

Resilience among University Students Memorizing the Qur'an: The Role of Self-Regulated Learning in a Mixed-Methods Study

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Abstract

The phenomenon of university students memorizing the Qur'an has attracted scholarly attention because they must maintain memorization consistency while managing academic demands, assignments, organizational activities, and social pressures. These conditions may lead to fatigue, boredom, decreased motivation, and the desire to stop memorizing, indicating challenges related to resilience. This study aims to assess the levels of self-regulated learning and resilience and examine the effect of self-regulated learning on the resilience of university students memorizing the Qur'an. An explanatory sequential mixed-methods design was employed. The quantitative phase involved 54 respondents selected through total sampling using a Likert-scale questionnaire, while the qualitative phase involved nine participants selected purposively and examined through observation, semi-structured interviews, and documentation. Quantitative data were analyzed using simple linear regression, whereas qualitative data were analyzed through thematic analysis and validated using source and technique triangulation. The findings show that self-regulated learning significantly influenced resilience, with a significance value of less than 0.001. The analysis also produced an R value of 0.857 and an R² value of 0.734, indicating that self-regulated learning contributed 73.4% to students' resilience. Qualitative findings reveal that students with strong self-regulated learning were able to set memorization targets, manage learning strategies and time, maintain motivation, and evaluate their memorization process, enabling them to remain disciplined,

adaptive, and persistent in facing challenges. The study concludes that self-regulated learning plays a critical role in strengthening the resilience of university students memorizing the Qur'an. These findings contribute to Islamic education and student development literature by highlighting self-regulated learning as a key psychological and learning-related factor in sustaining Qur'an memorization amid academic and social pressures.

Keywords: Qur'an Memorization; Resilience; Self-Regulated Learning; Student Development; *Tabfidz* Education

INTRODUCTION

The phenomenon of university students who memorize the Qur'an has become a concern in Islamic education studies because they are not only required to succeed academically, but also to maintain consistency in memorizing the Qur'an amid various life demands (Idayu, 2020). Academic activities, assignments, organizational involvement, social pressures, and memorization targets often create physical and psychological pressure that can lead to fatigue, boredom, decreased motivation, and even the desire to stop memorizing when facing difficulties. Therefore, university students who memorize the Qur'an need the ability to survive and adapt in dealing with various challenges during the memorization process, which is known as resilience (Noor & Pihasnawati, 2023).

Resilience is an important aspect for university students who memorize the Qur'an because the memorization process requires not only cognitive ability, but also mental and emotional endurance. Students with high resilience tend to be more capable of facing pressure, managing failure, maintaining motivation, and remaining consistent in achieving memorization targets despite various obstacles (Anggraini & Yanto, 2023). On the other hand, low resilience can cause students to give up easily, lose enthusiasm, experience boredom, and have difficulty maintaining their Qur'an memorization. This circumstance demonstrates that resilience is crucial to university students ability to continue memorizing the Qur'an (Wulandari & Kumalasari, 2022).

Self-regulated learning is one of the elements thought to affect the resilience of college students who commit the Qur'an to memory. The capacity of people to independently manage and control their learning process in order to accomplish certain goals is known as self-regulated learning (Latipah, 2022). In the context of university students who

memorize the Qur'an, this ability can be seen in how students arrange memorization schedules and targets, divide their time between lectures and memorization, maintain motivation, and evaluate their memorization progress independently. When it comes to memorising the Qur'an, those with strong self-control are typically better able to handle pressure and persevere. Conversely, students with poor self-control frequently struggle to maintain consistency in their memorisation, are easily distracted, and become bored more quickly (Suroyya et al., 2019).

Problems related to self-regulated learning and resilience among university students who memorize the Qur'an remain relevant to be studied. In reality, not all students are able to maintain memorization consistency amid high academic demands. Some students experience difficulties in managing time, decreased learning motivation, lack of discipline in murojaah, and difficulties in controlling themselves when facing laziness and academic pressure (Sari & Abidin, 2022). These circumstances point to issues with self-control that may make it difficult for students to continue memorising the Qur'an. Despite a variety of obstacles, some students are still able to maintain their memorisation skills and meet their goals. These variations suggest that self-regulated learning could play a significant role in forming the resilience of college students who commit the Qur'an to memory (Saufi et al., 2022).

The significance of comprehending elements that might bolster the resilience of college students who memorise the Qur'an, particularly through self-regulated learning capacities, is what makes this study urgent. Because university students are in a developmental stage where they are susceptible to both academic and psychological strain, research on resilience in Qur'an memorisation is crucial. Students who struggle with self-control may be more prone to stress, lose enthusiasm, and even give up on learning the Qur'an (Gumiandari & 'Ulya, 2024). It is expected that this research will highlight the importance of developing self-regulated learning in order to strengthen the resilience of university students who memorise the Qur'an and enable them to maintain memorisation and adapt to various academic demands.

