

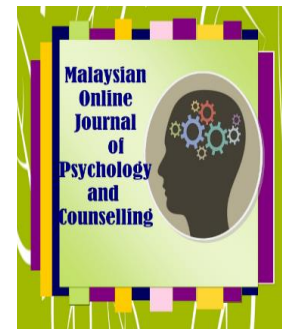
## INTRINSIC AND EXTRINSIC MOTIVATION FACTORS IN PREDICTING THE MURAJA'AH HAFAZAN OF TAHFIZ AL-QUR'AN DIPLOMA STUDENTS AT KOLEJ ISLAM TEKNOLOGI ANTARABANGSA (KITAB) PULAU PINANG

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### ABSTRACT

*Tahfiz* al-Quran education system is expanding rapidly in Malaysia, focusing on Quran memorization, which requires continuous repetition (*muraja'ah*). This research aims to assess the influence of intrinsic factors (attitude, skills, interest, fitness, and enjoyment) and extrinsic factors (social recognition, social mobility, praise, encouragement, and rewards) on the memorization quality of *Tahfiz* Diploma students at the Penang International Islamic College of Technology (KITAB). A survey was conducted with 30 students selected from an initial sample of 40 using simple random sampling. Data were collected via structured questionnaires measuring intrinsic and extrinsic motivational factors alongside perceived memorization quality. Descriptive statistics (percentage frequency and mean) were used for analysis. The sample is predominantly female students (90.3%) aged 18-21 (90.3%). Findings showed that intrinsic factors, such as interest and enjoyment, were strongly correlated with better memorization quality, while extrinsic factors like social recognition and encouragement had a less significant but positive impact. Rewards and social mobility were the least influential. The research suggests prioritizing intrinsic motivation by fostering a supportive environment that enhances personal interest in memorization. While extrinsic motivators can complement these efforts, their influence is relatively limited. Intrinsic and extrinsic factors contribute to Quran memorization quality, with intrinsic motivation playing a more substantial role. These insights can inform educational strategies at *Tahfiz* institutions to optimize learning outcomes.

**Keywords:** *Tahfiz Education, Internal Development, Muraja'ah, Intrinsic, Extrinsic*



Volume 11 (2),  
December 2024

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## INTRODUCTION

Education is an absolute must for every human being. By taking education, one can acquire new knowledge. Education also requires certain strategies and methods (Widjaja & Aslan, 2022). The awareness of the Muslim community in Malaysia, especially towards education based on the Al-Quran, is increasing in the field of memorization. According to Nazir (2021), various organizations and institutions have established several Tahfiz schools and programs throughout Malaysia. Various institutions that offer Tahfiz programs allow parents and students to choose the right place for them to continue their studies in Tahfiz. This can be seen because the Al-Quran is a book of guidance for all human beings, guiding every Muslim to become a believer with a noble personality in society.

Muslims are known as people who are always sensitive in their efforts to preserve the purity of the Quran. This can be seen through the efforts made in various forms and ways, including memorizing the Quran word by word and letter by letter. Al-Quran was revealed to Prophet Muhammad S.A.W. to solve the problems faced by the people. In fact, His Majesty did not only teach the Quran to be read but also to memorize, understand, and practice the content of each verse. Memorizing is one of the most important methods of learning the Qur'an, requiring mental strength in the person who does it (Salihin, 2018) because this method of memorization is the best way to retain memory and form long-lasting brain intelligence (Yusri, 2016). However, memorization and repetition are always done so that memorization of the Qur'an is not easy to forget and always remains in the memory. In order to perfect memorization, students will not just stop at each point of their memorization, but they still need to preserve the memorization in a process of repetition known as the *muraja'ah* method (Ilyas, 2020). Therefore, various ways need to be thought of to ensure that students can strengthen *muraja'ah* more consistently and effectively.

However, a student cannot memorize well without being influenced by motivation. Being motivated will increase the level of repetition to continue learning and learning (Saiful, 2021). Learning to memorize the Qur'an is not only about technique but refers to the method and encouragement of students in mastering the memorization itself. When students fail to see the importance of learning, they may lose interest and motivation in class, no matter what subject they research, because motivation plays an important role in engaging them to learn (Wirth & Perkins, 2007). The motivation given is in the form of support and positive direction that can make students feel that memorizing the Al-Quran is a form of worship that must be performed.

