



## The Use of Extrinsic Motivation in Learning to Memorize Al Qur'an

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### ABSTRACT

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#### Keywords

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**Purpose:** Memorizing the Qur'an, especially the short surahs, is very important for Muslims as part of the prayer recitation. However, because memorizing Qur'anic verses has a high level of difficulty, it requires various ways to memorize it. This study aims to examine the use of extrinsic motivation in learning to memorize Qur'anic verses. **Methodology:** The research method used in this research is a case study. The object of the research is the provision of extrinsic motivation in learning to memorize short surahs in the Qur'an at SDN Sungai Mai 4. While the subjects in this study were the Head of SDN, PAI teachers, students and other general teachers at SDN Sungai Mai. While the data collection tools that will be used in this research are questionnaires, interviews, and documentation. The results of data collection will be processed with qualitative analysis.

**Findings:** This study found that providing extrinsic motivation by giving prize money is able to encourage students to memorize certain Surahs of the Qur'an that have been determined. By giving money which is carried out during the "Friday Taqwa" event which is attended by all students and all teachers and the Principal makes this activity a form of school appreciation for students' ability to memorize the Qur'an. **Implications to Research and practice:** By repeating memorization, it can increase the permanence of memorizing the assigned Surah of the Qur'an. No matter how difficult the teaching material given by educators to students, if they often repeat the teaching material, it will undoubtedly be easy to master and memorize.

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## Introduction

The Qur'an as a holy book for Muslims is considered very important because the Qur'an serves as a guide to living life in the world. The Qur'an also functions as a differentiator between right and wrong, distinguishing between good and bad and between halal and haram (Syukran, 2019). In order for Muslims to be able to understand the Qur'an, the Qur'an must be studied seriously. The Qur'an must be read to understand its contents and practiced its teaching in daily life. As a guide for the life of a Muslim, the Qur'an contains the main teachings of Islam which consist of Aqidah, Ibadah, muamalah and sharia. In addition, the Qur'an also contains the history of the lives of people in the past which is an ibrah for people after the revelation of the Qur'an. The Qur'an also contains human reflection on the universe and its contents and reflection on oneself and its creator (Al Fauzan, 2014).

In addition to the Qur'an as a guide to life, the Qur'an is also a recitation that must be read when performing the prayer service, namely reading Surah Al Fatihah, and it is recommended to read Qur'anic verses after reading Surah Al Fatihah in the first rakaat and the second rakaat. Therefore, memorizing Surah Al Fatihah and other Surahs from the Qur'an is very important because it is a condition for the validity of the obligatory prayer service for a Muslim.

The activity of memorizing the Qur'an is a process of remembering verse material part by part such as phonetics, waqf, and others (Alawiyah Wahid, 2014). Besides that, memorizing the Qur'an means memorizing verse by verse contained in the Qur'an, which is 6236 verses (or as some say 6214 verses) (Cahyono, 2019). Due to these many verses of the Qur'an that must be memorized, of course memorizing the Qur'an is quite difficult. Other difficulties in memorizing Qur'anic verses are 1) people are lazy, bored, and too relaxed; 2) There are still many who are not fluent in reading the Qur'an; 3) uninterested to repeat memorization; 4) Cannot divide the time between mondok and school; 5) Environmental factors affect students' interest; 6) The influence of cellphones; and 7) Old fashioned disorder (Waktifillah et al., 2022).

Despite so many factors that cause obstacles in memorizing Qur'anic verses, the enthusiasm of Muslims to memorize Qur'anic verses has never faded. From time to time, new methods for memorizing the Qur'an always appear. Many studies have suggested the types of methods of memorizing Qur'anic verses. Mundiari and Zahra (2017) found that the application of the STIFIn method in memorizing the Qur'an is easier and more comfortable because it adapts to the genetic potential of each. Firdausi (2017) states that the "Ilham" memorization method can overcome student boredom when memorizing Qur'an verses, because this method tries to activate the left hemisphere of the brain and the right brain at the same time so that it is expected to be applied to memorizers of the Qur'an with all types of learning. Another method is the muraja'ah method, which is a method by repeating memorization that has been memorized to keep it from being forgotten and wrong (Ilyas, 2020). Several other conventional methods such as the Talqin method/technique, Talaqqi method, drill method, tasmi' method are used in various Madrasahs and Islamic boarding schools (Akhmar et al., 2021).

