



GRIT ON STUDENTS WHO DID NOT REACH THE TARGET OF MEMORIZING THE QUR'AN AT MA'HAD TA'LIMUL QUR'AN (MATAQU) JUNIOR HIGH SCHOOL UTSMAN BIN AFFAN

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Abstract

This research explores the concept of grit among students who failed to reach their Qur'an memorization targets, a topic that has received limited attention in educational psychology and Islamic learning contexts. The study aims to clarify the aspects of grit and the factors that influence its development among students at SMP MATAQU Utsman Bin Affan. Using a qualitative phenomenological approach, five participants, three female and two male, third-grade junior high school students were selected through purposive sampling. The data were collected through interviews, observations, and documentation, and analyzed using Interpretative Phenomenological Analysis. The findings show that three participants demonstrated grit characterized by passion and perseverance, while two participants had not yet developed consistent persistence in achieving long-term goals. Internal factors such as interest, disciplined practice, goal orientation, and hope were identified as key components of shaping grit, whereas external factors, including parental involvement, structured school programs, and supportive learning and memorizing culture, further strengthened students' determination. The results indicate that grit in Qur'an memorization is influenced not only by personal motivation but also by social and institutional support, suggesting that teachers and parents play an important role in cultivating students' persistence and commitment.

Keywords: *Grit, Qur'an Memorization, Islamic Education, Qualitative Study, Junior High School*

Abstrak

Penelitian ini mengeksplorasi konsep grit pada siswa yang belum berhasil mencapai target hafalan Al-Qur'an, sebuah topik yang masih jarang dibahas dalam bidang psikologi pendidikan dan konteks pembelajaran Islam. Penelitian ini bertujuan untuk menjelaskan aspek-aspek grit serta faktor-faktor yang mempengaruhi perkembangannya pada siswa SMP MATAQU Utsman Bin Affan. Pendekatan yang digunakan adalah kualitatif fenomenologis dengan lima partisipan yang terdiri atas tiga siswi dan dua siswa kelas IX yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan Interpretative Phenomenological Analysis (IPA). Hasil penelitian menunjukkan bahwa tiga partisipan memiliki grit yang ditandai dengan adanya

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semangat (passion) dan ketekunan (perseverance), sementara dua partisipan lainnya belum menunjukkan konsistensi yang stabil dalam mencapai tujuan jangka panjang. Faktor internal seperti minat, latihan disiplin, orientasi tujuan, dan harapan diidentifikasi sebagai komponen utama yang membentuk grit. Sementara itu, faktor eksternal seperti keterlibatan orang tua, program sekolah yang terstruktur, serta budaya lingkungan hafalan yang mendukung turut memperkuat tekad siswa. Hasil penelitian ini menunjukkan bahwa grit dalam proses menghafal Al-Qur'an tidak hanya dipengaruhi oleh motivasi pribadi, tetapi juga oleh dukungan sosial dan kelembagaan. Hal ini menegaskan bahwa guru dan orang tua memiliki peran penting dalam menumbuhkan ketekunan dan komitmen siswa.

Kata Kunci: *Grit, Hafalan Al-Qur'an, Pendidikan Islam, Studi Kualitatif, Sekolah Menengah Pertama*

INTRODUCTION

The Qur'an holds a central role in shaping the spiritual, moral, and intellectual life of Muslims. Every Muslim is encouraged to learn, read, understand, and, if possible, memorize the Qur'an from an early age (Yuniati et al., 2024). Memorizing the Qur'an (*tahfidz al-Qur'an*) is viewed as a noble and spiritually rewarding endeavour. Allah promises ease and divine assistance to those who strive to memorize His words, as stated in Surah Al-Qamar (54:17): “*And indeed, We have made the Qur'an easy for learning, so is there anyone who will remember?*” This verse emphasizes that sincere efforts in memorizing the Qur'an are supported by divine facilitation (Sari et al., 2023).

