

The Effect of Emotional Intelligence on Qur'an Memorization Ability in Islamic Boarding Schools

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ABSTRACT

This study aims to examine the influence of emotional intelligence on the ability to memorize the Qur'an in students at the Darul Aman Gombara Islamic Boarding School in Makassar. Based on the results of descriptive analysis and statistical tests, it was found that emotional intelligence has a significant influence on memorization ability. The average emotional intelligence score of 68.7 and memorization ability of 63.1 indicate that although the level of emotional intelligence of students is relatively good, their memorization ability is still below it. The regression analysis yielded a correlation coefficient value (R) of 0.474, indicating a moderate relationship between the two variables, and an R-Square value of 0.225 indicating a contribution of emotional intelligence of 22.5% to memorization ability. In addition, the ANOVA test results showed a significance of 0.000, which means the relationship between emotional intelligence and memorization ability is statistically significant. The calculated F-value of 15.345 also supports the validity of the regression model used. These findings confirm the importance of developing emotional aspects in the tahfidz learning process. Emotional coaching that includes emotional management, self-motivation, and spiritual resilience has been shown to contribute to successful Qur'an memorization. Thus, pesantren are expected not only to focus on the technical aspects of memorization, but also to integrate learning strategies that support the balance between students' cognitive and emotional abilities. This holistic approach is believed to be able to improve the quality of memorization more optimally and sustainably.

1. INTRODUCTION

Memorizing the Qur'an is one of the noble activities that is highly recommended in Islam (Ismail, Ramadhan, et al., 2025). This activity not only requires the strength of memory, but also requires mental readiness, perseverance, and emotional stability. In practice, not all students have the same memorization skills. Some have difficulty maintaining memorization, experiencing boredom, and even stress in the process (Arqam et al., 2025). This indicates that the ability to memorize the Qur'an is greatly influenced by various factors, one of which is emotional intelligence. Emotional intelligence is a person's ability to recognize, understand, manage, and direct one's own emotions and those of others (Rahmawati et al., 2025). In the context of education, especially pesantren-based education, emotional intelligence is an important thing that determines the success of students, including in memorizing the Qur'an. Students who are able to manage their emotions tend to be calmer, more patient, and able to manage time and self-motivation in the memorization process.

Islamic boarding schools as Islamic educational institutions that integrate academic and religious learning have their own challenges in assisting students. At the Darul Aman Gombara

Islamic Boarding School in Makassar, memorizing the Qur'an has become a flagship program. However, there are still differences in the achievement of students' memorization. There are those who are able to complete the memorization target well, but there are also those who experience obstacles and do not reach the target. The factors that cause this gap in memorization ability are certainly not only caused by cognitive ability alone (Ismail, Putra, et al., 2025). Some students, even though they are intellectually intelligent, still have difficulty memorizing because they are unable to control their emotions, such as being easily anxious, lazy, or not confident. In this context, emotional intelligence is an important aspect that needs to be further researched. The ability to memorize the Qur'an does not only rely on regular practice and guidance from tahfidz teachers, but also depends on the psychological condition of students (Karadona et al., 2022). Good emotional intelligence allows students to stay motivated despite facing obstacles. They will be better able to develop learning strategies, deal with stress, and establish positive relationships with teachers and classmates, which indirectly supports the memorization process.

In addition, character formation in pesantren is very closely related to the development of emotional aspects. Students are taught patience, honesty, discipline, and self-control, which are part of emotional intelligence (Hasim & Sarbini, 2022). Therefore, it is important to know the extent to which this aspect plays a role in the success of memorizing the Qur'an, especially among grade VIII students who are in a period of dynamic emotional development. This research is relevant because so far most of the focus of learning to memorize the Qur'an has only emphasized technical aspects such as the number of memorization, the murojaah method, or the intensity of memorization deposits, while psychological aspects such as emotional intelligence have received less serious attention. In fact, students as individuals have different psychological conditions and can affect their learning outcomes. Schools as educational institutions have an important role in shaping the spiritual, emotional, and intellectual intelligence of students, as stated in Law Number 20 of 2003 concerning the National Education System. In the context of Islamic education, the Qur'an becomes the main learning center that is not only read and understood, but also memorized as a form of worship and protection of divine revelation. The process of memorizing the Qur'an is not only an intellectual activity, but also a spiritual and emotional one, which requires seriousness, perseverance, and the ability to manage oneself.