Zimmerman defines self-regulated learning as the capacity of individuals to plan the learning process on their own, beginning with goal-setting, employing learning techniques, and assessing the outcomes. Planning, performance, and self-reflection are the three stages of self-regulation, according to Zimmerman (Yuzarion, 2022). In this process, individuals

consciously monitor their learning progress and adjust the strategies used according to their needs. Good self-regulated learners are often able to manage their time, select effective learning techniques, and adjust to the demands of the classroom. Consequently, this skill is crucial for promoting learning achievement, particularly in circumstances that call for a high degree of independence (Darmiany, 2012). Therefore, self-regulated learning is the capacity of individuals to autonomously manage and control their learning process, which can aid in their survival and confront challenges, thereby fostering the development of resilience.

Several previous studies have shown that self-regulated learning is related to individuals' ability to manage the learning process and cope with academic pressure, so individuals with good self-regulation tend to be more capable of managing time and maintaining learning motivation (Syahrina & Muarifah, 2023). According to other research, resilience is impacted by internal elements including self-control, learning motivation, and coping mechanisms, which help people deal with challenges more effectively (Li et al., 2024). Studies that specifically examine the effect of self-regulated learning on the resilience of university students who remember the Qur'an are still scarce, nevertheless. Furthermore, previous studies have mostly used quantitative approaches, which implies that students experiences during the memorisation process have not been fully investigated.

There is a research gap in this study since there aren't many studies that look at how self-regulated learning affects university students resilience when they memorize the Qur'an using a mixed-method approach. In addition to statistical data about the influence between variables, a mixed-method approach is considered important because it can provide a more comprehensive understanding through an in-depth investigation of students experiences managing themselves and overcoming obstacles during the process of memorisation of the Qur'an (Affandi et al., 2022). Therefore, this study will use qualitative data to further explore the psychological dynamics of university students memorising the Qur'an, while also providing a quantitative explanation of the relationship between self-regulated learning and resilience.

As previously replied, the purpose of this research is to ascertain how self-regulated learning affects the resilience of university students who remember the Qur'an and to comprehend how self-regulation skills improve students resilience during the memorisation process. The study aims to achieve the following: 1) assess the degree of self-regulated learning and resilience; and 2) look at how self-regulated learning affects the resilience of

students who are memorising the Qur'an. Therefore, it is anticipated that this study would further our understanding of resilience and self-regulated learning in students who memorise the Qur'an both intellectually and practically.

METHODS

This study was carried out at the Tahfidz Bani Yusuf Islamic Boarding School in Malang, a pesantren designed especially for university students who commit the Qur'an to memory. The study was conducted during a four-month period, from January to April, with an emphasis on informants and respondents who were enrolled in classes. This study employed a mixed-method approach with an explanatory sequential design to enhance the research outcomes. Prior to collecting and analysing qualitative data, quantitative data was gathered (Azhari et al., 2023). The study used a survey approach in the quantitative phase to examine the effect of self-regulated learning on resilience using closed-ended questionnaires and statistical analysis (Hardani et al., 2020). Additionally, despite using quantitative data as supporting material, the qualitative phase employed a quasi-qualitative technique to better comprehend the experiences and meanings of the participants (Rahardjo, 2022).

Combined quantitative and qualitative phases of data gathering were required by the mixed-method approach. Data were collected in the quantitative stage utilising a Likert-scale questionnaire with closed-ended questions in order to quantify the study variables methodically (Simamora, 2022). The parameters of each variable were adjusted to suit the research environment in order to construct the instrument. Emotional control, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out were all components of resilience, whereas performance, introspection, and foresight were hallmarks of self-regulated learning. Likert scales with five points, from 1 to 5, were utilized for each variable. In the meantime, semi-structured interviews, participatory observation, and documentation were used to collect data during the qualitative phase. In order to directly analyze participant interactions and activities, observation was done (Fiantika et al., 2022). In-depth exploration of participants experiences and viewpoints was conducted through interview (Saleh, 2023). Supporting information was gathered from tahfidz program documents, Islamic boarding school profiles, student demographics, and memorisation archives (Nasution, 2023).

During the quantitative phase, all 54 active students enrolled in the Tahfidz program were chosen as respondents using the total sampling sampling technique. This method was employed to guarantee that the data collected could offer a thorough depiction of the populace (Lufiah et al., 2021). Meanwhile, a purposive sample technique, which selects individuals based on specific criteria relevant to the goals of the study, was used to select informants for the qualitative phase. The qualitative informants consisted of 9 students selected to represent diverse experiences and lengths of participation in the tahfidz program, including 3 senior students, 3 intermediate students, and 3 new students. This was done in an effort to give students a better idea of what it was like to memorize the Qur'an (Subhaktiyasa, 2024).

According to the quantitative and qualitative methodologies, this study used two methods for data validation. SPSS 29 software was used to perform validity and reliability testing during the quantitative phase. The accuracy of the research tool was ascertained through validity testing (Hendryadi, 2021). However, the instrument's consistency was assessed through reliability testing (Machali, 2021). The results showed that 27 items of the self-regulated learning instrument and 27 items of the resilience instrument were valid. Furthermore, the reliability score of the self-regulated learning instrument was 0.908, while the resilience instrument obtained a reliability score of 0.895, indicating that both instruments were highly reliable. In the meantime, source and technical triangulation were used to guarantee the validity of the data during the qualitative stage. The results of observations, interviews, and documentation were compared in order to perform technical triangulation (Nurfajriani et al., 2024). In contrast, source triangulation entailed analysing data from several sources to guarantee the reliability and coherence of the information (Arianto, 2024).