In response to this encouragement, many Islamic educational institutions have incorporated the Qur'an memorization programs into their curricula. Numerous *pesantren* (Islamic boarding schools) in Indonesia specialize in teaching the Qur'an memorization alongside formal education (Rahmawati et al., 2021; Yuniati et al., 2024). One such institution is Pondok Pesantren Ma'had Ta'limul Qur'an (MATAQU) Uthman Bin Affan, which combines three core curricula: the national curriculum, the Qur'an memorization (*tahfidzul Qur'an*), and classical Arabic texts (*kitab kuning*). In its *tahfidz* program, students are set specific memorization

targets. Junior high school students are expected to complete 30 juz, while high school students are expected to achieve 30 *juz* with perfect fluency (*mutqin*) (MATAQU Uthman Bin Affan, 2023).

However, previous studies show that achieving these targets can be highly challenging. Putri and Harfiani (2022) reported that students at Al-Munadi IT Junior High School, Medan, often fail to achieve their memorization goals due to the demanding nature of the *tahfidz* process, which requires not only memorization skills but also strong emotional, cognitive, and behavioral commitment (Masduki, 2018). Memorizing the Qur'an is not a simple act of repetition; it involves persistence, focus, and the ability to overcome various internal and external challenges.

Students who combine academic studies with Qur'an memorization face unique challenges. They must balance both schoolwork and memorization tasks, which often result in fatigue, reduced concentration, and lack of motivation (Fuadi and Apriliawati, 2022). Internal barriers may include boredom, weak concentration, inconsistent routines, or performance anxiety, whereas external barriers often involve difficulties in time management, peer influence, digital distractions, and limited supervision



(Nurstsany et al., 2020; Huda and Rahmah, 2021).

These challenges were also identified among junior high school students at MATAQU Uthman Bin Affan, based on interviews conducted in September 2024. Students are reported to face common difficulties such as drowsiness, lack of focus, laziness, inconsistency in *muroja'ah* (review), and poor preparation before the memorization sessions. Such findings indicate that students require specific psychological traits to persist in memorizing the Qur'an while maintaining their academic performance.

One key psychological factor associated with perseverance and long-term success is *grit*. According to Duckworth et al. (2007), *grit* refers to "perseverance and passion for long-term goals." Duckworth (2018) later emphasized that success is determined less by talent or intelligence than by grit, the ability to sustain motivation and effort despite difficulties. In educational contexts, grit has been shown to predict academic achievement, resilience, and sustained engagement in learning (Credé et al., 2017; Lam and Zhou, 2022; Liu et al., 2023). In the context of Qur'an memorization, students with higher levels of grit are more likely to maintain consistent memorization habits, resist distractions, and recover from setbacks (Fuadi and Apriliawati, 2022; Rahman et al., 2021).

Despite the growing research on grit in academic settings, few studies have explored grit among Qur'an memorizers, particularly those in integrated Islamic boarding schools where students must balance religious and formal education. This represents a significant research gap, as understanding how grit manifests among *tahfidz* students could inform more effective educational strategies and student support systems in Islamic institutions.

Therefore, this study aims to analyze the level of grit among Qur'an memorizers (*tahfidz* students) at Pondok Pesantren MATAQU Uthman Bin Affan and identify the factors influencing students' perseverance in memorizing the Qur'an. The findings are expected to provide insights for educators and policymakers in developing programs that strengthen students' motivation, focus, and emotional endurance throughout the *tahfidzul Qur'an* process.

PARADIGM, APPROACHES, THEORIES, AND LITERATURE REVIEW

Grit is the ability of an individual to remain committed to the same goals or ideals for a long period of time. It consists of a combination of passion and persistence, where successful and high-achieving individuals demonstrate not only strong determination but also a clear sense of purpose through hard work and a deep understanding of what they aim to achieve (Duckworth, 2018). Individuals who possess grit tend to engage in fields or skills that are important to them and do not easily shift from one area to another. Instead, they remain consistent in pursuing the same field or skill until they reach the level of mastery.

