

## HABITUATION AND LEARNING STRATEGIES TO INCREASE MOTIVATION IN READING THE QUR'AN IN A BOARDING SCHOOL HIGH SCHOOL ENVIRONMENT

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### Abstract

This study aims to determine the application of habituation and learning methods of reading the Qur'an to promote intrinsic and extrinsic motivation of class X students at Taruna Muhammadiyah Gunungpring Boarding School. The goal is to understand how this habituation and learning can trigger student motivation in deepening understanding of the Qur'an. The benefits of this research theoretically can contribute to the development of science by enriching existing concepts and theories, and practically can provide insight into experience for researchers and future researchers, as well as being a guide for the implementation of habituation policies for students in the spirit of learning to read and write the Qur'an. The method applied is descriptive qualitative analysis, in which students are accustomed to learning to read and understand the Qur'an through muroja'ah activities and deepening material at night. To support the implementation of the habituation policy, the method involves student involvement in routine activities, such as muroja'ah after Asr, Maghrib, and Fajr prayers, as well as the provision of material and practice of reciting the Qur'an by the dormitory staff at night. In addition, the memorization of the Qur'an is also made an integral part of the learning process to familiarize students with reading, and increase their intrinsic and extrinsic motivation.

**Keywords:** *Al-Qur'an reading habit, Al-Qur'an learning, Al-Qur'an learning method, boarding school environment, Al-Qur'an reading motivation.*

### INTRODUCTION

Education is a form of learning that focuses on teaching, research, or training that can be accessed either through the guidance of others or self-taught. The main target in the context of education is the human being himself, which distinguishes him from other creatures because humans have the ability to think and learn. Education is broadly defined as a collection of human experiences in various life situations that contribute to changes in their life patterns. According to John Dewey's view as cited by Anwar (2019), education is a process that aims to form various skills, both intellectually and emotionally, which are fundamental and direct individuals towards a deeper understanding of nature and fellow humans. Thus, after elaborating on the above concepts, the continuity of the learning process in the environment and throughout life is referred to as education.

In this context, learning is identified as an activity that involves the mental and psychological dimensions of learners, occurring in an environment characterized by good and active interaction. The focus of learning is to optimize achievement, and this is recognized as a fundamental element that supports the implementation of education at various levels and types. Success in achieving learning goals is seen as highly dependent on each stage of the learning process experienced by students. The learning process can be considered as a mechanism that has a major impact in changing behavior through experience

and practice, resulting in significant improvements and driven by reinforcement based on the goals to be achieved (Malwa, 2017).

Support from the learning process through motivation is one of the crucial elements that can encourage students in undergoing learning activities. Motivation, according to Desy Ayu Nurmala and Suharsono (2014), can be interpreted as an impetus or drive that arises from within the individual to carry out learning activities with the aim of increasing knowledge, skills and experience. The origin of the word "motivation" comes from the Latin "movere," which means to move. Therefore, motivation can be considered as a process in which the motives or drives that exist within a person become manifested behavior in an effort to achieve certain needs and goals.

In the context of learning, motivation has an important role as a driving force that motivates students during the learning process. This motivation can come from individual internal factors, known as intrinsic motivation, or from external factors, known as extrinsic motivation (Palupi, 2014). The involvement of motivation in the learning process creates a dynamic that can motivate learners to achieve the learning goals that have been set. Therefore, a deep understanding of this aspect of motivation is key in designing and implementing an effective learning process.

The fundamental difference between intrinsic and extrinsic motivation lies in the presence or absence of interest and involvement, whether cognitive, physical, or emotional in an activity. Personal interest reflects a relatively stable personality disposition, while situational interest indicates a temporary interest in a topic or activity (Dale H Schunk & Meece, 2002). Although both intrinsic and extrinsic motivation characteristics emphasize the trigger to perform an activity to achieve a desired goal, research shows that intrinsic motivation has a positive correlation with learning, achievement, perceived competence, and low anxiety levels. Intrinsically motivated individuals tend to be more proactive in following instructions, exploring new information, organizing acquired knowledge, and applying skills and knowledge in various contexts.