During the quantitative phase, a straightforward linear regression test was used for data analysis to ascertain the effect of a single independent variable on the dependent variable. This method was utilised to ascertain the direction and magnitude of the independent variable's effect on the dependent variable as well as to partially test the research hypothesis (Iba & Wardhana, 2024). The data was analysed during the qualitative phase using thematic analysis, a method for locating and categorising themes that surfaced from the research data. Through careful coding and data categorisation, thematic analysis allowed the researchers to better comprehend the research phenomena (Sitasari, 2022).

RESULTS

Using a mixed-method explanatory sequential design technique, the quantitative data were initially used to ascertain the relationship between the research variables based on the study findings. The quantitative results were then expanded upon and given a more thorough explanation using the qualitative data.

Quantitative Phase

As part of the descriptive analysis, this study shows the characteristics of respondents according to age and the quantity of Qur'an memorisation accomplishments. These information was utilised to give a broad picture of the students profiles, including their developmental stage and the memorisation skills they developed throughout the Tahfidz program. In order for the results to be interpreted more precisely and thoroughly, the presentation of respondent characteristics is crucial in assisting researchers in comprehending the state of the research subjects.

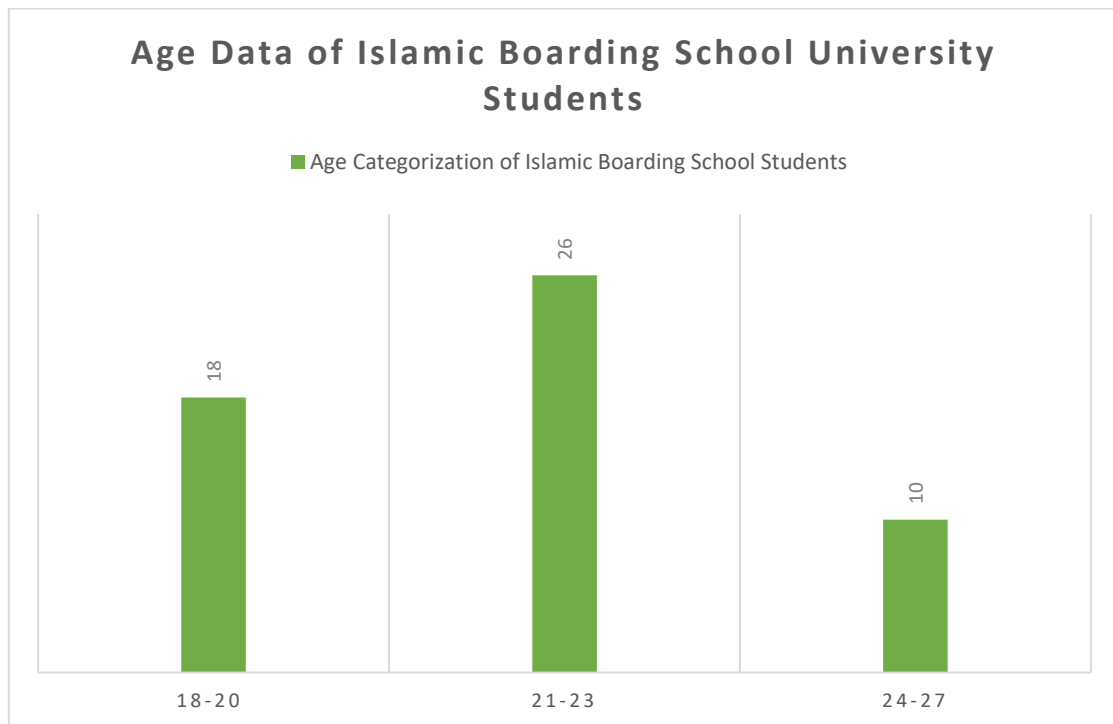


Figure 1. Age Data of Islamic Boarding School University Students

Figure 1. presents the data on the age of university students at the Islamic boarding school. The figure illustrates the age distribution of the respondents involved in the study and is used to identify respondents' characteristics based on age categories. It also shows the variation in respondents' age groups as well as the most dominant age group in the study.

Therefore, the figure helps readers understand the general characteristics of respondents based on the age distribution in a clearer and more systematic manner.

According to information gathered from 54 respondents, 18 university students were between the ages of 18-20, 26 were between the ages of 21-23, and 10 were between the ages of 24-27. These findings indicate that the majority of respondents were in the 21-23 age group, making it the most dominant category in the study. This age distribution shows that most respondents were in the early adulthood stage, which is generally characterized by more developed emotional and cognitive capacities. Such conditions can support the learning process, self-control, and persistence in memorizing the Qur'an.

