

The Impact of Memorizing the Qur'an on Academic Achievement at Hidayatul Qur'an Islamic High School

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ABSTRACT

This study aims to determine the extent to which Quranic memorization influences the academic performance of 12th-grade students at Madrasah Aliyah Swasta Hidayatul Qur'an Puding Besar. The research employed a quantitative approach with simple linear regression analysis. Data were collected through questionnaires, observation, and semester report documentation. The results show that Quranic memorization has a significant and positive impact on academic achievement, contributing 40% to students' performance. This is supported by statistical analysis, where the calculated t-value exceeds the critical t-table value ($4.758 > 2.034$), indicating the rejection of the null hypothesis. These findings highlight that Quranic memorization not only serves as a religious practice but also enhances students' academic outcomes. Therefore, strengthening tahfidz programs should be a key component in developing curricula within Islamic educational institutions.



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INTRODUCTION

Memorizing the Qur'an is the activity of reading the Qur'an, repeating the recitation, and reinforcing the memory (Qur'anic memorization). This practice familiarizes individuals with reading and reciting the Qur'an. Beyond being a form of worship, Qur'anic recitation is also believed to offer spiritual healing and peace of mind. According to An-Nawawi, the Qur'an is the word of Allah SWT revealed as a miracle to the Prophet Muhammad SAW through the Angel Jibril AS. It is compiled in a mushaf, transmitted through mutawatir narration, and reciting it is considered an act of worship (Ahsin, 2000).

The primary function of the Qur'an is to serve as guidance (hidayah) for humanity in managing their lives and as a mercy for all creation. To preserve its authenticity, it is necessary to maintain and protect the Qur'an through efforts such as promoting its memorization. "Grounding the Qur'an" refers to structured and systematic efforts in society to ensure that its values are lived and sustained. One way to achieve this is through memorization methods (Nawawi, 2024).

Qur'anic memorization is not only a spiritual activity but also contributes positively to intellectual and academic development. The memorization process demands high concentration, strong memory, and strict discipline—traits highly relevant to enhancing learning abilities. However, academic achievement is also influenced by external educational factors such as teacher readiness, pedagogical approaches, and institutional support (Rahman, 2024).

This study was motivated by the observed low interest among students in Qur'anic memorization, despite the implementation of a tahfidz program at Madrasah Aliyah Swasta Hidayatul Qur'an Puding Besar. This lack of interest may hinder students' academic improvement. Therefore, this study seeks to answer the question: Is there a significant influence of Qur'anic memorization on students' academic achievement?

The main objective of this research is to examine the effect of Qur'anic memorization on the academic achievement of Grade XII students at Madrasah Aliyah Swasta Hidayatul Qur'an Puding Besar. The proposed hypothesis is that the greater the intensity of memorization, the higher the academic achievement. To address this, the study employs a quantitative associative method using simple linear regression analysis.

LITERATURE REVIEW

Several prior studies have examined the relationship between Qur'anic memorization and academic performance. For example, (Ginanjari, 2017) stated that Qur'anic memorization enhances cognitive functions such as concentration, memory, and information processing skills. Similarly, (Hidayatullah & Akbar, 2017) found that students who have memorized parts of the Qur'an tend to achieve better academic results than those who have not.

In addition, (Siregar, 2022) explained that effective management of tahfidz programs directly impacts educational quality. These programs not only improve religious competence but also foster discipline, responsible, and motivated learners. According to (Syahrudin & Khozin, 2021), Qur'anic memorization significantly influences learning outcomes among Islamic Education students at IAIN Ambon.

While many studies have addressed the positive effects of Qur'anic memorization, few have specifically linked it to academic performance at the senior high school level (SMA/MA). Therefore, this study aims to fill that gap by focusing on Grade XII students at Madrasah Aliyah Swasta Hidayatul Qur'an Puding Besar.

The theoretical framework of this study refers to Bandura's learning theory, as cited in (Susanto, 2020), which posits that environment and learning experiences influence individual behavior and achievement. Qur'anic memorization, as a form of mental and spiritual training, is considered a meaningful learning experience that may enhance academic performance.

METHOD

This research uses an associative quantitative approach designed to test the relationship or influence between two or more variables (Sugiyono, 2010). The population consists of all Grade XII students at Madrasah Aliyah Swasta Hidayatul Qur'an Puding Besar in the 2023/2024 academic year, with a purposive sample of 36 students.

Data were collected through three main instruments:

- Questionnaire: Used to measure the intensity of students' Qur'anic memorization.
- Observation: Conducted to observe students' participation in the tahfidz program.
- Documentation: Odd semester report cards were used as indicators of academic achievement.