The Darul Aman Gombara Islamic Boarding School Makassar has a tahfidz program with a target of memorization of one juz per year for regular classes and 30 juz for takhassus classes. However, in its implementation, not all students were able to achieve the target as expected. Some grade VIII students experience delays in memorization, which is allegedly related to a lack of motivation, perseverance, and the ability to manage emotions. Based on this reality, the researcher is interested in examining the extent of the influence of emotional intelligence on the ability to memorize the Qur'an of grade VIII students at the Darul Aman Gombara Islamic Boarding School in Makassar. This condition encourages the importance of research that examines the relationship between emotional intelligence and the ability to memorize the Qur'an. By knowing these influences, the pesantren and tahfidz teachers can develop a more holistic learning strategy, which not only focuses on memorization methods, but also on the emotional development of students.

By conducting a study of grade VIII students at the Darul Aman Gombara Islamic Boarding School in Makassar, it is hoped that a clear picture can be obtained of how emotional intelligence contributes to their memorization ability. This research can also be a reference for the development of a tahfidz program that is more effective and in accordance with the psychological needs of students. Therefore, the researcher felt it was important to raise the title "The Influence of Emotional Intelligence on the Ability to Memorize the Qur'an of Grade VIII Students at the Darul Aman

Gombara Islamic Boarding School Makassar Academic Year 2024/2025" in order to reveal the role of emotional intelligence in the process of achieving memorization of the Qur'an, as well as provide input for the world of Islamic education in improving the quality of tahfidz learning.

2. METHODS

The research used, it can be concluded that the correlational quantitative approach is the right choice to find out the relationship between emotional intelligence and the ability to memorize the Qur'an. Through this method, data was collected systematically using questionnaire instruments to measure emotional intelligence and oral tests to measure students' memorization ability, then analyzed using Chi Square (χ^2) statistical technique to test the hypothesis of the relationship between the two variables. This approach allows researchers to obtain an objective, measurable, and statistically tested picture of the influence of emotional intelligence on the success of tahfidz Al-Qur'an in the pesantren environment.

The use of a representative population and sample, i.e. grade VIII students with a low level of memorization achievement, provides validity to the research results. The data collection process that includes steps from sample selection to memorization assessment is carried out in a structured manner, thus supporting the accuracy of the analysis. The univariate and bivariate analyses used also reinforce the reliability of the results, where univariate analyses describe the distribution of data, while bivariate analyses test the relationships between variables. Thus, this research method has been able to answer the formulation of the problem and the purpose of the research scientifically and accurately.

3. RESULTS AND DISCUSSION

3.1. Mean, Median, and Mode Values

Emotional intelligence and memorization ability of students at the Darul Aman Gombara Islamic Boarding School in Makassar, it can be concluded that in general, the level of emotional intelligence of students is in the category of quite good with a mean value of 68.7, a median of 70.0, and a mode of 56.7. Meanwhile, the students' memorization ability showed a slightly lower score with a mean of 63.1, a median of 60.0, and a mode of 56.0. The disparity between the mean, median, and mode values in the two variables indicates that the data distribution is not completely normal, and shows considerable variation between individuals, especially in terms of memorization ability.