Motivasi intrinsik menunjukkan hubungan positif dengan penilaian terhadap kompetensi dan kontrol internal. Siswa yang yakin akan kemampuannya merasa senang saat menyelesaikan tugas dan merasa puas ketika berhasil menaklukkan tugas-tugas yang sulit. Fenomena ini mendorong munculnya penguatan diri (self-reward). Hasil penelitian oleh Harter menunjukkan bahwa motivasi intrinsik cenderung mengalami penurunan pada tingkat pendidikan menengah pertama dan menengah atas, hal ini terkait dengan adanya kecenderungan untuk membandingkan prestasi pribadi dengan prestasi teman sebaya. Faktor-faktor seperti penggunaan penilaian berdasarkan norma kelompok (norm referenced grading) dan dorongan ekstrinsik dalam mencapai prestasi akademik di sekolah menjadi penyebab utama penurunan motivasi intrinsik (Schunk, 2008).

Within the framework of the Self-Determination Theory developed by Ryan and Deci, it is stated that intrinsic motivation can increase spontaneous interest, exploration, acquisition of new information, and development of skills and experiences. The level of intrinsic motivation will develop well if human needs are met in the dimensions of competence, relationships, and autonomy. In this context, intrinsically motivated individuals

tend to show high interest and increased levels of self-confidence. However, intrinsic motivation can be weakened if there are punishments, threats, time pressure evaluations, or commands that provide external control. In addition, rewarding a task that is inherently interesting and enjoyable, if viewed as an external control, can also weaken intrinsic motivation (Carr, 2004).

On the other hand, extrinsic motivation also plays a positive role in the learning and habituation process. This motivation is effective because interest is not always intrinsic, and factors such as the presence of good teachers, fair and objective assessments, extensive learning opportunities, and a warm and dynamic classroom atmosphere are effective sources of extrinsic motivation to increase interest and learning behavior (Saptono, 2016).

The world of education has three paths, namely formal, non-formal, and informal. Formal education is learning that is structured and tiered starting from PIAUD basic education, kindergarten, elementary, junior high, senior high, and tertiary education, besides that non-formal education is a path outside formal education that takes place in a structured and tiered manner, it can be said that non-formal education is not structured and directed, informal education is in the family and environment.

So, in the context of formal education, there are levels that can be accessed by students, such as Senior High School (SMA) or Madrasah Aliyah (MA) for formal religious-based educational institutions. This level acts as a facility for learning and improving the quality of learners. Many learners want higher education to develop their potential, especially in the field of religious education. Formal education is not only related to the development of academic skills, but also involves religious education that can shape the character of learners into individuals with noble character and high integrity. Religious education is directed at shaping learners to have good moral qualities. At this level, learners are also taught to read and write the Qur'an, with the hope that they can master and implement these teachings in social life. However, many students are not fluent in reading the Qur'an due to lack of motivation in Qur'anic literacy education and lack of interest in learning these skills. This is a problem in some high schools, where some grade X students face obstacles in reading the Qur'an. Therefore, strong encouragement is needed both from within and from outside so that students can learn optimally.

Based on the description above, the purpose of this study is to determine the application of the habit and learning process of reading the Qur'an with the aim of developing intrinsic and extrinsic motivation in class X students at Taruna Muhammadiyah Gunungpring Boarding School. Meanwhile, the benefits of this research theoretically can contribute to the development of science by enriching existing concepts and theories, and developing them further. From a practical point of view, this research is expected to provide valuable insights and experiences for researchers and subsequent researchers, while also being a reference in implementing habituation activities for students in order to increase the enthusiasm for learning to read and write the Qur'an.

## **RESEARCH METHODS**

The research method applied in this study is a descriptive qualitative approach. The researcher chose the research location by using purposive area technique, focusing on formal

education at Taruna Muhammadiyah Gunungpring Muntalan High School. In an effort to find data, the researcher applied purposive sampling and snowball sampling techniques, involving informants from the group of teachers who teach the Qur'anic Field of Study (BTQ), grade X students, and related parties from the school. Data collection was conducted through observation, interview, and documentation techniques to obtain holistic information. Data processing was carried out by utilizing research extension, increased accuracy, and triangulation of sources and techniques. Data analysis followed the Miles and Huberman analytical model, which included the stages of data collection, data reduction, data presentation, and conclusion drawing. With this approach, the research is expected to provide a deep understanding of the phenomena observed.