The description above illustrates that the application of various methods has been widely written, while research on the strategy of applying methods of memorizing Qur'anic verses is not much found. This paper reveals another approach in memorizing the verses of the Qur'an, namely using motivation in the form of giving money to students in a special event in the schoolyard. Memorizing the verses of the Qur'an demands seriousness. It cannot be done part-time. A person is unlikely to be able to memorize Qur'anic verses if it is not based on a strong drive (motivation) both from within the individual and encouragement from outside the individual.

Based on observations in the field, it was found that SDN Sungai Miai 4, which is located on Jalan Antasan Kecil Timur Dalam, North Banjarmasin District, since 2021, has implemented a program to memorize short chapters in the Qur'an by using extrinsic motivation for students, namely by giving gifts of money which are carried out every Friday of the first and the third week under the name "Jum'at Taqwa". The prize giving is carried out at a ceremony held in the school yard. This gift of money is a form of extrinsic motivation. This activity is interesting to study because it is quite unique and students seem to be very enthusiastic about it. The question to be answered by this research is how the use of extrinsic motivation in learning to memorize the surah of the Qur'an.

The above introduction provides invaluable insight into the challenges associated with memorizing Qur'anic verses. From the depiction, it is apparent that the process of memorizing the Qur'an is not an easy one and is often faced with various obstacles, ranging from lack of motivation to environmental distractions. By underlining the complexity of this process, it is important to consider effective approaches to improve the quality of learning. One aspect that could be the focus of research is the role of extrinsic motivation in overcoming such challenges. Extrinsic motivation, which comes from external factors such as rewards or recognition, has the potential to be a powerful tool in improving morale and learning outcomes in the context of Qur'anic memorization. By paying attention to theories of motivation, such as Maslow's hierarchy of needs theory or Victor Vroom's expectancy theory, we can understand how external incentives can influence students' motivation and performance in memorizing Qur'anic verses.

In this study, the demographics of the participants were considered which included various factors that may influence the results of the study. These included the participants' age group, level of previous experience in memorizing the Qur'an, level of education, and socio-economic background. This information provided a better understanding of the characteristics of the individuals involved in the study and how these factors may influence reactions to extrinsic motivation in the context of learning to memorize the Qur'an.

The specific objective of this case study was to investigate in depth how the provision of extrinsic motivation, in the form of monetary rewards, affects students' motivation and learning outcomes in memorizing short Qur'anic chapters. As such, this study aimed to provide better insight into the effectiveness of extrinsic motivation strategies in improving student achievement in memorizing the Qur'an, as well as to provide an empirical basis for the development of more effective approaches in this learning process.

Research questions that guided this study included: how the provision of extrinsic motivation affected students' success rate in memorizing short Qur'anic chapters or whether

there were differences in motivation and learning outcomes between students who received external incentives and those who did not; and how contextual factors such as school culture and social environment affected the effectiveness of these extrinsic motivation strategies. By answering these questions, we can gain a better understanding of how to utilize extrinsic motivation to improve the quality of learning to memorize the Qur'an.

### Literature Review

The Qur'an is a holy book revealed to the Prophet Muhammad through the intercession of the angel Gabriel written in mushaf where reading it is worth worship (Iryani, 2017). The process of its decline gradually for 22 years 2 months and 22 days, which is divided into two periods of the Mecca period of 13 years, 5 months and 13 days while the Medina period consists of 9 years, 9 months and 9 days (Kurniasih et al., 2020). As a holy book, Muslims are obliged to believe in all the contents of the Qur'an, because the Qur'an is a life guide for human life (Q.S.2: 2). To be a guide to life, the Qur'an contains the main teachings of Islam which consist of *Aqidah*, *Ibadah*, *muamalah* and *sharia* (Al Fauzan, 2014). Therefore, all Muslims must be good at reading the Qur'an and understanding its meaning.