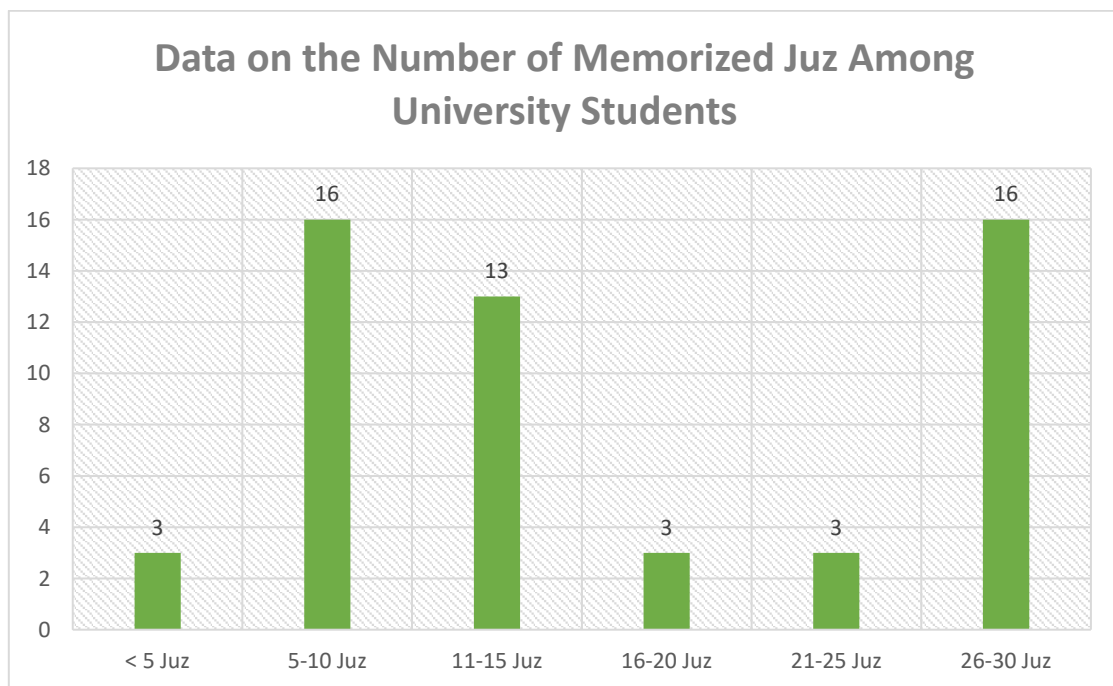


Figure 2. Data on the Number of Memorized Juz Among University Students

Figure 2 presents the data on the number of memorized juz among university students. The figure illustrates the distribution of respondents' memorization achievements and is used to identify variations in the amount of memorization attained by the respondents. It also provides information regarding the most dominant memorization category in the study. Therefore, the figure helps describe the characteristics of respondents based on their level of Qur'an memorization achievement.

Students memorisation accomplishments varied widely, according to statistics on the degree of Qur'anic memorisation. A tiny percentage of pupils were still in the early stages of the memorisation process, as seen by the three students who fell into the category of

memorising less than five juz. In addition, the largest number of students were in the categories of memorizing 6-10 juz and 26-30 juz, with 16 students in each category. This condition indicates that some students were at the intermediate stage, while others had reached the advanced stage of the Qur'an memorization process.

On the other hand, 13 students had memorized 11-15 juz, while 3 students each were in the 16-20 juz and 21-25 juz categories. These data indicate that the distribution of students memorization achievements tended to fall within the moderate to high categories. Overall, these results show that most students were able to memorise the Qur'an with a degree of regularity, discipline, and tenacity. The variation in memorization levels also indicates differences in students experiences and abilities in participating in the tahfidz program at the Islamic boarding school.

Table 1. Results of Descriptive Statistical Tests

Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation
Self-Regulated Learning	54	55.00	76.00	131.00	106.39	13.236
Resilience	54	63.00	69.00	132.00	104.85	14.513
Valid N (listwise)	54					

Table 1. presents the results of the descriptive statistical analysis of self-regulated learning and resilience among Qur'an-memorizing students. The table provides an overview of the research data through the minimum, maximum, mean, and standard deviation values, which are used to identify data trends and the distribution of respondents' scores. Therefore, the descriptive statistical analysis helps explain the general condition of the data as well as the variation in respondents' responses to each research variable.

The self-regulated learning variable had an average value of 106.39, while the resilience variable had an average value of 104.85, based on the descriptive analysis of 54 respondents. These results indicate that most students demonstrated relatively good time management, consistency in memorization, and self-control during tahfidz activities at the Islamic boarding school. In addition, the students showed relatively strong abilities in overcoming challenges, remaining persistent, and continuing the memorization process despite difficulties. Therefore, it can be concluded that most students possessed resilience and self-regulated learning skills that supported the process of memorizing the Qur'an.