## **RESULTS AND DISCUSSION**

### **Effective Learning Strategies to Motivate Students to Read the Qur'an**

The daily habituation of students at Taruna Muhammadiyah Gunungpring Boarding School needs continuous attention for 24 hours non-stop, with the main purpose that students can always remember and apply positive habits in the school environment to form a strong character. In this context, the role of dormitory leaders becomes very important as they function as directors who give direct instructions to students. Without the presence of dormitory leaders, problems such as bullying, attempts to escape from the dormitory, or lazy tendencies within the dormitory may arise. This habituation is based on the idea that good habits should be something that every student is familiar with and can do. Therefore, dormitory masters have a key role in shaping positive routines and guiding students to internalize good values in daily life. By maintaining intensive monitoring and providing in-depth guidance, it is expected that students can grow and develop in accordance with the values implemented by Taruna Muhammadiyah Boarding School.

The concept of habituation can be drawn from the etymological root of the word "ordinary," which means common or in accordance with common circumstances. Qodratillah (2011) states that etymologically, habituation can be interpreted as something that can be done. This means that habituation does not only include mere habits or routines, but also involves abilities or skills that can be carried out by individuals. In other words, habituation is not simply a mechanical action performed without thought, but also involves the individual's ability to carry it out with awareness. Understanding this concept provides a strong philosophical basis to more deeply explore habituation, especially in the context of learning to read and write the Qur'an, where students not only form reading habits, but also develop cognitive abilities and skills in reading and writing the Qur'an with deep understanding. The process of habituation refers to the steps taken to make a thing or individual become accustomed to an activity or condition. In the context of learning to read and write the Qur'an, students develop the habit of thinking and acting actively while reading (Ulwan, 2007).

Dormitory staff have a very important role in supporting students' habits related to reading the Qur'an, especially in the context of night studies. During the implementation of the night study, the role of the dormitory uncle is not only as a supervisor, but also as a companion and guide for students who are still having difficulty reading the Qur'an. In the

atmosphere of the night study which is full of solemnity, the dormitory staff will attentively observe every step of students who need additional guidance.

With an in-depth approach, dormitory leaders provide specific directions and guide students in understanding the meaning of the verses, as well as improving their Qur'an reading skills. This mentoring process is not only limited to giving instructions, but also creating an environment that supports students' spiritual growth. Through this evening study, students not only gain a deeper understanding of the Qur'an, but are also accustomed and motivated to actively engage in Qur'anic recitation activities in their daily lives.

Students not only need guidance in learning the Qur'an from teachers at school, but also depend on support from the outside environment, especially from the dormitory staff. Strong encouragement from outside is essential to instill the habit of reading the Qur'an. The key role in providing this encouragement is held by the dormitory staff using various methods. For example, in the morning, students are asked to do tadarus Al-Qur'an, and after the Asr prayer, they engage in muroja'ah of short Qur'anic chapters. At night, the dormitory leaders provide in-depth learning and hands-on practice to familiarize students with learning the Qur'an. Through these methods, the goal is clearly to form good habits in students, according to the demands of space and time. The hope is that students who are accustomed to reading the Qur'an will become a generation that is beneficial to society in the future. With adequate support, students can develop their ability to read the Qur'an more quickly and seriously.

Tenth grade students at Taruna Muhammadiyah Gunungpring Boarding School show that the majority of them, around 70%, have the ability and habit of reading the Qur'an. However, there are some students, around 20%, who are not fully fluent and have not familiarized themselves with the recitation of the Qur'an. Furthermore, about 10% of students have difficulty in reading the Qur'an and have not familiarized themselves optimally. From these data, it can be concluded that about 30% of students are not yet accustomed to reading the Qur'an, and this can be caused by various factors. Some of these factors involve lack of attention from parents, especially if the parents themselves do not have the ability to read the Qur'an. In addition, the presence of students who are given direction but tend to be lazy is also a contributing factor. Then, students who have difficulty in reading the Qur'an and have not familiarized themselves may need extra guidance, resulting in the problem continuing into the adolescent stage. (Syafura, 2023)

The inability of students to read the Qur'an is often accompanied by a lack of encouragement, both from the students themselves and support from the surrounding environment. Taruna Muhammadiyah Boarding School is an institution that pays special attention to students who are not accustomed to reading the Qur'an. By creating a supportive environment and involving students for 3 years, this school aims to stimulate and increase student motivation in reading and memorizing Qur'anic verses. The role of the dormitory masters becomes very important in encouraging students, by spending a full night to accompany and provide direction. With this approach, students are indirectly getting used to the activity of reading the Qur'an. The importance of external support, such as the role of dormitory staff, is key in generating student motivation that may be difficult to achieve if

only relying on internal motivation. Through this external support, students can overcome challenges and build stronger motivation to familiarize themselves with reading the Qur'an.