The Qur'an is written in Arabic, so to be able to read the Qur'an needs to master the procedures for reading Arabic, recognize *hijaiyah* letters, be able to sound *hijaiyah* letters with *fathah*, *dhammah*, *kasrah*, *sukun*. Besides that, reading the Qur'an requires mastery of *tajweed*. Setiyani et al. (2018) states that *tajweed* plays an important role and is very influential on the ability to read the Qur'an. The science of *tajweed* is useful for maintaining the purity of the Qur'an, especially in its reading from changes and errors in pronunciation (Marzuki & Ummah, 2021). There are three things related to the competence of reading the Qur'an, namely: the place where the letters come out (*makhraj*), the type and nature of each letter, and the laws that arise in the composition of Qur'anic sentences such as *izhatr*, *idgham*, *iqlab*, *tarqiq*, *tafkhim*, *ghunnah*, *mad* and *qashar* (Muhammad, 2017).

So far, we know that there are many methods of memorizing Qur'anic verses, some of which are *tahfidz*, *wahdah*, *kitabah*, *wahdah and kitabah*, *jama'*, *talaqqi*, *Jibril*, *cue*, and *taqrir* methods (Mustafa, 2020). In summary, these methods can be described as follows:

1. Tahfidz method is a memorization method where students are told to memorize verses of the Qur'an independently in a way that is determined by the student himself with time according to the student's ability. Furthermore, students are tested on their ability to memorize privately (Mustafa, 2020).
2. Wahdah method is a method of memorizing verses by verses of the Quran one by one, where each verse must be memorized first according to the correct *tajweed* in five to ten repetitions until it is completely memorized, after memorizing it, then proceed to the next verse (Nurfitriani et al., 2022).
3. Kitabah method is a memorization method that begins with writing verses of the Qur'an. The written verse is then memorized and then the memorization is tested privately (Mustafa, 2020).
4. Wahdah and Kitabah method is a method of memorizing Qur'anic verses by memorizing then memorizing them is written on the paper that has been prepared. Memorization test activities can be carried out in groups or privately (Mustafa, 2020).
5. The Jama' method is a method of memorizing Qur'anic verses which is done together

by students led by the teacher. Memorization is done by repeating but there is no memorization test (Mustafa, 2020).

6. The Talaqqi method is a method of memorizing Qur'anic verses by means of the teacher conveying the recitation of the Qur'an in musyafahah (meeting directly) so that children can see the teacher's lips precisely. The teacher guides the child to repeat the verses read and listened to the child until the child has completely memorized (Susianti, 2016).
7. The Jibril method is a method of memorizing Qur'anic verses with students imitating the teacher's reading where the teacher's position is a learning resource. At the time of memorization the teacher starts reading a piece of the Qur'an verse then the student repeats the reading that the teacher reads (Albersa et al., 2023).
8. The gesture method is teaching memorization of Qur'anic verses by providing memorization material followed by hand, mimic, and body movements. The test of memorization ability is carried out privately outside of learning activities (Mustafa, 2020).

The taqrir method is a method of memorizing Qur'anic verses by repeating the material simultaneously until it enters the memorization memory, private or group ability tests, given assignments outside of learning activities (Mustafa, 2020).

The above methods of memorizing the Qur'an can be an option for both teachers and students who want to memorize the Qur'an. However, because the memorized Qur'an verses are very many and require a long time to be able to memorize all the verses of the Qur'an, it is very necessary tenacity and persistence. Therefore, it is very necessary to have a motivational factor that provides a strong impetus for students to carry out the activity of memorizing Qur'anic verses. Motivation is an encouragement that can lead to certain behaviors that are directed towards achieving a certain goal. The behavior or action shown by a person in an effort to achieve certain goals is very dependent on the motive he has (Emda, 2018). As stated by Wina Sanjaya, that the strength or spirit of a person's effort to achieve a goal will be determined by the strength or weakness of the motive that the person has (Sanjaya, 2010).