Duckworth (2018) suggests that there are two main aspects of grit, namely passion and perseverance. Passion refers to an individual's desire to maintain long-term goals without easily changing direction or being distracted by external influences. It involves sustained attention, long-term interest, and consistent efforts toward achieving future goals, including active preparation and commitment to reach them. Perseverance, on the other hand, refers to an individual's tendency to continue working on a task even when experiencing difficulties. Persistent individuals remain diligent, consistent, and



determined in carrying out decisions they have made.

According to Duckworth (2018), the factors that influence grit can be divided into two categories, namely internal factors and external factors.

Internal factors consist of several elements. First, interest serves as a fundamental source and plays a role in the development of grit and the maturation of passion. Passion begins with a genuine interest in what an individual can do. Interest is influenced by external stimuli such as encouragement from parents, teachers, mentors, and peers. Individuals who are open to support and positive feedback are more likely to develop a strong interest in, and attachment to, their activities, which in turn brings feelings of happiness, fulfilment, and security. Second, practice refers to an individual's effort to enhance their abilities through consistent and disciplined practice. Individuals who have developed a strong interest will apply it through deliberate practice, which helps them improve their skills, overcome challenges, and achieve the level of mastery.

People with high levels of grit spend more time practicing, focusing not only on the duration but also on the quality of the training. Third, goals are another important internal factor that contributes to the maturation of passion. A goal reflects an individual's intention to contribute to the well-being of others. Individuals with grit view their goals as meaningful purposes that connect their personal achievements with the broader world around them. Such goals serve as strong motivational forces that influence persistence. Lastly, hope is closely associated with determination and resilience in facing challenges. It involves the belief that individual's efforts can overcome past shortcomings and create better outcomes in the future.

External factors also play a significant role in shaping grit. The first factor is parenting for grit. Duckworth (2018) explains that passion and perseverance develop when individuals receive affection, support, and consistent guidance from their parents. Parents who provide both love and discipline create an environment that allows children to express their interests, engage in structured practice, and develop resilience in facing challenges. The second factor is the playing field of grit, which refers to structured extracurricular or co-curricular activities that cultivate discipline and perseverance. These activities offer students opportunities to receive supervision, support, and challenges from mentors other than their parents. When conducted consistently for an extended period, such activities help students to develop interest, skills, and long-term commitment. The third factor is the culture of grit, which refers to the shared norms and values within a group that emphasize persistence, hard work, and long-term goals. A grit-oriented culture is created when a community agrees on how to pursue goals and the reasons for doing so. Educational institutions such as Islamic boarding schools (*pesantren*) often cultivate this culture through daily discipline, communal motivation, and spiritual reinforcement that help students develop endurance and perseverance (Credé, Tynan, and Harms, 2024).

The theoretical framework of this study is based on Duckworth's Grit Theory (2018), which is further supported by recent research findings (Credé et al., 2024; Anggraeni, Wardani, and Noviani, 2024). This framework assumes that the success of Qur'an memorization depends on the interaction between internal and external factors that influence the development of passion and



perseverance. Internal factors such as interest, disciplined practice, goal orientation, and hope foster intrinsic motivation and self-regulation, while external factors such as parenting, structured activities, and cultural environment provide the social support that sustains perseverance. Together, these factors determine the level of grit among students, which directly influences their ability to persist and achieve their Qur'an memorization goals.

METHOD

This study used a qualitative research design with a phenomenological approach. The phenomenological method was chosen because it allows the researcher to explore and understand participants' lived experiences in depth. In this context, the method was applied to reveal how students who did not reach their Qur'an memorization goals experienced challenges, motivation, and perseverance throughout the process. This approach was considered appropriate because the study aimed to uncover the meaning and essence of the students' psychological experiences related to grit in Qur'an memorization.