Table 1. Mean, Median, and Mode Values of Emotional Intelligence and Memorization Ability

	Intelligence Value Emotional	Ability Value Memorize
Mean	68.7273	63.0545
Median	70.0000	60.0000
Mode	56.67	56.00

This conclusion indicates that although the emotional intelligence of students is relatively well developed, the ability to memorize the Qur'an still needs to be improved. This is an important note for the pesantren to pay more attention to tahfidz coaching strategies, especially in assisting students who have low scores. A learning approach that integrates emotional reinforcement and self-

motivation with the right memorization techniques is expected to produce more optimal and even memorization achievements among students.

This discussion highlights the finding that even though students' emotional intelligence (KE) is already in the good category, the ability to memorize the Qur'an still needs to be encouraged more optimally. Based on Daniel Goleman's theory, KE includes five main aspects: self-awareness, self-control, motivation, empathy, and social skills (Rofiq & Khoirinnada, 2024). Previous research confirmed that the activity of memorizing the Qur'an regularly through discipline, patience, and emotional control significantly increased students' KE. In addition, studies in Malaysia showed a positive correlation between KE and memorization achievement, with a correlation coefficient of $r = 0.415$ ($p < 0.05$), indicating the contribution of KE to memorization achievement (Ramli & Salim, 2020a). In the context of Islamic boarding schools, the tahfidz program has been proven to strengthen TO students. For example, a study at MAS Muallimin Medan found a correlation between tahfidz intensity and an increase in emotional intelligence of up to 38% (Masri et al., 2023). All of this research emphasizes that the integration of the right memorization method with emotional reinforcement through self-regulation, motivation, and empathy is the key to increasing memorization achievement evenly and optimally among students.

3.2. Target Memorization

The following table 2 shows the memorization target of students at the Darul Aman Gombara Islamic Boarding School Makassar, from the table it can be seen that 25 students who did not achieve their memorization were 25 people (45.5%) and those who did not achieve 30 people (54.5%).

Table 2.Target for Student Memorization

	Frequency	Percent
Not Achieved	25	45.5
Achieved	30	54.5
Total	55	100.0

Based on the data in Table 2, it can be seen that there is a variation in the achievement of memorizing the Qur'an among students of the Darul Aman Gombara Islamic Boarding School Makassar in 2025. The table groups students' achievements into two categories, namely "Achieved" and "Not Achieved", based on the memorization target that has been determined by the Islamic boarding school. The "Achieved" category shows the number of students who have successfully met the memorization target in accordance with the standards or curriculum of the Islamic boarding school. This reflects the success of the tahfidz coaching method applied, both in terms of learning, motivation, and a supportive environment. The "Not Achieved" category includes students who have not been able to meet the set memorization targets, which can be caused by several factors, such as lack of discipline, individual ability constraints, suboptimal teaching methods, or other non-academic problems.

The comparison between these two categories is an important indicator to evaluate the effectiveness of the tahfidz program at the Darul Aman Gombara Islamic Boarding School. If the number of students who have not reached the target is still relatively high, then this is a record for the pesantren to review the methods, schedules, and coaching strategies used. The data in this table provides a preliminary overview of the achievement of the tahfidz program quantitatively. However,

a more comprehensive understanding requires further analysis that includes qualitative aspects, such as student motivation, the role of tahfidz teachers, and learning environment factors. Study (Iqomatin, 2023) affirmed that emotional intelligence and time management contributed significantly to the success of memorizing the Qur'an, explaining the 54.5% variability of achievement. In addition, studies examining "emotional support" showed a positive relationship between emotional support and memorization achievement ($\beta = 0.42$, $p < .001$, $R^2 = 0.18$), as well as a positive correlation ($r = 0.39$) between emotional support and students' psychological well-being (Rahmadi et al., 2024). This supports the finding that emotional reinforcement, such as attention from teachers and peers, can improve tahfidz outcomes. Studies of the use of psychology in memorizing the Qur'an highlight the importance of motivation, concentration, high interest, and a supportive environment riset-iaid.net. These factors are in line with other studies that have found "positive emotions, conducive environment, and memorization techniques" as driving success of memorization (Abd Rahman et al., 2021). Based on this, not only emotional strengthening, but also suitable memorization methods and a conducive environment are needed to support students in achieving memorization targets.