The role of motivation in the success of student learning is very important because motivated people are diligent in facing tasks and resilient in facing difficulties (Saptono, 2016). Furthermore, there are three functions of motivation, namely: 1. Encourage humans to do, so as a driver or motor that releases energy. Motivation in this case is the driving force of every activity carried out. 2. Determining the direction of action towards what is to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the goal. 3. Selecting actions, namely determining what actions must be done in order to achieve goals (Emda, 2018).

Motivation can take the form of intrinsic motivation and extrinsic motivation. Intrinsic motivation is motives that become active or function do not need to be stimulated from outside, because within each individual there is already an urge to do something. Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli (Prihartanta, 2015). There are many types of extrinsic motivation in learning such as: giving learning achievement numbers, giving gifts, creating competition, ego involvement, giving tests / tests, knowing the results, giving praise, giving punishment, fostering a desire to learn, fostering interest and recognized goals (Sardiman, 2019).

The Qur'an memorization program in elementary schools is not part of intra-curricular

activities, but is co-curricular. Therefore, there is no special time provided for memorizing the Qur'an in class hours. However, because the ability to memorize Qur'anic verses, especially for short surahs in the Qur'an, is very necessary in carrying out prayer services, schools need to organize activities to memorize Qur'anic verses.

Organizing Qur'an memorization activities such as those carried out in tahfiz houses, it is impossible to be held in ordinary schools, because the learning system in tahfiz houses, students carry out learning to memorize the Qur'an with a long duration of time. Memorization activities are the main activities in the tahfiz house and other subjects are usually additional. The learning period is many years with the ultimate goal that students can memorize all verses of the Qur'an. The length of time new students can memorize all verses of the Qur'an is not the same, some can memorize less than 1 year, but most are more than one year.

## Research Method

### *Research Design*

This study adopted the case study method with a phenomenological approach to study the phenomenon of using extrinsic motivation in learning to memorize short chapters of the Qur'an at SDN Sungai Miai 4 Banjarmasin. This site was chosen as the object of research because of the unique "Jumat Taqwa" activity was implemented only in this school, where students were given incentives in the form of money as extrinsic motivation to memorize certain surahs. The steps in this case study included the identification of surah selection criteria, such as suitability for students' ability levels, and the process of providing extrinsic motivation in the form of prize money every Friday. This is in accordance with the opinion of [Kusmarni \(2012\)](#) who stated that a case study is a study in which researchers explore a particular phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect detailed and in-depth information using various data collection procedures during a certain period ([Kusmarni, 2012](#)).

### *Sampling Technique*

The sample of the research comprised the Head of SDN, PAI teachers, students and other general teachers at SDN Sungai Miai. They were chosen as informants in this study due to their involvement in the "Friday Taqwa" event held in the schoolyard as a platform to reward students who successfully memorized the designated surahs, and involves the principal, PAI teachers, general teachers, and students in the process.

### *Research Instruments*

The data collection tools used in this research included questionnaires, interviews, and documentation. The results of data collection were processed with qualitative analysis. To give meaning to the data obtained, this research used inductive to deductive method analysis techniques, and with descriptive analytics linked to substantive theory.

### *Data Analysis*

Qualitative analysis methods were used to process data obtained from interviews,

questionnaires, and documentation, with inductive-deductive analysis techniques and descriptive analysis related to substantive theory.

## Results

The research site, SDN Sungai Miai 4, is located at Jalan Antasan Kecil Timur Dalam No. 85 RT. 19 RW 02 Postal Code 70123, East Antasan Kecil, North Banjarmasin sub-district. The school has 126 students. The economic level of parents is mostly in the Prosperous Family I category with an income of IDR 1,000,000 - IDR 2,000,000, where they can fulfill their minimum basic needs in terms of clothing, food, shelter, teaching, and very basic health services. There is a small proportion of parents who are still in the pre-prosperous category, and there is also a small proportion in the prosperous family II category. In terms of the parents' level of education, most of them have finished only elementary school, and there are a small number who have finished high school and university.