The participants in this study consisted of five students from Ma'had Ta'limul Qur'an (MATAQU) Utsman Bin Affan Junior High School in the city of Lhokseumawe, Aceh. Which implements an intensive *tahfidzul* Qur'an program. The participants were selected through purposive sampling, a non-random sampling technique that focuses on individuals with specific characteristics relevant to the research objectives. All selected participants were third-grade junior high school students who had not yet achieved their Qur'an memorization goals and demonstrated the lowest progress among their classmates. The

group included three female and two male students aged between fourteen and fifteen years old. Participation was voluntary, and informed consent was obtained from both the students and their teachers before data collection. This selection was made to ensure that all the participants represented those most capable of providing deep insights into the experiences of students with low achievement in Qur'an memorization.

The data were collected through interviews, observations, and documentation. Semi-structured interviews were employed as the main technique to obtain detailed information about the students' experiences, emotions, and perspectives regarding the challenges they encountered in memorizing the Qur'an. The interview guide contained open-ended questions that allowed participants to express their feelings and experiences freely. Observations were conducted during the memorization sessions and classroom activities to gain a deeper understanding of the students' actual behaviours, level of focus, and consistency during the learning process. Documentation was used to support the findings by reviewing memorization records, attendance lists, and teachers' notes related to the students' performance and progress. All interview data were recorded with consent, transcribed verbatim, and systematically analyzed.

The collected data were analyzed using the Interpretative Phenomenological Analysis (IPA) developed by Smith, Flowers, and Larkin (2009). This analytical process began with repeated readings of the transcriptions to gain a thorough understanding of the data, followed by making initial notes to highlight important statements and reflections. From these notes, emergent themes were developed to represent the essence of each participant's experience.



Connections between themes were then identified to construct a broader understanding of the phenomenon. The process was repeated for each participant, and patterns were sought across all cases to form a comprehensive interpretation. This analytical procedure allowed the researcher to interpret how students made sense of their challenges and perseverance in relation to the concept of grit.

The trustworthiness of the data was ensured through triangulation of sources, techniques, and time. Source triangulation was achieved by comparing data from different participants, while technique triangulation was carried out by combining interviews, observations, and documentation to cross-check consistency. Time triangulation was used by conducting data collection at different times to verify the stability of participants' responses. In addition, member checking was conducted by asking participants to verify the accuracy of the interpreted findings. Reflective field notes were also maintained throughout the study to minimize researcher bias and ensure transparency in the analytical process. Through these procedures, the credibility, dependability, and confirmability of the research findings were maintained.

Overall, this qualitative phenomenological method provided a comprehensive understanding of how students who have not achieved their Qur'an memorization goals interpreted and responded to their learning experiences. By focusing on their lived experiences, the study was able to explore the internal and external factors influencing grit among junior high school students in the *tahfidz* program at MATAQU Utsman Bin Affan.

RESULTS AND DISCUSSION

Result

The findings of this study reveal the nature of grit among students who did not reach the Qur'an memorization target at MATAQU Utsman Bin Affan Junior High School. The main objective of this research was to describe the characteristics of grit and to identify the internal and external factors that influence its development. Based on in-depth interviews with five participants, two key aspects of grit, passion and perseverance were identified, along with the factors that shape them.

The first aspect of grit, passion, was reflected in four out of the five participants. These students expressed feelings of joy and satisfaction when memorizing the Qur'an, suggesting that emotional attachment played a central role in maintaining their motivation. The pleasure and happiness they experienced strengthened their commitment to continue memorizing and safeguarding what they had already learned. Each participant demonstrated different strategies to sustain their interest: some recalled the sacrifices made by their families, others drew inspiration from peers' achievements, maintained consistency in worship, or sought emotional and moral support from their parents. These findings indicate that passion is closely linked to a sense of purpose and meaningful engagement with the activity. When students perceive memorization as spiritually fulfilling, they develop deeper motivation to persist in their efforts despite challenges.

The second aspect, perseverance, represents the students' endurance and determination in overcoming difficulties during the memorization process. Most participants admitted to experiencing moments of frustration and fatigue that made them want to stop memorizing. Several challenges were identified, such as



boredom from repeated recitation, drowsiness, difficulty in memorizing new verses, and distractions from peers during study sessions. Some participants also faced specific personal challenges. One experienced bullying from classmates, while another had to repeatedly adapt to different *halaqah* rules after being transferred between groups. Despite these difficulties, the students demonstrated resilience by adopting various coping strategies. They performed ablution or stood up to regain their focus when sleepy, ignored distractions from friends, practiced slower and more deliberate recitations, and repeatedly revised verses to improve fluency. These behaviours indicate that perseverance, as a component of grit, involves both emotional control and adaptive strategies to maintain consistent effort in the face of obstacles.