Table 2. Mean Categorization Results

Variable	Low	Moderate	High	Mean	Category
Self-Regulated Learning	76-94	95-113	114-131	106,39	Moderate
Resilience	69-90	91-111	112-132	104,85	Moderate

Table 2. presents the results of the mean categorization, which describe the respondents' achievement levels for each research variable based on the average scores used to classify the levels of self-regulated learning and resilience among Qur'an-memorizing students into low, moderate, or high categories. The categorization was determined using the standard deviation approach, in which the categories were established based on the distribution of scores around the mean value. Scores below the average distribution were categorized as low, scores around the average distribution were categorized as moderate, and scores above the average distribution were categorized as high. These categorization results provide an overview of the respondents' ability levels across each variable examined in the study.

The self-regulated learning variable was classified as moderate based on the mean categorization results, with an average value of 106.39. These findings indicate that students were reasonably capable of managing time, maintaining discipline, and exercising self-control during tahfidz activities at the Islamic boarding school while learning and memorizing the Qur'an. In addition, the resilience variable was also classified as moderate, with a mean value of 104.85, indicating that students were fairly capable of facing and overcoming challenges during the Qur'an memorization process. Despite encountering difficulties, the students were able to remain persistent and continue memorizing. Thus, it can be stated that when it came to memorising the Qur'an, the majority of pupils had resilience and self-regulated learning abilities.

Table 3. Results of Regression Analysis Test (t-Test)

Variable	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
Self-Regulated Learning	.939	.078	.857	11.979	<.001

Table 3. presents the results of the regression analysis (t-test) examining the partial effect of self-regulated learning on the resilience of students who memorize the Qur'an. To ascertain the intensity, direction, and significance of the association between students resilience and self-regulated learning, the table offers the unstandardised coefficient,

standardised coefficient, t-value, and significant value. The results of this study are used to explain whether students resilience in the face of difficulties when memorising the Qur'an is much increased by self-regulated learning.

With a significance value of less than 0.05 (<0.001), the results of the t-test demonstrate that the self-regulated learning variable significantly affects the resilience of students memorising the Qur'an. The coefficient value of 0.939 demonstrates a positive impact, suggesting that students resilience increases in proportion to their ability to manage their learning. Students resilience is further supported by the standardised coefficient (Beta) value of 0.857, which indicates that self-regulated learning plays a significant role. During the memorisation process, students who were able to control their study activities, maintain self-discipline, and properly manage their time tended to be better able to handle pressure and overcome a variety of obstacles in memorising the Qur'an. As a result, self-regulated learning emerged as one of the key elements assisting students in preserving resilience and consistency throughout the memorisation of the Qur'an.

Table 4. Results of the Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857 ^a	.734	.729	7.557

Table 4 presents the results of the regression coefficient analysis examining the influence of self-regulated learning on the resilience of students memorizing the Qur'an. In order to evaluate the accuracy of the regression model in predicting students resilience, the strength of the relationship, and the contribution of the independent variable, the table shows the values of R, R Square, Adjusted R Square, and Standard Error of the Estimate. Using a variety of statistical indicators, the table illustrates how much self-regulated learning increases students resilience when memorising the Qur'an.

The R value of 0.857 in the analysis results indicates a substantial correlation between students resilience and self-regulated learning. Furthermore, the R Square value of 0.734 indicates that self-regulated learning accounts for 73.4% of the resilience of students who remember the Qur'an, with variables beyond the purview of this study influencing the remaining 26.6%. The regression model remains stable upon rectification, as indicated by the Adjusted R Square value of 0.729. The regression model's degree of prediction error is shown by the Standard inaccuracy of the Estimate value of 7.557. These results imply that students resilience throughout the memorisation of the Qur'an is improved by self-regulated learning.

The quantitative findings showed that self-regulated learning had a positive and significant influence on the resilience of university students who memorize the Qur'an. These findings indicate that students ability to manage the learning process, maintain discipline, and control themselves helped them persist in facing various difficulties during the memorization process. However, the quantitative results had not fully explained how the process of self-regulation could shape students resilience. Therefore, the study continued into the qualitative phase to explore more deeply the students experiences in managing the learning process and maintaining themselves when facing obstacles, pressure, and boredom during the process of memorizing the Qur'an.

Qualitative Phase

Qualitative data were obtained through interviews with 9 informants consisting of 3 new, 3 intermediate, and 3 senior university students. In addition, data were also collected through observation and documentation to strengthen data validity through technique and source triangulation. The qualitative data focused on exploring the meanings behind the quantitative findings, particularly in understanding why self-regulated learning significantly influenced resilience and how self-regulated learning patterns shaped the resilience of university students memorizing the Qur'an.

The results of the study demonstrated that self-regulated learning was one of the important factors in strengthening students resilience during the Qur'an memorization process. This was reflected in the students ability to set memorization targets, control themselves when experiencing boredom or fatigue, and maintain consistency in memorization over a long period of time. In addition, spiritual motivation also played a significant role in maintaining students resilience. Intentions to seek the pleasure of Allah, feelings of gratitude, trust in Allah's help, and clear personal goals encouraged students to remain persistent in facing fatigue, boredom, and pressure throughout the memorization process.