## BACKGROUND OF THE RESEARCH

Memorizing the entire Qur'an is not obligatory (*fard ain*) for every Muslim, however, the scholars have issued the law that memorizing the Qur'an becomes *fard kifayah* so that the authenticity and purity of the Qur'an are always preserved. It has become a necessity for Muslims throughout the ages. But the fact is, the responsibility of the memorizer of the Qur'an to preserve the memory that is in the memory from being forgotten is much more difficult (Diallo, 2011). Based on the following statements, there are hadiths that encourage memorizers of the Qur'an to always be committed to doing *muraja'ah* or memorization in order to be able to preserve reading and memory at the same time. One of the processes of preserving the Quran is through memorizing the holy verses of the Quran (Abd Rahman Abd Ghani et al., 2017). There is no denying that forgetting is part of human nature. There is a hadith narrated by al-Bukhari (no. 5033) and Muslim (no. 791) that his Majesty SAW. said means:

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"Keep this al-Quran, for the sake of God in whose hand Muhammad's life is, it is easier to escape than a camel tied to its rope".

(Al-Nawawi, 1991)

Although the importance of memorizing the Qur'an is well known, a few students still have not mastered the methods of *muraja'ah*, so memorization remains strong. Nevertheless, according to Saiful (2021), motivational methods can strengthen *muraja'ah* among *tahfiz* students. Motivation is the continuous behavioural drive of an organism to carry out an activity stimulated by an incentive. HW Bernard, in his book *Psychologist of Learning* (1965), states motivation is the process of arousing, maintaining and controlling interest. Crow and Crow (1981) describe motivation as an urge that makes people change their attitudes, interests or activities. According to Sharifah Alwiah Alsagoff (1986), motivation is a stimulation of action towards a purpose that previously had little or no interest in the purpose.

This behaviour exists because physiological tension (need to drink) or psychological (appreciation) is towards achieving a goal. According to Saiful (2021), highly motivated people expand their efforts to achieve their desired goals, unlike unmotivated people who stop when difficulties or problems arise. Usually, there are three situations in motivation, namely motivation creates a situation, the situation creates a behaviour, and the behaviour leads to a goal. However, students tend to get bored when they have memorized for too long, so they need motivation to keep going. Furthermore, according to Benta and Cremene (2004), as cited in Nor Musliza Mustafa and Mokmin Basri (2014), when students feel motivated, they can understand better and subsequently increase the retention and meaningful memory of learning. This is very important in *muraja'ah* and memorizing the Quran, which means students can memorize faster and understand the verses better.

According to Zinora (2016), various factors contribute to students being able to strengthen the *muraja'ah* of memorizing verses, among them are the motivation factors of the students themselves such as their own factors, their disciplined attitude and behaviour. The environment's influence is also serious because it brings short-term and long-term effects on memory performance. It is very idealistic to place the *huffaz* in a special residence because this is not in line with the spirit of unity and is the main obstacle to building a social network in the university (Fatimah Zaharah et al., 2020). In the observation of research conducted by Nor Hafizi Yusof (2020), the main problem faced by students is not having awareness, time discipline and a consistent method for *muraja'ah* al-Quran. This is because memorizing the Qur'an requires a lot of time to ensure they can do it well and maintain it.

## **Background of the institution**

The Penang International Islamic College of Technology (KITAB) is an Islamic Higher Education Institution fully owned by the Penang State Islamic Religious Council (MAINPP), established on 12 May 2004 after receiving approval from the Department of Private Education, Ministry of Education Malaysia (JPS) 5195/IPTS/ 1301 (07). The body managing KITAB consists of the Board of Directors of Usaha Tarbiah (Pulau Pinang) Sdn. Bhd. (UTSB) and KITAB Management Board. KITAB is an extension of a Maahad Tahfiz Al-Quran established by the Penang State Islamic Religious Council (MAINPP) in 1995 by offering a Diploma Program in Tahfiz Al-Quran in collaboration with the Darul Quran Department of Islamic Development Malaysia. KITAB began operations as an IPT in 2005 following the progress and development by MTQ, which successfully produced *tahfiz* diploma graduates. Therefore, it can be concluded here that KITAB is an institution or college that strives to produce more *hafiz* and *hafizah* from time to time.