The activity of giving prize money to students who are able to memorize short chapters of the Qur'an began in 2021. The practice of prize money program for students who are able to memorize short chapters started because students showed little interest in memorizing short chapters, so there were not many students who were able to memorize short chapters of the Qur'an. Whereas the ability to memorize short surahs was very necessary for children in carrying out prayer services, these competencies were part of achieving the vision and mission of SDN Sungai Miai 4, namely the realization of a superior school, with a character based on imtaq and imtek and an environmental perspective.

Meanwhile, the purpose of providing prize money for students who memorize short chapters was to motivate students to memorize short chapters of the Qur'an both at school and at home. The implementing personnel were Religious Education and Ethics teachers, Qur'an Education teachers (local content subjects), general teachers and school administration personnel. The time of implementation was every Friday morning from 07.45 - 08.30 and the event was named "Friday Taqwa". The ceremony was held in the school yard and was attended by all students, all teachers and the Head of SDN Sungai Miai 4.

The implementation process begins with reading istigfar 3 times, shalawat 3 times and reading short surahs of juz 30 from Surah Al-Fatihah, Surah Annas to Surah Ad-Duha. The reading process is led by the Religious Education and Cultivation teacher, the Qur'an Reading and Writing teacher and one of the students who is fluent in reading short surahs. The venue is in the courtyard of SDN Sungai Miai 4. Students were asked to raise their hands for an opportunity to display their ability to memorize the Qur'an Surahs that were required to be memorized. Students who raised their hands were given the opportunity to memorize the specific surah of the Qur'an that was required. If there were more than two people who raised their hands, the teacher would add one question related to Islamic Education lessons. For students who could answer the question, they were allowed to memorize Surah Al-Qur'an. Whoever memorized the Qur'an Surah in accordance with the Qur'an Surah received a prize money. Each class was awarded two prizes, one male and one female, on each Friday. Thus, every week 12 envelopes of prize money were provided, each envelope containing Rp. 8,000. Students who memorized and received prizes were no longer included to memorize at the next meeting.

The money for the prizes came from the personal funds of the principal of SDN Sungai Miai 4 and one of the community members who lived close to SDN Sungai Miai 4. The surahs that must be memorized in each class are shown in Table 1.

**Table 1**

*Distribution of The Names of The Surahs of The Qur'an That Are Memorized*

No	Class	Surah Name	Number of Verses
1.	I (one)	Annas, Al Falaq and Al Ikhlas	15
2.	II (two)	Allahab, An Nashr and Al Kafirun	14
3.	III (three)	Al Kautsar, Al Ma'un, Al Quraisy	14
4.	IV (four)	Al Fiiil, Al Humazah, and Al Ashr	17
5.	V (five)	At Takatsur, Al Qari'ah, Al 'Adiat, Al Zalzalah and Al Baiyinah	46
6.	VI (six)	Al Qadar, Al 'Alaq, At Tiin, Al Insyirah, Al Dhuha	51

From grade I to grade VI, students were assigned to memorize 22 Surahs from the Qur'an. Based on the evaluation results, all students memorized all Surahs assigned to each class. Every graduate of SDN Sungai Miai 4 thus had to memorize 22 surahs from the Qur'an. However, there was no final evaluation of students' memorization during grade promotion, because the student memorization test was only carried out during the Friday Taqwa event. Thus, the evaluation of memorization was only carried out for each surah of the Qur'an that was required to be memorized during the implementation of Friday Taqwa. Likewise, there was no final evaluation of the mastery of memorization of the entire Qur'an surah that must be memorized starting from grades I - VI when students graduated from school.

