

**The Interest and Encouragement For Memorizing Al-Quran Prior to the Enrolment
In Tahfiz Schools and Its Relationship With The Excellent Performance of The
Hafazan Students In Tahfiz**

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Abstract

The memorization of the Quran really requires high level of interest and encouragement to complete the 30 chapters of the Quran with determination, patience and persistence to be an excellent hafiz. That said, we have yet to come up with any specific studies to look into the factors of the interest and encouragement of tahfiz students towards the memorization of the Quran. Thus, this study aims to identify the level of interest and encouragement towards memorizing the Quran before the enrolment in the tahfiz school and its relationship with the excellence in the memorization of al-Quran after following tahfiz studies. This study employs the mixed approach of qualitative and quantitative approaches. A total of 64 tahfiz students aged 13 To 21 years old from 8 tahfiz school under *Persatuan Institut Tahfiz Selangor* (Pitas) were involved in the focus group interview or *Temubual Kumpulan Berfokus* (FGD) which discusses interest, encouragement and excellence in the memorization of the Quran. Information about the interview was analyzed and a set of questionnaire regarding the interest, encouragement and excellence in the memorization of the Quran was developed, verified by experts, piloted, improved and then distributed to 618 tahfiz students (Pitas) in Selangor. The main data was analyzed descriptively and inferentially. The outcome of the analysis reveals that the level of interest and encouragement of the students in memorizing the Quran before they entered the school was at a moderate level. It is also revealed that the interest in memorizing the Quran among tahfiz students relates closely with the encouragement received by tahfiz students before entering tahfiz school. Both interest and encouragement connect positively with the excellence in the memorization of al-Quran. The more profound the interest and encouragement in memorizing the Quran before entering the tahfiz school, the higher the excellence in the memorization after their enrolment in the school. This study suggests that the excellence can be achieved through the inculcation of the interest and encouragement even before they enrol in the school.

Keywords- Interest In Memorizing, Excellence In Memorization, Tahfiz Students, Pitas, Memorization Of The Quran

Introduction

Interest is defined as high tendency to do something, being drawn to, being excited about and the desire to do something in particular (t. Albertus 2006). The interest in memorizing the Quran among tahfiz students always becomes one of the factors for students' great performance in memorization. This is based on various observations done among tahfiz students. Nadzalinda (2015) pointed out that, interest is a tendency that causes one to make an effort to find something. It will evoke a stronger liking and attraction towards something without being coerced or forced to do so.

Interest is also a form of self-encouragement for one to be able to do an activity and move actively in life (Zaini Hussein 2003; Omardin 1996) and it influences one's readiness to learn and his or her achievement (Lee 1991). Encouragement is the motivator that involves the process of creating, maintaining and controlling interest (Kamaruddin Hussin, 1993).

Thus, high influence of interest and encouragement towards certain memorization also determined the tahfiz students' achievement in memorization (Quek 2006). Highly motivated students normally have high level of encouragement and they will continue to be interested in the things delivered to them due to these strong stimulation. In the context of Quran tahfiz studies, the interest in memorizing the Quran is evident in the enthusiasm in memorizing, their determination in memorizing the Quran and how they always repeat the verses that they are supposed to memorize.

The tahfiz studies in this country began to spread its wings formally in 1966 with the founding of study class in memorizing the Quran and qiraat under National Mosque Administrative Committee And National Council For Islamic Affairs Malaysia or *Jawatankuasa Tadbir Masjid Negara Dan Urusetia Majlis Kebangsaan Bagi Hal Ehwal Ugama Islam Malaysia*. 8 students were selected as the pioneers at the time (Jamalil Ismail 2017) as a mark of the effort and to serve as the medium for muslims in malaysia to improve the quality of their Quran recital (Nordin Ahmad 2015; Wan Muhammad A. Aziz 2003). Having expanded the field of tahfiz al-Quran, the next agenda is the Tahfiz Model Ulul Albab (TMUA) program under Minister of Education Malaysia In 2014 (Minister Of Education Malaysia 2016). With a total of 150 students for the first intake in 2014.