3.3. Emotional Intelligence

The distribution of the level of emotional intelligence of students at the Darul Aman GombaraIslamic Boarding School in Makassar in 2025. Of the total 55 students who were made respondents, as many as 38 people (69.1%) had a high level of emotional intelligence, while 17 people (30.9%) were in the low emotional intelligence category.

Table 3. Emotional Intelligence of Students

	Frequency	Percent
Low	17	30.9
High	38	69.1
Total	55	100.0

These results show that most of the students in the Islamic boarding school have good skills in managing emotions, understanding the feelings of themselves and others, and being able to build positive social relationships. The high proportion of students with high emotional intelligence reflects the success of the pesantren environment in instilling values such as patience, empathy, discipline, and responsibility through a holistic coaching approach. However, there are still about one-third of the number of students who show low emotional intelligence. This indicates the need for special attention from the coach or teacher in providing additional emotional guidance to students in need, both through a personal approach, mentoring activities, and emotional control training.

Thus, the data in table 3 is an important basis for the pesantren to continue to maintain and develop character and emotional development strategies that have been running, as well as evaluate students who are still at a low level of emotional intelligence. A study at the AsSa'idiyyah 2 Bahrul Ulum Jombang Islamic Boarding School showed that the pesantren education system and caregiver leadership had a significant positive influence on the KE of students, respectively by 23.4% and 25.6%, and the simultaneous contribution reached 34.7% (Sarnoto, 2021). This reinforces that a systematic coaching model is able to produce strong emotional capacity in students.

3.4. Memorization Ability

The following table 4 shows the memorization ability of students at the Darul Aman Gombara Islamic Boarding School in Makassar, from the table it can be seen that students with low memorization ability level are 15 people (27.3%) and high memorization ability level is 40 people (54.5%).

Table 4. Students' Memorization Ability

	Frequency	Percent
Low	15	27.3
High	40	54.5
Total	55	100.0

Based on the data in Table 4, it can be seen that out of a total of 55 students who became respondents, there were 40 people (72.7%) who had memorization skills in the high category, and 15 people (27.3%) who were included in the low category. This data shows that the majority of students at the Darul Aman Gombara Islamic Boarding School Makassar have good memorization skills, especially in the context of memorizing the Qur'an.

Similar results were reported in a study at Madrasah Ibtidaiyah AlMujahidin Samarinda, where a strong association was found between emotional intelligence and memorization ability ($r = 0.633$; determination = 40.1%) (Ariyani et al., 2022). Furthermore, a study in Pahang on tahfiz students showed a significant positive correlation between emotional intelligence and Qur'an memorization achievement ($r = 0.415$, $p < 0.05$) (Ramli & Salim, 2020b). These findings reinforce the hypothesis that emotional management, internal motivation, and positive social skills support an effective tahfidz process. In the context of Islamic boarding schools, while the proportion of students with high memorization skills is quite large, one-quarter who are in the low category show that there are still challenges. Analysis of psychological factors corroborates that in addition to KE, aspects such as intrinsic/extrinsic motivation, concentration, interest, and selfefficacy greatly determine tahfidz results. Therefore, the integration of effective memorization methods (muraja'ah, talaqqi, repetition techniques), motivation coaching and time management, and emotional support is a strategic approach to improve the quality of memorization as a whole.

3.5. Model Summary

The results of a statistical test on the influence of emotional intelligence on the ability to memorize the Qur'an of students at the Darul Aman Gombara Islamic Boarding School in Makassar. The second column displays the value of R which is the symbol of the value of the correlation coefficient, which is 0.474. This value can be interpreted as the relationship between the two research variables is in the category of moderate influence. Conventionally: if the value of R is >0.8 , then the relationship is very strong, if $0.6 \leq |R| < 0.8$, then the relationship is strong, if $0.4 \leq |R| < 0.6$, then the relationship is moderate, if $0.2 \leq |R| < 0.4$, then the relationship is weak, and if $R < 0.2$, then the relationship is very weak.