Based on the results of the ability test to memorize Qur'anic verses in each class, not many students were able to memorize all surahs of the Qur'an that they had memorized in the previous class. For example, for grade VI students, when asked to memorize surahs of the Al Qur'an which must be memorized from grade IV to grade VI, very few were able to memorize all the required surahs of Al Qur'an. Actually, the Qur'an memorization activities at SDN Sungai Miai 4 are a series of activities that begin with students being assigned to memorize the short Surahs of the Qur'an as mentioned in Table 1 day at the beginning of morning entry for 15 minutes. Qur'an memorization activities are led by their respective class teachers. While the memorization activity on Friday, which is called Friday Taqwa, is a performance demonstration of students' ability to memorize the required surahs.

Regarding the provision of prize money for the ability to memorize surahs of the Qur'an, students expressed great pleasure. Therefore, students always try to memorize the assigned surahs of the Qur'an. Most students stated that apart from school, they also memorize at home, especially the required Surahs old their children to memorize Surah of Al Qur'an at home, but only a small number accompanied their children when memorizing the surahs of Al Qur'an. Most students stated that their parents knew that every student who was able to memorize surahs of Al Qur'an would be given a prize. Most of the prize money received by children was entirely used by students to buy snacks at school. However, there were a few children who handed over the prize money to their parents.

The Friday Taqwa event was an important moment for SDN Sungai Miai 4 in



encouraging and appreciating students' efforts in memorizing short chapters of the Qur'an. Every Friday morning, all students and school staff gathered in the school yard to hold an event that began with the recitation of istigfar, shalawat, and the recitation of short surahs from juz 30. This event is not only a forum for demonstrating students' memorization skills, but also a moment to strengthen religious and moral values among students. The success of students in memorizing the Qur'anic chapters is a concrete proof of the achievement of the school's vision and mission in building character based on imtaq and imtek. In addition, Friday Taqwa is also a means to strengthen the relationship between students, teachers, and principals in celebrating students' academic and spiritual achievements.

The prize-giving mechanism in the Friday Taqwa event has been clearly arranged to provide incentives for students to memorize surahs of the Qur'an. Each class has designated surahs that students must memorize. These surahs are selected based on criteria that include suitability to the students' level of ability as well as the need in the performance of prayer. To select students who will be given the opportunity to memorize surahs, the selection process is done by asking students who want to participate to raise their hands. If there are more than two interested students, they will be asked questions related to Islamic Education lessons. After that, students who successfully memorize the assigned surah will be given a cash prize. The amount of money given has been predetermined, where each winner will receive Rp. 8,000. The determination of the amount of money is based on consideration of the limited resources available as well as an adequate reward for students' efforts in memorizing the Qur'an.

The Friday Taqwa event and the provision of prize money are effective strategies in increasing student motivation in memorizing the Qur'an. Not only as a means of rewarding students' efforts, but also as a place to foster religious and moral values in students' daily lives. With the support of the principal, teachers, and parents, this event not only strengthens students' enthusiasm in memorizing the Qur'an, but also increases the sense of togetherness and community at SDN Sungai Miai 4.

## Discussion

Based on the description of the data above, it can be stated that the purpose of the Qur'an memorization program at SDN Sungai Miai 4 is part of the effort to achieve the school vision. Although memorizing Surah Al Qur'an at SDN Sungai Miai 4 is not a subject, but in order to achieve the school's vision of having faith and piety character, the Qur'an memorization program is an activity that must be carried out every day. For this reason, the school has compiled materials for memorizing surahs from the Qur'an that must be memorized by students in each class. The composition of the Qur'an recitation material can serve as a reference for teachers in their respective classes. Therefore, the composition of memorization material for each class can be referred to as a curriculum, because the curriculum serves as a guide in learning (Wafi, 2017). However, the curriculum related to the Qur'an memorization program at SDN Sungai Miai 4 is still very simple because it only has two components, namely the material component and the delivery time component. While the complete components of a curriculum, among others, consist of: objectives, content, implementation process, and curriculum evaluation (Nazri et al., 2022).