From one year to another, the field of tahfiz education began to be recognised and had had its place in the public, evident from the increasing number of students registering in tahfiz institutions run by the government or private bodies (Nordin, 2015). The number keeps on growing and as of 2019, 53410 tahfiz students were reported to have registered in private bodies all across the country. This resonates well with the increased number of private tahfiz school under *Persatuan Institut Tahfiz Selangor* (Pitas) recording a total number of 17013 tahfiz students (Pitas 2019). This is in line with the objective of pitas that seeks to produce a generation of Quran readers or reciters who are very knowledgeable, pious, faithful and loyal to their religion, unified, highly moral, competitive, have credibility, have strong islamic values which are in line with the mainstream development and progress we are living in today.

Within the 2010-2020 period, there are 29 studies that have focused on the learning and teaching methods in tahfiz (Azman Et Al. 2018); Murihah Abdullah Et Al 2018); Sedek Ariffin & Zulkifli Mohd

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Yusoff (2015); Mohd Salleh Ab Razak (2011); Abdul Hafiz Abdullah & Norhanan (2010), Tahfiz System And Curriculum (Norlizah Che Hassan 2015); (Noor Hisham Md Nawawi 2015), Memorization Excellence Strategy (Solahuddin 2016); (Mohd Jamalil 2017), Learning Challenge In Tahfiz (Fathiyah Mohd Fakhrudin Et Al 2019), Academic Achievement As Well As Memorization Achievement (Muhaidi Hj Mustafa 2010); (Anis Syahirah Fauzan 2017); (Noor Najihan Et Al 2016), Tahfiz Learning Mannerism (Aznil Hashim Et Al 2014); (Zainora Daud (2018) and studies about the health and life quality of the tahfiz students (Santibuan Et Al 2019); Ismarulyusda Et Al 2020).

The studies on the interest to study have also been conducted a great deal especially on academic subjects such as students' interest in mathematics, and bahasa melayu subjects, among which are the studies by Zaliza Mohamad Nasir & Zaitul Azma (2013), Johari Hassan & Norsuriani Ab Aziz (2003), Noor Erma Abu & Leong Kwan Eu (2014), also the work by Norlia Abd Aziz Et Al (2006). Also included is the work by Nadzalinda (2015) Who Looks Into The Interest In English Subject. Zaliza Mohamad Nasir & Zaitul Azma (2013), the finding establishes that the factor that spurs the interest in bahasa melayu is the influence of the environment. The study done by Noor Erma Abu & Leong Kwan Eu (2014) finds that there is a significant relationship between students' interest and achievement.

From previous studies, there are three studies related to motivation and the excellence in the memorization of al-Quran namely the studies related to the interest and motivation towards memorization analysed by Ahmad Rozaini Ali Hasan Et Al. (2017); Norlizah Che Hassan Et Al (2017) but it focuses more on the motivation in the learning practice of the memorization of al-Quran and the form of parental support towards the children who follow tahfiz discipline. Thus, this study is thought to be very timely, as most of other studies have managed to only dwell into external and technical aspects, undermining or sidestepping studies of internal aspects like motivation, interest and encouragement. The latter aspects require strong determination and teachers at the school also need to impart effective methods and strategies to complete their memorization of the al-Quran. It should be prioritized because without this internal strength, it would not be possible for the students to complete their memorization task well and to excel at it.

The Quranic memorization learning method is different from the academic method, as it necessitates high concentration. (Hasan Et Al. 2017) due to the fact that memorizing the Quran is a form of self-learning based on students' capability and ability. The efforts to memorize the Quran are placed on the students' own shoulders. The goal of Quranic tahfiz is for the students to be able to complete the 30 chapters of the Quran and memorize them well. The real challenge, however, is when they need to memorize every letter, verse, and *Ayah*, without leaving anything behind. Thus, a very deep interest is needed by every tahfiz student to achieve this aim.

Through a study done by (Hasan Et Al. 2017; Nurjanah & Mustafa 2020) it shows that the level of achievement of students' memorization is generally at a moderate level. This supports our proposition that interest is crucial in every student so that there will be a more positive impact in enhancing the students' memorization progress.

Factors That Encourage The Interest In Memorizing The Quran

W.S. Winkel (1983) stated that interest is the tendency that makes one become drawn to, or comfortable in, a particular field. This positive feeling towards something will motivate one to do it without having been forced.