## ***Location of the institution***

Kolej Islam Teknologi Antarabangsa Pulau Pinang (KITAB) is located at Kompleks Masjid Negeri Pulau Pinang, along Jalan Air Itam in Georgetown, Penang. The location is close to the Penang State Mosque, a significant landmark in the Georgetown area, which provides a supportive environment for the college's Islamic-focused education. The address is specifically listed as Bangunan Tahfiz, Kompleks Masjid Negeri Pulau Pinang, 11400 Georgetown, Penang. This central location in the island's capital city makes it accessible for students and staff, surrounded by urban amenities while maintaining a religious and academic atmosphere conducive to the institution's *Tahfiz* programs and Islamic studies. Additionally, being part of the mosque complex allows KITAB to integrate its educational activities with the religious functions of the mosque, offering students a holistic Islamic environment that combines formal learning with practical religious experiences. The college is managed by the Penang State Islamic Religious Council (MAINPP), reflecting its close ties to the local Islamic community and governance.

## **RESEARCH QUESTIONS**

- i. What are the intrinsic motivational factors predicting *Tahfiz* diploma students in their *muraja'ah* memorization of the Quran at KITAB?
- ii. What are the extrinsic motivational factors predicting *Tahfiz* diploma students in their *muraja'ah* memorization of the Quran at KITAB?

## **RESEARCH HIGHLIGHTS**

According to Woolfolk (1990), motivation refers to an internal force that generates, directs and controls human interest and behaviour. Chaplin (1985) states that the scale describes the internal factors of the organism that arouse and direct its behaviour towards a goal.

Motivation is a condition that stimulates each individual to go towards a goal that initially may have little or no interest in the goal (Alsagoff, 1986). Simply put, motivation is a stimulant that helps to arouse and maintain a person's interest in achieving their goals. This also applies to every individual and *tahfiz* student, especially since motivation can help students to retain their memorization and raise their spirits in doing *muraja'ah*. Usually, motivation exists because of psychological needs or physiological factors that arise in an individual.

Based on the literature review, according to Tasgin & Tunc's (2018) research, it has been proven that intrinsic motivation in students produces a positive impact. In addition, the research on motivation also received attention from many researchers who span various fields.

According to Mohamad (2005), extrinsic motivation is the opposite of intrinsic motivation, where extrinsic motivation is driven by external factors of the individual that lead to the desire to act. Among them is getting encouragement from family, teachers, and friends and getting rewards such as certificates of achievement, awards and to fulfilling personal needs in the short term. This type of motivation exists due to the desire for recognition and approval after trying to obtain the desired success.

Ultimately, this situation shows that motivation drives individual behaviour whether they want to achieve success or avoid failure. Individuals who have motivation are those who have the strength, either intrinsically or extrinsically, to achieve success in this world or in the hereafter.

## PURPOSE OF THE RESEARCH

This research purpose is to see the intrinsic and extrinsic motivational factors influencing Qur'an memorization in the KITAB. This is because, this motivational factor will influence the student progress.

This research was conducted based on the following objectives:

- i. To identify the intrinsic and extrinsic motivational factors predicting *Tahfiz* diploma students in their *muraja'ah hafazan* of the Quran at KITAB.

## RESEARCH METHODOLOGY

This research uses a descriptive quantitative research method where the researcher uses two sources in the primary source research through data collected from questionnaires and secondary sources through the literature reference method to support the arguments in the research. The questionnaire was distributed via Google Forms to 30 *Tahfiz* KITAB Diploma students. The research question uses a 5-point Likert scale consisting of two parts, part A for intrinsic motivation and part B for extrinsic motivation. Data was obtained through a set of questionnaires (16 questions for A and B) that were adapted and modified from previous research and assessed for reliability through an internal consistency test. The data of this research was analysed descriptively to find out the frequency and distribution of the data using the Statistical Package for Social Sciences (SPSS) version 27.

## RESEARCH FINDINGS

Overall, the research data was obtained from 40 respondents but only the data from 31 respondents was used in this research, which exceeded the target. However, the remaining few samples had to be discarded due to damaged and incomplete data. Descriptive statistics (percentage frequency and mean) are used to answer the research questions. This research also found that 90.3% (28 respondents) of female respondents were involved in this research, which is more than male respondents with 9.7% (3 respondents). Meanwhile, the distribution of the most respondents was between 18 and 21 years old (28 respondents) and 22 to 24 years old (3 respondents).