These findings are consistent with the observation results, which showed that some students immediately began memorizing without verbally stating detailed targets, but generally appeared to already have memorization goals they wanted to achieve. Students also continued memorizing despite being tired and busy with activities. This demonstrates self-control, discipline, and strong motivation in maintaining consistency in memorizing the Qur'an, which helped shape students resilience. Several students explained the following:

“I set targets according to my ability, for example one page per day (SB1).”

“I maintain consistency by remembering my initial commitment when entering the Islamic boarding school (SM1).”

“I set daily targets that must be achieved, especially in preparation for the tasmi’ examination (SL1).”

“I started by straightening my intentions for Allah, then determining targets according to my ability, for example one page per day (SB1).”

“My main intention is for Allah. I believe Allah will make the memorization process easier, so I always remain grateful for every achievement and continue to pray (SM2).”

“My intention to worship became stronger because the religious teachers often provide motivation about the virtues of reading and memorizing the Qur’an (SL2).”

Furthermore, structured learning strategies played an important role in fostering self-regulated learning and resilience among students. Students managed their learning process by repeating readings, dividing time between memorizing and reviewing, and setting daily targets. These strategies made students more disciplined and better able to overcome difficulties in memorizing the Qur’an. Students resilience was visible when memorization targets had not yet been achieved. Students persisted by reviewing, continuing memorization at another time, or taking short breaks before returning to memorization. This shows that students were able to persevere and not give up easily during the memorization process.

These findings are in line with observational results showing that the majority of students time was devoted to memorizing the Qur’an. Students also appeared capable of determining their own memorization schedule within their daily activities at the Islamic boarding school. Furthermore, when facing difficulties, some students immediately repeated their memorization, while others chose to pause before continuing. This demonstrates students ability to self-regulate and persevere in facing obstacles during the memorization process. Several students explained the following:

“I read one page 10 times to become more familiar with the verse before starting to memorize it (SB2).”

“I manage my Qur’an study schedule well by dividing my time between memorizing and reviewing (SM2).”

“I set daily targets that must be achieved (SL1).”

“If the target has not been achieved in the morning, I continue in the afternoon until it is completed (SB1).”

“I continue memorization that has not been completed today on the next day (SM2).”

“If I am tired, I choose to rest and continue the next day (SL2).”

The research results also showed that the memorization evaluation process was an important part of developing self-regulated learning and resilience among students. Evaluation was conducted through memorization submissions, mudarosah (recitation), tasmi' (public recitation), and corrections from others, which helped students identify and correct memorization mistakes. These activities made students more aware of their memorization progress and encouraged them to remain consistent in memorizing the Qur'an. Furthermore, the structured environment of the Islamic boarding school also helped foster discipline, time management skills, and resilience among students.

These findings are supported by documentation showing that memorization submissions, mudarosah, and tasmi' activities played important roles in supporting the Qur'an memorization process. Memorization submissions helped students increase and maintain memorization, mudarosah trained memorization accuracy through mutual listening activities, and tasmi' functioned as a means of memorization evaluation. These regularly conducted activities demonstrate the development of discipline and evaluation habits that support self-regulated learning and students resilience. Several students explained the following:

“I evaluate my memorization by asking other people to listen to it (SB3).”

“Memorization evaluation should be conducted through submissions and listening by others to obtain maximum results (SM3).”

“Tasmi', memorization submissions, and mudarosah help strengthen the quality of memorization (SL1).”

“The Islamic boarding school environment really helped me become more disciplined (SB2).”

“At first, I felt forced to do it, but over time it became a habit and eventually a necessity (SM1).”

“At first it may feel forced, but over time it becomes a habit and a necessity (SL3).”

Integration of Quantitative and Qualitative Findings

This section integrates the quantitative and qualitative findings to provide a more comprehensive understanding of the relationship between self-regulated learning and resilience among students memorizing the Qur'an. The quantitative findings revealed that self-regulated learning significantly influenced students resilience, while the qualitative findings further explained how resilience was developed through spiritual motivation, structured learning strategies, and environmental support within the Islamic boarding school

context. The integration of these findings demonstrates that self-regulated learning not only contributes statistically to resilience but is also reflected in students daily learning experiences and coping processes during Qur’anic memorization activities.