Interest must be inculcated in the student himself (Abu Bakar 1994). Someone who has an interest in the things he learns will often show high determination and achievement. W.S.Winkel (1983) added that one is more comfortable towards something if he has high level of interest and normally students will only do the things that they are interested in (Nadzalinda 2015). Interest can also motivate students to work hard as interest can be the prime mover and exert a great influence to someone over something (Syaza, Sharini & Asmawati 2014).

Interest and attitude play an important role in influencing the readiness and achievement to memorize (Lee 1991). Abu Bakar (1994) stated that someone with interest in the things they learn will demonstrate high determination and achievement. Thus, interest should be instilled in the tahfiz students themselves. The enjoyment to memorize will heighten the interest and it can be increased with parents', teachers' and friends' participation and support, in their process to memorize. Students interested in memorizing the Quran can improve their performance in the memorization of the Quran, clear with the aim that he wishes to achieve in finding the blessings and mercy of Allah. (Mohd Ismail Et Al. 2004).

Interest has a significant relationship with student achievement (Fazlina Abd Rahiman & Aniza Suriati Binti Abdul Shukor 2017; Amat Ujali & Affero Ismail Nofrizal (2006), the fun in learning will increase interest and it can be enhanced with the support from parents, teachers and friends in the learning process.

Several factors that are identified to influence the achievement of memorization of tahfiz students are motivation, self-concept, learning strategies (Nofrizal 2006), idols, self-capability, the environment (Syahida Sidek 2018) and teacher's education (Sharini Che Ishak 2017). Even so, interest can be instilled in multiple ways, which is through family and peer guidance. With this kind of support from the people around, the interest will improve towards Quran memorization (Mohd Hazwan 2018).

Interest is closely related to attitude (Zulzana Et Al. 2012) and internal motivation (Sulaiman Masri 1996). Attitude is the tendency to give positive or negative responses towards an object, situation or individual (Mohd Nihra Haruzuan 2010). Motivation refers to high internal encouragement as to fulfil the aim intended (Sharifah Akmam 2005; Keller 2010). High motivation will increase the focus and goals.

Positive attitude is formed through one's interest towards Quran memorization. Rahil (1995) stated that attitude is part of the individual personality influenced by the behaviour connected to it. Tahfiz students who are always motivated will have this incredibly great effort to achieve excellent memorization (Abdul Hafiz Et Al 2003). This is due to the fact that memorizing the Quran requires a persistent and ongoing effort (Nor Musliza 2004; Abu Najihat 2002).

Four factors of interest stated in the study (Syahida Sidek 2008) are family, knowledge, environment and self-factors. Meanwhile, factors of interest by Slameto (2010) include physicality, psychology, family and learning environment factors. Salasiah Et Al (2012) asserted that other factors that can influence student achievement are socio-economy, parents' education level, family income, self-

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Motivation and teachers' teaching and learning styles. These factors are seen to give a great impact towards students' memorization achievement.

In this study, interest and memorization excellence are directed at the tahfiz students placed under selangor tahfiz institute association or *Persatuan Institut Tahfiz Selangor* (Pitas). Pitas Is An NGO agency that gathers private tahfiz schools in Selangor and functions to help private tahfiz schools in Selangor in terms of the union, curriculum, funding, facility, direction of the tahfiz students and so on. The interest in memorizing the Quran among tahfiz students often becomes one of the factors for students' excellence in memorization. This is based on a lot of observations among tahfiz students. Thus, the interest in memorizing the Quran must be given focus as it involves the internal strength of the tahfiz students. This study is done to dwell into the level of interest to memorize before the enrolment in tahfiz school and its relationship with memorization excellence

Study Methodology

This study involves students from tahfiz school under Pitas. 64 students have been selected from 8 different schools in Selangor. The respondents comprise of male and female tahfiz students aged 13 years and above and they have been in the tahfiz school for at least one year to be selected in the focus group interview or *Temubual Kumpulan Berfokus* (FGD). FGD is the interview style for small groups and it is handled by a moderator. It is called 'focused' as the interview pattern carried out begins from general level and in stages, and it moves to a more specific interview (Noor Hashima 2011; Puvnesvery Et Al 2011)

