental synergies. Strengthening these two aspects not only improves memorization achievement, but also fosters character, discipline, and a deep passion for learning among students. This finding is expected to be a strategic reference for Islamic educational institutions in optimizing the *Tahfidz* program and developing innovative learning methods.

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