In addition to these two dimensions, the study revealed several internal and external factors that influence grit. The internal factors included interest, disciplined practice, goal orientation, and hope. Two of the participants began memorizing under parental encouragement, while the other three were driven by their personal desire. Regardless of the initial motivation, all participants reported receiving consistent support from parents, teachers, and peers, which helped strengthen their internal interest in memorization. The participants also showed discipline in managing their study time. They allocated additional hours outside school schedules to focus on memorization, sacrificing their leisure and social activities to maintain progress. Two participants specifically mentioned using free time to catch up on memorization, and one participant routinely listened to *murottal* recitations at home to improve retention. These actions demonstrate that self-discipline and time management are crucial

elements of grit, reflecting the participants' commitment to achieving their long-term goals.

Goal orientation emerged as another major factor contributing to grit. Three participants stated that their motivation to memorize stemmed from a desire to make their parents proud, while two emphasized their spiritual goal of seeking Allah's pleasure. Additionally, several participants viewed their memorization achievement as a potential pathway to secure university admission through scholarships. These findings suggest that goal setting not only provides direction but also strengthens persistence when facing challenges. Hope was also a significant internal factor. Four participants expressed strong belief in the value of continuous effort, even when immediate results were not visible. This belief served as an emotional anchor, helping them remain steadfast in the face of slow progress. Collectively, these internal factors indicate that grit is strengthened by a combination of intrinsic motivation, self-discipline, and optimism toward future outcomes.

The external factors influencing grit included parenting, structured learning environments, and the culture of the institution. All participants emphasized the important role of parents in providing encouragement, guidance, and rewards. Parental support ranged from verbal motivation to tangible recognition, such as small gifts for achieving specific memorization milestones. Two participants reported that their parents helped organize memorization schedules at home, ensuring consistency in practice. This parental involvement provided a sense of accountability and emotional stability for the students. In addition to family influence, the structured environment of the school also played a key role. All five participants took part in the Intensive Qur'an Memorization



Program (PIMA), designed by the school to support students in reaching their memorization targets. The program provided additional practice sessions under the supervision of *ustadz* and *ustadzah*, creating an environment of discipline, focus, and peer motivation.

The school's overall culture further reinforced grit development. Participants noted that MATAQU's rules and collective practices, such as group recitations, regular *muroja'ah* sessions, and mutual encouragement among peers helped maintain motivation and perseverance. Two students also described similar cultural reinforcements at home, where parents established structured routines for daily recitation. The positive influence of both school and home environments created a sense of community that strengthened the students' determination to memorize the Qur'an. These findings illustrate that grit is not only an individual attribute but also a product of supportive cultural and environmental systems that sustain long-term effort and engagement.

In conclusion, the research findings demonstrate that grit among students who have not yet achieved their Qur'an memorization targets is shaped through a dynamic interplay between emotional attachment, perseverance, and external support. Passion serves as the emotional foundation that gives meaning to their efforts, while perseverance enables them to endure challenges and maintain progress. Internal factors such as interest, goals, and hope interact synergistically with external factors like parenting, structured programs, and school culture to cultivate grit. Together, these elements illustrate that the process of Qur'an memorization is not solely an act of intellectual effort but also a deeply personal and social journey marked by resilience, meaning, and commitment.

Discussion

The findings of this study demonstrate that grit among Qur'an memorizers who have not yet achieved their memorization targets at MATAQU Utsman Bin Affan Junior High School is a complex interplay of emotional, cognitive, and environmental factors. This section interprets the results considering existing theories and previous studies, focusing on why these phenomena occur and how they reflect the development of grit in the context of Islamic education.