The Tahfiz School Chosen Represents Each District In Selangor Which Is Stated Below:

- 1) Tahfiz School Lil Aytam (Kuang, Rawang)
- 2) Tahfiz School Az-Zahrah (Hulu Langat)
- 3) Tahfiz School Vokasional Aman Bestari (Puchong)
- 4) Tahfiz School Darul Muthiah (Shah Alam)
- 5) Tahfiz School Al-Toyyibah (Sungai Merab)
- 6) Tahfiz School Klang (Klang)
- 7) Akademi Syahadah Darul Faizin Astaf (Kuala Selangor)
- 8) Tahfiz School Al-Firdaus Bukit Changgang (Banting)

The respondents selected had also started the memorization of al-Quran. They have started to memorize chapters of the Quran and they are in three different stages- weak, moderate and excellent.

Table 1: The Questions Put Forth In Fgd Are As Follows:

	Main Questions	Further Questions
Interest	Can You Share About What Causes You To Choose To Learn At Tahfiz School?	do you make your own choice or do your parents make the choice? if you are interested, how does the interest come about? if it is your parents' choice, how do you feel now? is it still about your

		Interest, Or You Feel Like You Are Forced To Memorize?
Attitude	How Do You Feel When You Memorize The Quran?	If You Are Happy/ Stressed/ Sad/ Etc. Why?
Support/ Motivation	What Is The Factor That Causes You To Memorize The The Quran Very Fast? What Is The Factor That Causes You To Memorize The The Quran Slowly?	How Do Physical Or Recreational Activities Influence Your Level Of Memorization? In Your Opinion, Academic Studies/ Memorization Can Burden You. Why? How Does Your Food Intake Influence Your Level Of Memorization?
Memorization Excellence	How Do You Adapt To The Learning System In This School? What Is Your Opinion About SomeoneWhoIsGreat/ Excellent?	What Do You Understand About Being Great/Excellent In Memorization? What Do You Understand About Moral Excellence? What Is The Influence Of Memorization Towards Your Personality?

Before the interview session was carried out, researcher had done an initial negotiation with the Pitas administrative party to get their approval in getting the school institutions to work together with the researcher for this focus group interview session. Researcher also asked for the permission from the tahfiz school to record the fgd interview session to facilitate the data analysis process.

The Focus Group Interview (FGI) session began with the researcher serving as the interviewer or the enumerator to the respondent to give a briefing concerning the interview done. Participants were informed about the confidentiality of the information where it will only be used for research purpose. This gives them the picture that they will not be awkward and embarrassed about giving fresh responses (Meriam 2009). This session is also done with participants from among the students without the teacher's presence so that the information given by participants is more genuine and unlimited. The tahfiz students were divided into small groups and given tokens of appreciation for giving cooperation to the enumerator.

Next, after the focused group interview (FGD), researcher analysed the findings obtained in no time so that the information can be transcribed and analysed well. Next, the questionnaire was developed by the researcher herself as the outcome of the analysis of the FGD.

The outcome of the focused group interview (FGD) was analysed thematically. For the interest to memorize before entering the school there are two themes that are categorised as interest and encouragement. Meanwhile, the excellence in memorization is categorised to only one theme. The questionnaire that has been developed will then receive approval from the experts before it is distributed to the respondents. The items of 'interest to memorize before entering tahfiz school' total 13 items and the item memorization excellence' comes in 9 items.

Before being distributed for the main study, a pilot study was done beforehand to help improve the items so that they are clearer, more accurate and better understood to achieve the meaning

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Intended. After the pilot study was done, the questionnaire was revised and then improved so that the main study runs smoothly. The questionnaire was distributed to 48 tahfiz school that accommodate 618 tahfiz students.

Data gathered from the questionnaire was analysed descriptively and inferentially through spss version 25.

Study Outcome

Respondents' Profile

The Detailed Profile Of The Respondents Is Displayed In Table 1.