### *Intrinsic Motivation Approach*

The findings of the research on the analysis of the items of the intrinsic motivation approach in strengthening *muraja'ah* memorization of *tahfiz* al-Qur'an diploma students are listed in Table 1.1.

**Table 1.1**  
*Intrinsic Approach*

Item No	Statement	Frequency	Min	Standard Deviation
I.1	I have an interest in strengthening the memorization of the Quran	31	4.29	0.60
I.2	I am responsible for memorizing the Quran	31	4.43	0.48

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I.3	I am satisfied when I can strengthen the memorization of the Quran through precise efforts	31	4.76	0.36
I.4	I am not able to manage time well	31	3.10	0.99
I.5	I will strengthen my memory wherever I am	31	3.81	0.61
I.6	I find it difficult to reinforce memorization	31	3.29	0.64

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Table 1.1 shows the standard deviation and mean for the items related to the intrinsic motivation approach, namely item I.1 to item I.6. Item I.1, which has a standard deviation of 0.60, shows a mean value of 4.29. The research shows that respondents (51.0% strongly agree and 38% agree) are interested in conducting *muraja'ah* to strengthen the memorization of the Quran.

For item I.2, which has a standard deviation of 0.48, showing a mean value of 4.43. This shows (a total of 61.2% strongly agree and 35.5% agree) that respondents feel responsible for memorizing the Quran. This shows that the motivation of students is influenced by other factors.

Furthermore, item I.3 displays a standard deviation of 0.36 and a mean value of 4.76. This shows that most of the respondents (77% strongly agree and 38.6% agree) will feel satisfied when they can memorize *muraja'ah* resulting from their continuous efforts.

Item number I.4 recorded a standard deviation of 0.99, showing a mean value of 3.10. This means that the respondents (22.5% strongly agree and 32.5% agree) when they say that time management is very important because most of them have good time management so that they can do *muraja'ah* continuously. This also causes the internal urge of students to compete with each other to achieve the best performance.

Item I.5 shows a standard deviation of 0.61 and recorded a mean value of 3.81. This shows that there are still many students (32.2% strongly agree and 45.1% agree) to make sure they maintain memorization wherever they are.

Whereas, item number I.6, which has a standard deviation of 0.64, shows a mean value of 3.29. This shows that respondents (9.6% strongly agree and 32% agree) find it difficult to strengthen *muraja'ah hafazan*.

### ***Extrinsic Motivation Approach***

The findings of the research on the review of the extrinsic motivational approach in strengthening the memorization of *tahfiz* al-Qur'an diploma students are listed in Table 1.2 as follows:



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**Table 1.2**  
*Extrinsic Approach*

<b>Item No</b>	<b>Statement</b>	<b>Frequency</b>	<b>Min</b>	<b>Standard Deviation</b>
<b>E.1</b>	The conducive atmosphere at KITAB helped me strengthen the Quran	<b>31</b>	<b>3.71</b>	<b>0.73</b>
<b>E.2</b>	The atmosphere of the educational institution encouraged me to focus more on strengthening the Quran than at home	<b>31</b>	<b>4.00</b>	<b>0.82</b>
<b>E.3</b>	I always memorize the Quran in order to get rewards	<b>31</b>	<b>3.57</b>	<b>0.84</b>
<b>E.4</b>	I increase my efforts in strengthening memorization when approaching exams	<b>31</b>	<b>4.33</b>	<b>0.83</b>
<b>E.5</b>	The lecturer gave me support in strengthening	<b>31</b>	<b>4.29</b>	<b>0.64</b>
<b>E.6</b>	Friends help me in strengthening memorization of the Quran	<b>31</b>	<b>3.85</b>	<b>0.78</b>
<b>E.7</b>	Problems in friendships bother me to strengthen the memorization of the Qur'an	<b>31</b>	<b>2.43</b>	<b>1.02</b>
<b>E.8</b>	Health problems interfered with me to strengthen the memorization of the Quran	<b>31</b>	<b>2.67</b>	<b>1.04</b>
<b>E.9</b>	Financial problems interfered with me to strengthen the memorization of the Quran	<b>31</b>	<b>1.91</b>	<b>0.89</b>
<b>E.10</b>	Family problems bother me to strengthen the	<b>31</b>	<b>2.20</b>	<b>1.06</b>