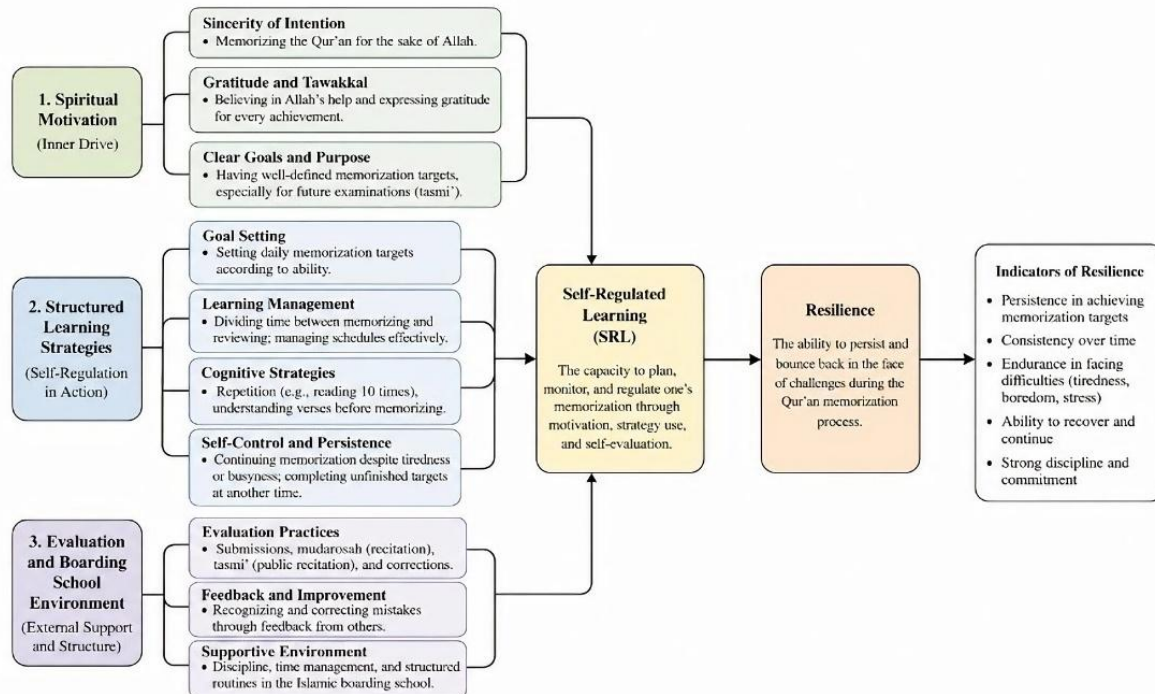


Figure 3. Conceptual Framework of Self-Regulated Learning and Resilience among University Students Memorizing the Qur'an

Figure 3. presents the conceptual framework of self-regulated learning and resilience among university students memorizing the Qur’an. The representation shows how the growth of self-regulated learning is facilitated by organised learning techniques, spiritual motivation, and the evaluative atmosphere of boarding schools. Additionally, self-regulated learning helps students become more resilient by enhancing their perseverance, self-control, flexibility, and consistency when memorising the Qur’an.

The results of this study show that both internal and external variables influence university students self-regulated learning when they memorise the Qur’an. Spiritual motivation, such as sincerity of intention, gratitude, tawakkal, and clear memorization goals, serves as an internal driving force that encourages students to remain committed throughout the memorization process. In addition, structured learning strategies, including goal setting, time management, cognitive strategies, and self-control, help students organize and maintain their memorization activities effectively. The study also found that the evaluation system and supportive boarding school environment contribute to the development of learning

discipline through regular assessments, feedback, and structured routines. These conditions collectively strengthen students self-regulated learning, which is reflected in their ability to persist, adapt, and recover from difficulties encountered during the Qur'an memorization process, thereby fostering resilience.

Taken together, the integration of the quantitative and qualitative findings shows that self-regulated learning significantly contributes to resilience among students memorizing the Qur'an. The quantitative findings demonstrated a significant relationship between self-regulated learning and resilience, while the qualitative findings explained that resilience is strengthened through spiritual motivation, structured learning strategies, and support from the boarding school environment. These findings indicate that resilience develops through the interaction between internal factors, external support, and students ability to regulate their learning process. This study contributes by proposing a conceptual framework showing that self-regulated learning, supported by spiritual and environmental factors, plays an important role in helping students remain persistent, disciplined, adaptive, and consistent during the Qur'anic memorization process.

DISCUSSION

Self-regulated learning significantly affects resilience, according to the results of the regression analysis using the t-test (partial test), with a significance value of less than 0.001. These results imply that students capacity for self-control and time management throughout the memorisation of the Qur'an can enhance their resilience. Strong self-regulated learners are typically better equipped to deal with obstacles, overcome setbacks, and maintain consistency while studying the Qur'an by heart. This outcome is also consistent with Zimmerman's theory, which characterises self-regulated learning as the ability of an individual to set goals, implement techniques, and evaluate learning independently (Darmiany, 2012). These quantitative results are further supported by qualitative research on students self-regulation practices when memorising the Qur'an.

The study's findings show that one of the key pillars for enhancing students resilience while they memorise the Qur'an is self-regulated learning. This is demonstrated by the students capacity to establish memorisation goals, maintain consistency in memorisation over an extended length of time, and display self-control in the face of boredom and exhaustion. As students continue to memorise the Qur'an, their capacity to control their

learning and adjust to the difficulties of memorisation tends to grow. This condition suggests that students resilience is strengthened during the memorisation process by self-regulation. These results also align with Angela Duckworth's grit theory, which highlights the significance of perseverance and consistency in accomplishing long-term objectives (Tamba & Wicaksono, 2023).