Table 1: Respondents' Profile

Demographic Items	Study Respondents	Percentage (%)
Gender	Male	76.3
	Female	23.7
Age	13- 15 Years	44.5
	16-17 Years	38.5
	18-21 Years	17.0
Location/Place Of Residence	City	14.0
	Town	62.5
	Suburbs	17.5
	Rural Areas	6.0
Total Number Of Chapters Memorized	1-10 Chapters	45.2
	11-20 Chapters	27.5
	21-30 Chapters	27.3

Based on table 1, there are more male respondents compared to female respondents. In terms of age, the largest group of respondents are aged 13-15 years and the majority of them have memorized chapters 1 to 10. Based on the table above, most respondents live in the city.

The Level Of Students' Interest And Encouragement To Memorize Prior To Their Enrolment Into The Tahfiz School

Table 2: The Mean Score Of The Level Of Interest And Encouragement Of The Tahfiz Students Under Pitaa Before They Enrol Into The Tahfiz School (N= 618)

No	Item Of Interest	Mean	Standard Deviation	
Ea1	Really Has The Ambition To Become A Hafiz	4.11	1.22	
In	Ea2	On Mother's Encouragement	3.72	1.32
	Ea3	On Father's Encouragement	3.64	1.36
	Ea4	On Grandparents' Encouragement	2.88	1.48
	Ea5	On Relatives' Encouragement	2.72	1.42
	Ea6	Feeling Challenged By Siblings' Memorization	2.56	1.58
	Ea7	Drawn To The Way Tahfiz Students Dress	3.37	1.29
	Ea8	Attracted By The Way The Tahfiz Students Socialize	3.38	1.23
	Ea9	Drawn To The Manners Of The Tahfiz Students	3.67	1.22
	Ea10	The Memorization Environment At The School Gives A Sense Of Peace	3.79	1.20
	Ea11	Taught By Ustaz And Ustazah	3.78	1.18
	Ea12	I Love To Memorize Something	3.38	1.24
	Ea13	The More I Memorize, The Happier And Calmer I Am	3.86	1.11

Table 2 the level of interest to memorize for the tahfiz students before their enrolment into the tahfiz school is an important component to ensure that the tahfiz students can achieve memorization excellence. The finding suggests that the level of interest to memorize is only moderate.

Item ea1 "really has the ambition to become a hafiz" shows the highest mean value. This reveals that the interest to become a hafiz has started long before a student enters the tahfiz school. The lowest mean refers to item ea6 "feeling challenged by siblings' memorization". This seems to suggest that students' interest is not sparked by their siblings' achievement in the memorization.

From the findings in table 1, parents' support (ea2) gives a higher evaluation compared to father's support (ea3), grandparents' support (ea4) and relatives' support (ea5). Tahfiz students are interested in securing a place in the tahfiz school because they are drawn to the students' moral and manners (ea9), and drawn to the way they dress (ea7), and how they socialize also shows a high score, suggesting that they are interested to enrol into the school.

The Level Of Memorization Excellence Among Tahfiz Students

Table 3 demonstrates the level of memorization excellence among tahfiz students. The students give the highest form of evaluation towards the memorization excellence of al-Quran when their memorization gets better (fa4) and they have a clear aim after the memorization of al-Quran (Fa6)

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Is complete. This is followed by students becoming imam in collective prayers (Fa7) and achieving the target of the Quranic memorization (Fa8). The same goes with practicing knowledge or ilmu in the al-Quran (Fa3) and understanding the words in it (Fa4). Taking part in the musabaqah (Fa6) also ithbat which is the memorization test (Fa9) received the lowest evaluation from among the tahfiz students towards memorization excellence. All in all, the analysis finds that the items show that the level of memorization excellence of the Quran is at moderate level.

Table 3: The Mean Score For The Level Of Memorization Excellence Among Tahfiz Students Under Pitas Before They Enrol Into The Tahfiz School (N= 618)

	Items Of Memorization Excellence	Mean	Standard Deviation
Fa1	Improved Reciting Of Al-Quran	4.17	1.00
Fa2	Practicing Knowledge In Al-Quran	3.63	1.01
Fa3	Understanding The Words In Al-Quran	3.34	1.16
Fa4	Having A Clear Aim After The Memorization Al-Quran Is Complete	3.91	2.31
Fa5	Able To Balance The Memorization Al-Quran With Academic	2.87	1.20
Fa6	Participating In The Musabaqah	2.70	1.28
Fa7	Becoming The Imam In The Collective Prayers	3.75	1.22
Fa8	Achieving The Target Of Memorization That Has Been Determined	3.67	1.21
Fa9	After Taking Part In The Ithbat (Memorization Test)	2.93	1.29

The Relationship Between Interest In Memorizing And The Excellence In Memorizing The Al-Quran.