The presence of passion among most participants illustrates how intrinsic motivation and emotional engagement are crucial for sustaining long-term goals. For many students, memorizing the Qur'an is not simply an academic requirement but a meaningful spiritual pursuit that evokes joy, gratitude, and personal fulfilment. This emotional attachment reinforces what Duckworth (2018) describes as the affective foundation of grit, passion, as the sustained interest in a goal over time. From the perspective of self-concept theory (Shavelson et al., 1976), the students' passion is influenced by their internalized identity as *hafidz/hafidzah* (Qur'an memorizers). When their self-concept aligns with religious and moral values, the act of memorizing becomes part of their self-definition, thereby increasing persistence and satisfaction. This also aligns with findings by Credé et al. (2024), which show that grit is enhanced when individuals perceive their goals as meaningful extensions of their self-identity rather than external obligations.

Perseverance, the second component of grit, reflects the ability to withstand obstacles and maintain consistent effort despite fatigue, frustration, or failure. The findings reveal that students continue memorizing even when faced with boredom, drowsiness, or peer distractions, behaviours consistent with high perseverance. This pattern can



be explained through the lens of self-regulation theory (Zimmerman, 2000), where individuals who can control emotions and behaviour in pursuit of goals are more likely to persist. The participants' coping mechanisms, such as standing up when sleepy or taking ablution to regain focus, indicate self-regulatory strategies grounded in both cognitive control and spiritual discipline. This dual dimension of perseverance, psychological and spiritual distinguishes the grit of Qur'an memorizers from secular contexts, emphasizing how faith-based motivation sustains endurance in challenging conditions.

The factors shaping grit among participants also reveal significant theoretical implications. Internally, interest and personal meaning are core motivators. While some students began memorizing due to parental encouragement, many later internalized the motivation, reflecting the shift from extrinsic to intrinsic regulation described in Self-Determination Theory (Ryan and Deci, 2020). As students experience spiritual satisfaction and social recognition associated with memorization, their motivation transforms into self-driven passion. This transformation illustrates why parental guidance, initially external, can evolve into a personal form of commitment. The presence of this shift supports Duckworth's (2018) argument that grit develops when individuals maintain long-term effort for intrinsically valued goals.

The goal orientation of students further highlights the interaction between grit and perfectionism. Participants who aimed to please their parents or gain divine approval exhibited what Stoeber and Otto (2019) define as *adaptive perfectionism: a healthy* striving for excellence without excessive fear of failure. These goals served as powerful motivators, linking effort to both

emotional satisfaction and moral reward. Additionally, the social comparison process (Festinger, 1954) may explain how students' grit was reinforced through observing peers who had achieved more advanced memorization levels. Witnessing the accomplishments of classmates likely activated a competitive yet inspirational drive, motivating students to persist and emulate their peers' success. This dynamic demonstrates how peer environments in *pesantren*-style schools can cultivate resilience through positive social comparison.

Externally, environmental and cultural factors were equally significant. The role of parents as motivators, mentors, and managers aligns with previous findings (Febriyanti et al., 2023; Sari, 2021), emphasizing that supportive parenting cultivates self-efficacy and sustained effort. Parents who provided emotional reinforcement and structured schedules contributed to the development of autonomy and responsibility—key antecedents of grit. Similarly, the structured environment of MATAQU, particularly through the Intensive Qur'an Memorization Program (PIMA), functioned as a "grit playground," a concept similar to Duckworth's (2018) description of settings that nurture perseverance through high expectations and supportive mentorship. The *ustadz* and *ustadzah* played a dual role as spiritual and academic mentors, providing both accountability and emotional encouragement, which enhanced the students' self-discipline and sense of belonging.

The school and home environments together formed what can be understood as a *grit culture* a system of shared values, discipline, and mutual motivation. According to Duckworth (2018), grit culture emerges when a community collectively upholds norms of persistence, hard work, and purpose. In the MATAQU



context, daily recitation routines, group *muroja'ah* sessions, and peer collaboration created an environment where perseverance was both modelled and socially rewarded. The students' tendency to emulate friends who had memorized more sections of the Qur'an illustrates how environmental modelling reinforces self-concept and motivation. This finding also resonates with Bandura's (1997) theory of social learning, which suggests that observing successful peers enhances one's belief in their own capabilities (*self-efficacy*), thereby strengthening persistence.