Spiritual motivation is also an important factor in maintaining students resilience. Intention for the sake of Allah, gratitude, belief in Allah's help, and having clear goals enable students to persevere despite experiencing fatigue, boredom, and stress during the memorization process. These spiritual aspects help students remain consistent under various conditions, making spirituality a primary source of strength in memorizing the Qur'an. This finding is consistent with Al-Ghazali's concept of gratitude, which refers to awareness in utilizing Allah's blessings as encouragement to perform good deeds (Simanjuntak, 2024). Furthermore, this finding is also in line with Ibn 'Athallah's concept of tawakkal, namely surrendering to Allah while continuing to make earnest efforts, as reflected in students belief that Allah will facilitate the memorization process (Zulfian & Saputra, 2021).

Focused learning strategies also play an important role in developing self-regulated learning and resilience among students. Students manage their learning process by repeating readings, dividing time between memorization and murojaah (review), and setting daily targets. These strategies make students more disciplined, focused, and capable of overcoming difficulties in memorizing the Qur'an. This condition is in line with Zimmerman's theory of self-regulated learning, which includes planning, implementation, and evaluation stages (Kitsantas et al., 2025). In this study, the planning stage is reflected in target setting, the implementation stage is seen in time management and consistency maintenance, and the evaluation stage is reflected in activities such as memorization submission, tasmi', and mudarosah.

The way students respond to challenges when memorization targets are not achieved reflects their resilience during the Qur'an memorization process. Students tend to persist by repeating previously memorized verses, continuing their memorization at a later time, or taking a short break before resuming again. This condition demonstrates that students are able to endure difficulties, adapt to obstacles, and maintain perseverance throughout the memorization process. These results are theoretically in line with Barry Zimmerman's performance control stage, which places a strong emphasis on time management, the use of

learning techniques, and attempts to keep the learning process constant (Pikoli et al., 2025). Furthermore, this result aligns with the notion of resilience put out by Reivich & Shatte, which defines resilience as a person's capacity to endure, bounce back, and constructively adjust in the face of adversity (Apriawal, 2022).

The memorization evaluation process also becomes an important part of developing self-regulated learning and students resilience. Evaluation is conducted through Islamic boarding school activities such as memorization submission, *mudarosah*, *tasmi'*, and corrections from others, which help students recognize and gradually improve memorization errors. These activities make students more aware of their memorization progress and encourage them to continuously improve and maintain consistency in memorizing the Qur'an. Theoretically, this finding is consistent with Zimmerman's self-reflection stage in self-regulated learning, which emphasizes evaluating learning outcomes in order to improve future strategies (Panadero, 2017). Furthermore, this finding is also in line with Bandura's theory regarding the interaction between personal, behavioral, and environmental factors, which can be seen through the relationship between students self-awareness, memorization activities, and support from teachers and the Islamic boarding school environment (Bergman et al., 2019).

The Islamic boarding school environment is another factor that supports self-regulated learning and students resilience. A structured environment fosters disciplined, consistent, and persistent memorization habits. Students become accustomed to scheduled activities, enabling them to manage time, maintain memorization targets, and persist despite difficulties. This suggests that students capacity to memorise the Qur'an is strengthened by the Islamic boarding school setting. In theory, this result aligns with Zimmerman's perspective on how the environment might facilitate self-regulated learning by providing support from peers and teachers (Septiamalia & Satwika, 2023). In addition, it is also in line with Cohen and Wills' concept of instrumental support in the form of guidance, direction, and supporting facilities such as memorization submission and *mudarosah* activities (Putri, 2022).

The study's findings provide credence to the notion that self-regulated learning is essential for fostering resilience in kids who are memorising the Qur'an. Students who are able to manage objectives, learning strategies, time, and memorisation evaluation are better able to retain discipline, consistency, adaptation, and tenacity in the face of academic

demands and the memorisation process of the Qur'an. The development of self-regulated learning should be included in Tahfidz guidance programs in order to foster student resilience. However, this study was limited to active students in a single tahfidz Islamic boarding school with a small sample size, and it solely examined self-regulated learning traits. Therefore, additional variables that may influence resilience were not looked at.

CONCLUSION

A significance value of less than 0.05 (<0.001) in this study indicates that self-regulated learning has a substantial impact on students resilience when memorizing the Qur'an. The resilience variable scored 104.85 and the self-regulated learning variable scored 106.39, both of which are in the moderate range. These results are further supported by the qualitative findings, which demonstrate that students resilience is developed through their capacity to create memorizing goals, plan learning strategies, assess memory, and sustain consistency in memorization across time. When students encounter weariness, boredom, and difficulties when memorizing the Qur'an, spiritual motivation such as intention for the sake of Allah, appreciation, and faith in Allah's assistance becomes a crucial component that helps them persevere. Additionally, students tenacity in memorising the Qur'an and the development of self-regulated learning are encouraged by the controlled and disciplined setting of the Islamic boarding school.

This study advances our understanding of Islamic educational psychology, especially with regard to the significance of self-regulated learning in building resilience in students memorising the Qur'an by helping them manage time, goals, learning strategies, and memorisation evaluation. In order to develop the results in a more thorough and comprehensive way, the results of this study may also be used as a guide for future research that looks at additional factors influencing resilience, expands research subjects across different Tahfidz institutions, and uses broader methods and more respondents.

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