In compiling the material for memorizing Surah Al Qur'an, the compiling team at SDN

Sungai Miai 4 has not fully implemented the principle of compiling material, which must pay attention to the order of difficulty (Huda, 2017), because the number of verses in each class, especially in the lower grades, is the same between grade II and grade III, each with 14 verses. Even for class I, the number is more, namely 15 verses.

The implementation of prize money that is preceded by the memorization process in class every morning for 15 minutes is carried out classically. There is no memorization report of each student so there is no evaluation of the results of memorization activities in class. Whereas memorization deposit is a step that must be taken in various methods of memorizing the Qur'an, such as the Tahfidz method, kitabah method, wahdah and kitabah methods, Jibril method and others (Mustafa, 2020). In the absence of teachers asking students to deposit memorization individually, it is impossible to know which students have been able to memorize well and which students have not memorized, or which students need to improve their memorization.

Giving prizes in the form of money and being recited at the "Friday Taqwa" day activity is really a motivational tool for students. This is evidenced by the results of interviews with students that they are very happy with the prize money and they are encouraged to memorize the surahs of the Qur'an in their respective homes. Therefore, it means that the function of motivation as a motivator to do, provide direction for actions according to goals and select actions that must be done has functioned (Emda, 2018). Giving money prizes with upacara also has its own meaning for students, compared to giving prizes without upacara. With upacara, students feel their self-esteem is raised, and this is a form of appreciation which is part of fulfilling basic human needs, namely self-esteem needs (Sada, 2017).

The absence of evaluation of the Qur'an memorization program at SDN Sungai Miai 4 in the classroom can be understood because this program is not included in intra-curricular activities, while the time to present lessons is limited. So by utilizing the memorization of Surah Al Qur'an in the morning at 07.30 - 07.45 is a school policy that uses learning time for subjects. However, the gift-giving activity on every Taqwa Friday can serve as an evaluation tool for the success of the Qur'an memorization program every morning. Because only students who can memorize certain assigned S. Al Qur'an get the prize money.

Other data related to the implementation of memorizing the S. Al Qur'an carried out at SDN Sungai Miai 4 is the fact that students are generally unable to memorize the S. Al Qur'an that has been memorized in the lower grades. With the implementation of this activity since 2021, it means that this program has been running for 3 years. Students who are now in grade VI, mean that they have memorized S. Al Fiiil, S. Al Humazah, S Al Ashr, S. At Takatsur, S. Al Qari'ah, S. Al 'Adiat, S. Al Zalalah, and S. Al Baiyinah. This may be due to the absence of takrir activities. Takrir is repeating the memorization that has been listened to the teacher (Supriono & Rusdiani, 2019). Whereas repeating memorization which Saptadi, H. (2012) refers to as muraja'ah is a factor that supports students' ability to memorize Surah al Qur'an (Saptadi, 2012). By repeating memorization, of course, it can increase the permanence of memorizing the assigned Surah of the Qur'an. No matter how difficult the teaching material given by educators to students, if they often repeat the teaching material, it will undoubtedly be easy to master and memorize (Damiati et al., 2024).

### Conclusion

Providing extrinsic motivation by giving prize money is able to encourage students to memorize certain Surahs of the Qur'an that have been determined. By giving money which is carried out during the "Friday Taqwa" event which is attended by all students and all teachers and the Principal makes this activity a form of school appreciation for students' ability to memorize Surah Al Qur'an. Therefore, students stated that they felt happy and they tried to memorize the specified surahs at home. The results of the memorization performance at the Friday Taqwa event show that all students can memorize the Surahs of Al Qur'an that is required to be memorized in their respective classes. Thus, if this activity continues for six years, students who graduate from SDN Sungai Miai 4 Banjarmasin will be able to memorize 22 surahs of the Qur'an.

The Qur'anic Surah memorization program, which is accompanied by extrinsic motivation, namely by giving gifts of money at SDN Sungai Miai 4 Banjarmasin, has several weaknesses, namely no individual memorization guidance in class and no takrir or muraja'ah activities so that many of the memorized surahs that have been formed begin to be forgotten or cannot be memorized anymore.

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