Theoretically, this study expands the conceptualization of grit within a religious learning framework. Unlike in academic or professional domains, the grit of Qur'an memorizers integrates emotional, cognitive, social, and spiritual dimensions. Passion is nurtured not only by interest but also by faith-based meaning; perseverance is sustained not only by willpower but by spiritual resilience. These findings align with recent studies (Hadi & Fauzan, 2022; Ginting et al., 2025) showing that spiritual motivation significantly moderates grit by providing a higher sense of purpose. Thus, grit among Qur'an memorizers can be understood as a holistic construct encompassing persistence of effort, consistency of faith, and alignment of goals with religious identity.

From a practical standpoint, these findings suggest several implications for educators and parents. Schools should design memorization programs that balance discipline with emotional support, emphasizing both achievement and meaning. Teachers and *ustadz/ustadzah* can strengthen students' grit by fostering autonomy, providing feedback, and modelling perseverance. Parents, meanwhile, play a critical role in shaping early interest and providing consistent encouragement that evolves into internal

motivation. Integrating peer collaboration and mentoring into *tahfidz* programs may also enhance students' social reinforcement and persistence.

In conclusion, the development of grit among Qur'an memorizers reflects an interaction between internal factors such as identity, motivation, hope, and external support from family and school culture. By viewing grit through the combined frameworks of self-concept, social comparison, and perfectionism theories, it becomes clear that perseverance in memorizing the Qur'an is not merely an individual trait but a socially and spiritually embedded process. The findings underscore the importance of supportive educational ecosystems that cultivate both discipline and devotion, enabling students to sustain long-term commitment to memorizing the Qur'an while developing resilience that extends beyond religious study into their broader personal and academic lives.

CONCLUSION

This study concludes that grit among students who have not yet achieved their Qur'an memorization targets at MATAQU Utsman Bin Affan Junior High School emerges through the interplay of emotional engagement, persistence, and supportive social environments. Among the five participants, three demonstrated strong grit marked by passion, enjoyment, and long-term commitment to memorization, while two showed inconsistent motivation and fluctuating effort. Internal factors such as genuine interest, disciplined practice, meaningful goal-setting, and optimism strengthened their perseverance, whereas external factors, including parental involvement, structured routines, and institutional programs like the Intensive Qur'an Memorization Program (PIMA), provided essential guidance, motivation,



and cultural reinforcement. These findings highlight that grit is not solely an individual psychological trait but is shaped by social, cultural, and spiritual systems that cultivate disciplined effort, sustained motivation, and purpose-driven learning in Qur'an memorization contexts. However, the small sample size and single-site focus limit the generalizability of the findings, indicating the need for larger, more diverse, and possibly longitudinal or mixed-method research exploring related variables such as self-regulation, resilience, optimism, and social support.

Based on these findings, several recommendations can be made to strengthen grit development in Qur'an memorization settings. Students are encouraged to cultivate interest and authentic enjoyment in the memorization process, maintain consistent practice, set realistic goals, and draw motivation from the spiritual meaning behind Qur'an learning. Educators and institutions should create structured yet supportive learning environments by integrating lessons on perseverance, self-reflection, and goal setting, continuously evaluating memorization targets, and enhancing PIMA through personalized mentoring and peer-based motivation. Parents also play a vital role by preparing children before entering memorization programs, ensuring fluency in *tajwid* and *makhraj*, maintaining disciplined routines at home, and offering emotional and motivational support. At the institutional and policy levels, Islamic educational institutions should recognize grit as an essential psychological and spiritual competency, providing training for teachers, strengthening holistic mentoring systems, and fostering collaboration among parents, teachers, and peers to build student perseverance, focus, and spiritual resilience.

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