Table 5. Model Summary of the Influence of Emotional Intelligence on Students' Ability to Memorize the Qur'an

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.474 ^a	.225	.210	.400

Through this table, the value of R Square or coefficient of determination (KD) is also obtained, which shows how good the regression model formed by the interaction of free variables and bound variables is. The KD value obtained was $0.225 \times 100\% = 22.5\%$ which can be interpreted that emotional intelligence has a contribution effect of 22.5% on the ability to memorize the Qur'an and the other 77.5% is influenced by other factors outside of emotional intelligence. The high percentage of good memorization skills among students can show the effectiveness of the tahfidz method and the coaching system applied by the Islamic boarding school. A conducive environment, intensive guidance from tahfidz teachers, and muroja'ah (memorization repetition) routines are likely to be the main supporting factors in improving these abilities.

3.6. Anova Table

The results of the ANOVA test in the table above, it is known that the significance value (Sig.) is 0.000, which means that it is much smaller than the commonly used significance level limit, which is 0.05 (5%). This shows that there is a significant influence between emotional intelligence variables on students' ability to memorize the Qur'an. Thus, the null hypothesis (H_0) that states that there is no influence is rejected, and the alternative hypothesis (H_1) that states that there is an influence is accepted.

Table 6. The Influence of Emotional Intelligence on the Ability to Memorize the Qur'an of Students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.449	1	2.449	15.345	.000 ^b
	Residual	8.460	53	.160		
	Total	10.909	54			

In addition, the calculated F-value of **15.345** also shows that the regression model used in this study is statistically significant. This indicates that the emotional intelligence variable as a predictor in the model has a significant contribution to changes in the memorization ability variable. Thus, the better the emotional intelligence possessed by students, the better their ability to memorize the Qur'an. These results reinforce the importance of the role of emotional intelligence development in supporting the success of tahfidz programs in Islamic boarding schools. Thus, it can be concluded that emotional intelligence is an important aspect in supporting the success of students in memorizing the Qur'an. Islamic boarding schools as Islamic educational institutions need to pay more attention to fostering the emotional aspects of students through spiritual, psychological, and social approaches that are integrated in the tahfidz program that they run.

4. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that emotional intelligence has a significant influence on the ability to memorize the Qur'an of grade VIII students at the Darul Aman Gombara Islamic Boarding School in Makassar. The process of memorizing the Qur'an is not only a cognitive activity, but also involves psychological and emotional aspects, such as self-control, motivation, patience, and empathy, which are the main components of emotional intelligence. Descriptive results showed that most students had a high level of emotional intelligence, but memorization achievement still varied. As many as 54.5% of students have not reached the memorization target, even though in general their memorization ability is in the good category. This shows that there are still other factors that need to be considered in the development of tahfidz.

Statistically, a correlation coefficient value (R) of 0.474 indicates a moderate relationship between emotional intelligence and memorization ability, with a contribution of 22.5% (R²). The ANOVA test also corroborates these results, where a significance value of 0.000 (<0.05) indicates that the influence of emotional intelligence on memorization ability is real and significant. The fact that 30.9% of students still have low emotional intelligence and 27.3% have low memorization skills is an important concern for the Islamic boarding school. This emphasizes the need for a more holistic learning strategy, which not only focuses on the technical aspects of memorization, but also strengthens the emotional and psychological aspects of students. Thus, strengthening emotional intelligence through character development, mentoring, and personal approach activities is an important part of increasing the success of the tahfidz program. This study also confirms that effective tahfidz education requires integration between proper memorization methods, time management, and emotional support from the pesantren environment. The results of this research are expected to be the basis for the development of a more comprehensive Islamic education policy that is oriented to the emotional needs of students.

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