Data analysis involved prerequisite tests such as normality (Kolmogorov-Smirnov), linearity, and hypothesis testing using simple linear regression (Berger & Zhou, 2014). The normality test showed that the data were normally distributed (Sig. = 0.200 > 0.05). The linearity test confirmed a linear relationship between the variables (F-count = 1.348 < F-table = 4.14). The resulting regression equation is:

$$Y = 73,663 + 0,191X$$

where Y is academic achievement and X is the Qur'anic memorization score

RESULTS AND DISCUSSION

1. Descriptive Analysis of Research Variables

a. Qur'anic Memorization (Variable X)

Table 1. TSR Qur'anic Memorization

Category	Frequency	Percentage
High	8	22%
Medium	23	64%
Low	5	14%

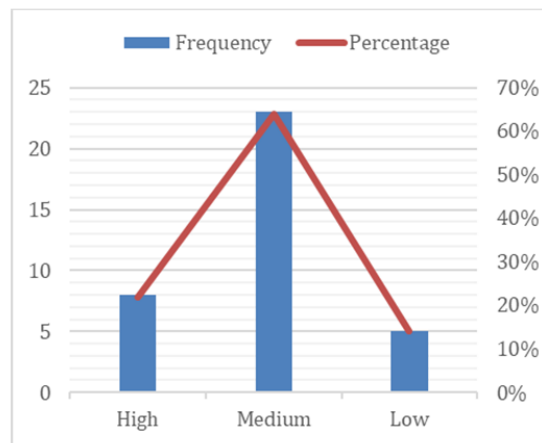


figure 1. Distribution of Quranic Memorization

The average Qur'anic memorization score was 44.75 with a standard deviation of 11.55. Based on the TSR (High, Medium, Low) scale, 64% of students fell into the medium category.

b. Academic Achievement (Variable Y)

Table 2. TSR Academic Achievement

Category	Frequency	Percentage
High	5	14%
Medium	28	68%
Low	3	8%

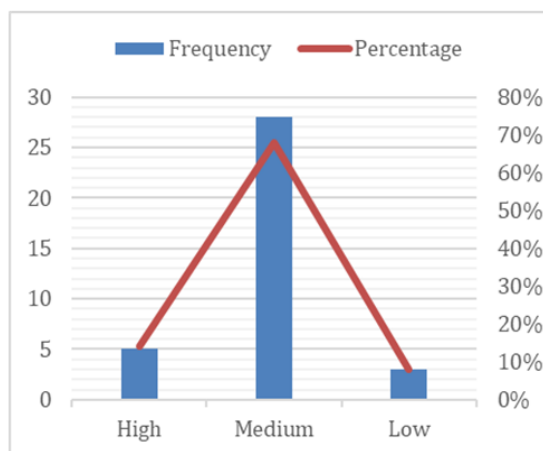


figure 2. Distribution of Academic Performance

Academic achievement data were obtained from odd semester report cards for the 2023/2024 academic year. The average score was 83.25 with a standard deviation of 3.38. A total of 68% of students were in the medium category.

2. Hypothesis Testing

Tabel 3. Hypothesis Testing

Statistic	Value
t-hitung	4.758
t-tabel	2.034
Sig.	0.000 < 0.05

The t-test results show that the t-count (4.758) exceeds the t-table value (2.034), indicating that the alternative hypothesis is accepted and the null hypothesis is rejected. This means that there is a significant influence of Qur'anic memorization on academic achievement. Qur'anic memorization contributes 40% to academic success, while the remaining 60% is influenced by other factors such as motivation, family environment, and learning style.

Discussion

The findings of this study reinforce previous research which indicates that memorizing the Qur'an can positively influence students' academic achievement. The process of memorizing Qur'anic verses trains students to focus, strengthens memory, and instills discipline and consistency—skills that are essential for effective learning.

However, this study also reveals that the influence of Qur'anic memorization on academic performance accounts for only 40%. This suggests that the remaining 60% is shaped by other factors, such as students' intrinsic motivation, parental involvement, learning environment, and the quality of instruction. This finding is consistent with (Rahman, 2024), who emphasized that inadequate teacher training, limited infrastructure, and low technological confidence among educators are critical barriers that influence the effectiveness of the learning process. These results emphasize that although the tahfidz program is beneficial, improving academic achievement still requires a holistic and integrated approach.

Therefore, it is crucial for madrasahs not only to focus on the technical aspects of tahfidz (such as the number of memorized verses), but also to address other supporting elements of the learning ecosystem. Teachers' role in character development, emotional support from parents, and the availability of a conducive learning environment will enhance the overall effectiveness of the memorization program.

CONCLUSION

Based on the research findings, it can be concluded that Quranic memorization has a positive and significant influence on the academic performance of Grade XII students at Madrasah Aliyah Swasta Hidayatul Qur'an Puding Besar. Although its contribution is around 40%, this indicates that Quranic memorization is one of the key factors supporting students' academic success. Nevertheless, other factors such as learning motivation, family environment, and teaching strategies also play an important role and should be taken into account when aiming to improve academic achievement holistically. Therefore, tahfidz programs should be further developed and integrated into the formal education system, as they not only strengthen spiritual values but also help enhance students' academic outcomes more effectively.

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