Table 4 and 5 point to the relationship between the interest in memorizing the Quran prior to their enrolment in tahfiz school and the excellence in the memorization of al-Quran after they have entered tahfiz school. The pearson correlation analysis shows that there is a significant relationship at moderate level ($R = 0.571$ $P < 0.001$).

Table 4: The Correlation Of The Interest In Memorizing Before Entering The School With The Excellence In Memorization Among Tahfiz Students

Relationship Between	R	Sig. P
Interest / Excellence In Memorization	0.571	0.00

Item	Fa1	Fa2	Fa3	Fa4	Fa5	Fa6	Fa7	Fa8	Fa9
Ea1	.416**	.345**	.260**	.209**	.145**	.198**	.270**	.294**	.210**

*The Correlation Is Significant At P< 0.01 Table 5: The Correlation	Ea2	.301**	.246**	.264**	.130**	.225**	.116**	.216**	.245**	.150**
	Ea3	.257**	.252**	.239**	.135**	.187**	.125**	.205**	.220**	.138**
	Ea4	.271**	.220**	.244**	.063	.201**	.125**	.201**	.163**	.116**
	Ea5	.257**	.267**	.278**	.056	.227**	.115**	.152**	.134**	.154**
	Ea6	.138**	.153**	.137**	.027	.124**	.128**	.147**	.158**	.151**
	Ea7	.302**	.344**	.244**	.174**	.101**	.215**	.207**	.178**	.251**
	Ea8	.318**	.385**	.237**	.205**	.158**	.235**	.228**	.229**	.256**
	Ea9	.278**	.381**	.259**	.198**	.162**	.230**	.242**	.233**	.252**
	Ea10	.283**	.346**	.244**	.167**	.184**	.244**	.308**	.285**	.232**
	Ea11	.250**	.359**	.273**	.148**	.268**	.144**	.252**	.275**	.205**
	Ea12	.359**	.362**	.293**	.206**	.253**	.203**	.319**	.314**	.147**
	Ea13	.431**	.467**	.357**	.193**	.302**	.299**	.345**	.416**	.312**

n Of The Interest In Memorizing Before Entering The School With The Excellence In Memorization Among Tahfiz Students In Further Detail.

Discussion

This study aims to identify the relationship between interest and encouragement before entering tahfiz school and the excellent memorization of tahfiz students. Based on the finding of the study, the interest in memorizing al-Quran directly relates with the excellent memorization of the al-Quran. All in all, the interest in memorizing the Quran prior to the enrolment into tahfiz school is crucial. When tahfiz students have a very clear aim to become excellent hafiz, it will motivate them to memorize better and to achieve a commendable memorization. Students who demonstrate an interest in memorizing will become happier and calmer when they have successfully completed the tasks. The more verses of the Quran they memorise, the calmer they will be. It is conclusive that tahfiz students who have their own direction or goal, aspiring to become “huffaz” show that they have a profound interest in memorizing the Quran

Next, when tahfiz students really have the interest to memorize, they become happier and calmer when they memorize. These two factors show that the interest to memorise needs to be preceded by their respective internal factors. When tahfiz students have a deep interest in memorizing the Quran, they can complete their memorization of the al-Quran according to the time set by the school and excellence in memorisation. This is because, it is not easy for the tahfiz students to complete their memorization of 30 chapters as it requires sacrifice, in terms of time, energy and determination to be able to do the memorization.