Referring to Table 1.2 above, the research findings show the mean value and standard deviation for the extrinsic motivation approach elements in item E.1 to item E.10. Item E.4, which displays a mean of 4.33% and a standard deviation of 0. The research shows that as many as 64.5% of respondents strongly agree, and 29% of respondents strongly agree with the statement that they will improve their memorization efforts when approaching the exam. This is an encouragement to students so that they excel in exams. For items

E.2 recorded a mean value 4.2 and a standard deviation 0.82. Findings show that a total of 3.2% of respondents disagree and 41.9% agree that the atmosphere of the institution is one of the factors that encourage students to focus more on memorization, although there are a few students that the atmosphere in the institution also plays an important role.

While for item E.5, the mean value is 4.29, and the standard deviation is 0.82 (54.83% strongly agree and 32.2% agree) that the encouragement and help and commitment from the lecturer is also an encouragement to the respondents to maintain *muraja'ah hafazan*. In addition, it can also be seen that family problems, financial problems, health problems and friendship problems also affect student motivation to some extent because the support of family and friends is a strong motivation that encourages *tahfiz* students to continue to maintain their *muraja'ah*. Similarly, good health and financial factors can also help them maintaining *muraja'ah*.

## DISCUSSION

The findings of this research show that intrinsic motivation factors such as personal interest, enjoyment, and a sense of responsibility toward Quran memorization strongly correlate with successful *muraja'ah* (repetition) among *Tahfiz* students. Students with high intrinsic motivation exhibit greater satisfaction and dedication in their efforts, likely because these motivations are self-sustaining and do not rely on external rewards or pressures. This aligns with findings by Tasgin & Tunc (2018), which suggest that intrinsic motivation fosters deeper, more sustained engagement in academic pursuits. Extrinsic motivations, like institutional support, praise, and exam-related efforts, also contribute to memorization success but have a more supplementary role. Thus, while external motivations help maintain students' focus, intrinsic motivations drive more consistent and lasting engagement in *muraja'ah*.

This research shows several motivational factors that encourage students to strengthen *muraja'ah hafazan*. In intrinsic motivation, students with high intrinsic motivation have a deep interest in strengthening memorization, have a great sense of responsibility towards memorizing the Qur'an and have precise efforts in maintaining the memorization. This is the evidence that intrinsic motivation plays a central role in fostering meaningful educational experiences, especially in environments that require self-discipline and sustained effort, such as *Tahfiz* programs.

Through extrinsic motivation, it was found that students have external motivation, e.g., achievement, because respondents will try harder when approaching exams and aiming for excellent results. This is a good extrinsic motivation for all students in various fields and at various levels of achievement. In addition, it can also be seen that students or respondents are more motivated by the atmosphere in the institution because it is more conducive, with the nature of the lecturers assisting in strengthening the memorization of the al-Qur'an. This shows that this conducive and responsive face-



to-face situation motivates students to strengthen their memorization. However, unique extrinsic motivators in *Tahfiz* institutions, such as a supportive atmosphere and encouragement from lecturers, can positively shape students' experiences. For example, the structured environment at KITAB and the involvement of peers and lecturers who support *muraja'ah* create a conducive learning environment, helping to stabilize students' motivation.

A balanced approach should be practiced by prioritizing intrinsic motivation without neglecting extrinsic motivation. External factors such as support from lecturers, praise, and a conducive learning environment within the institution still play an important role in encouraging students. Combining these two types of motivation provides a comprehensive method to meet students' needs, helping them maintain the discipline required for *hafazan* and deepen their commitment to Quranic memorization. Therefore, this integrative approach emphasizing intrinsic motivation and supported by extrinsic motivation is crucial for achieving higher quality memorization outcomes over the long term.

## CONCLUSIONS

In conclusion, *tahfiz* students need a certain mechanism to help them to strengthen their *muraja'ah hafazan* and intrinsic motivation as well as extrinsic motivation is an important mechanism that can encourage students to be more motivated to implement *hafazan* well.

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