The strongest motivation that can spur the interest to memorise would come from the parents. Parents should motivate their children so that their children can become more enthusiastic and happy memorizing the Quran. Parents’ encouragement is one of the greatest factors that can fuel the interest among the tahfiz students to memorize the Quran (Candis 2003). It is significant because they are the backbone of the family, and they tend to be more comfortable and closer to their parents. Parents have a role to play in forming their children’s personality (Ismail Ibrahim 2002) and identifying their capabilities to become a *Hafiz* or a *Hafizah* (Knolmenn Et Al. 2007).

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As an initial effort to prepare the children before their enrolment into tahfiz school, parents can make their children listen to the readings of reciters, registering the children in tahfiz camp during the weekend, and train them in memorizing from their primary years- these are great efforts in inculcating their interest in memorizing the Quran and embarking upon the field of Quran tahfiz. To encourage the children to have fun and be happy memorizing, this can be done together with the parents. They can also reward, appreciate and praise their children so that the children will feel good about what they are doing. They need to be the “*Role Model*” to their siblings, for example parents can ask the children to be the imam in prayers, for the whole family.

Other than that, item drawn to the morality, ways of socialization and dressing of tahfiz students are also the pulling factor for memorizing the Quran. A good socialization influences good morality as it natural for humans to follow good examples. Berne (1964) stated that human behaviour, their ways of thinking and their feelings are generally very attached to the influence of the surroundings, especially by the hope and urges made by people close to them, such as peers, friends and adults in the public. Such an influence can play its role when one is making his or her decisions.

The environment also has its influence in drawing the attention of the students in memorizing the holy book. Some peace and quiet is truly catalytic to the interest in memorizing the Quran (Mohd Yusof Ahmad 2000). The work done by Azman C.M Et Al (2014) suggested that the right time to memorize the Quran is during the morning after Subh Prayers. Rasulullah Saw Said: “Blessings are for my people early in the morning.” (Hr. Ibnu Hibban). Next, an hour before bedtime, the Quran is to be recited with peaceful voice and heart. An academic finding mentioned that one of the best times to recite the Quran is several minutes before sleeping. This is because during that time, the atmosphere is tranquil and our minds are free from everything or anything that we are thinking about. Maghrib is also said to be the right time to learn (Syeikh Burhanuddin Az-Zarnuji, 2016) and to memorize the Quran. Waking up in the middle of the night and memorizing the Quran is also recommended. Allah swt decreed “indeed waking up in the middle of the night is the right thing to do, our reading is more focused and it is more effective.” (Al-Muzammil: 6).

Another factor that encourages the interest of memorizing the Quran among tahfiz students is teacher’s education in school. Teachers also play an important role in helping the students to become engaged in memorizing the Quran and guiding them in completing it. Rohany (2003) stated that teachers are able to engage students’ interest as in school, teachers spend more time with the students. Consistent guidance and advice from the teacher is able to engage the tahfiz students’ interest continuously. Automatically, the interest is instilled continuously into the minds and souls of the tahfiz students (Syahida Sidek & Mohd Hazwan 2018).

The Memorization Interest Analysis And The Relationship With The Al-Quran Memorization Excellence

All in all, the inferential statistics analysis shows that there is a pattern of difference that is significant between interest and the excellence in the memorization of the Quran. It is also in the finding that there is a significant relationship between interest and the excellence in memorization.

The outcome of the finding shows that tahfiz students who have interest in memorizing can give excellent performance in the memorization of the Quran.

It can be concluded that the factors that encourage the interest to memorize the Quran comprise of internal and external factors.

The internal factors are as follows: (i) clear aim and direction (ii) self-motivation. External factors are: (i) parents and teachers' encouragement (ii) study place factor which is the environment of the memorization and the surroundings of the school, and (iii) socialization with friends, teaching and learning factor.

Conclusion

In sum, the interest to memorize plays a substantial role and it has to exist in every *tahfiz* student. The inculcation of interest has to be done early before they enrol into *Tahfiz School* and it has to consistently be developed when they have had their place in the *school*. Throughout their time in the *school* memorizing the Quran, the interest and encouragement must also be stimulated, as memorizing the Quran requires sheer determination in memorizing as it is very self-oriented. If the student lacks the interest and has no clear direction, he will give up easily and will not be able to finish his memorization of the holy verses. Tahfiz students who have a clear aim and direction will definitely exhibit an excellent performance in Quranic memorization.

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