The success of Taruna Muhammadiyah Boarding School in shaping the character and habits of worship in its student generation cannot be ignored. The school not only focuses on academic aspects, but also pays special attention to the formation of students' personality and spiritual habits. In the situation of students who have not been able to read the Qur'an, the role of the dormitory staff becomes very crucial in restoring their enthusiasm and motivation. Through extra attention and positive motivation, the housemasters succeeded in guiding students to get used to reading the Qur'an, even surpassing the ability of their peers who were already familiar with it. The significance of the impact of this motivation can be seen in the positive reactions of students who continue to remember even after they graduate. On the other hand, negative motivation from hostel masters can result in bad behavior and lack of habit in reading, studying, and memorizing the Qur'an. Therefore, the critical role of dormitory staff in providing positive motivation and special attention is a major determinant in shaping students' spiritual character and habits at Taruna Muhammadiyah Boarding School.

### **Impact of Qur'anic Habituation and Learning on Students**

The impact of Qur'anic habituation and learning at Taruna Muhammadiyah Boarding School has great significance on students' spiritual intelligence. The Al-Qur'an habituation program at this school is not only focused on the aspects of reading and memorization, but also includes a deep understanding of Islamic religious values. In this context, students are not only trained to read, but also invited to reflect on the meaning and application of the teachings of the Qur'an in everyday life. The positive impact is seen in the improvement of students' spiritual intelligence, which is reflected in their awareness of moral values, ethics, and spirituality.

Qur'anic learning at Taruna Muhammadiyah Boarding School provides an opportunity for students to deepen their understanding of Islamic teachings, apply moral values in their daily actions, and strengthen their spiritual bond with God. In addition, this learning involves the active role of dormitory staff in guiding students, providing positive motivation, and ensuring that Qur'anic learning is not only a daily routine, but also an integral part of students' lives at school.

Thus, the impact of Qur'anic habituation and learning on students' spiritual intelligence at Taruna Muhammadiyah Boarding School involves increasing spiritual awareness, developing morality, and building solid character. Students not only become skilled in reading the Qur'an, but are also able to apply the teachings in their daily behavior, creating an environment that supports overall spiritual growth. This program proves that learning the Qur'an is not just about reading skills, but also an important foundation in forming a person with integrity and good personality.

Spiritual intelligence is an essential dimension in the recognition of human balance and well-being, involving the ability to give a spiritual interpretation to daily thoughts, behaviors, and activities. This dimension includes not only cognitive (IQ) and emotional (EQ) aspects, but also involves spiritual intelligence (SQ). Spiritual intelligence provides learning to

recognize and understand the deeper meaning behind life experiences, as well as realizing the close connection between oneself, others, and the universe. When IQ, EQ and SQ work in synergy, individuals can combine intellectual intelligence, emotional sensitivity and spiritual understanding to achieve deep insights into the purpose of life, meaning of existence and role in society as a whole. The harmony and harmony among these three aspects of intelligence become the foundation for comprehensive personal growth and positive contribution to the surrounding environment. (Agustian, 2005, 47)

Penerapan pembiasaan dan pembelajaran Al-Qur'an di SMA Boarding School Taruna Muhammadiyah memiliki efek positif terhadap akhlak siswa dan peningkatan kemampuan membaca mereka. Melalui kegiatan membaca Al-Qur'an, siswa tidak hanya menguasai keterampilan membaca dalam bahasa Arab, tetapi juga meresapi nilai-nilai moral dan spiritual yang terkandung dalam setiap ayat. Pendekatan pembelajaran Al-Qur'an di sekolah ini tidak sekadar sebagai tanggung jawab rutin, melainkan sebagai upaya untuk membentuk karakter siswa. Hasilnya tercermin dalam perubahan positif pada akhlak siswa yang kini hidup dengan kesadaran moral dan etika yang lebih baik. Selain itu, kegiatan membaca Al-Qur'an di SMA Boarding School Taruna Muhammadiyah juga berdampak besar pada peningkatan kemampuan membaca siswa. Dengan pendekatan pembelajaran yang terintegrasi, siswa tidak hanya terampil membaca ayat-ayat suci, tetapi juga memahami makna dan menerapkan hukum tajwid. Ini menciptakan lingkungan pendidikan yang menyeluruh, di mana pembelajaran Al-Qur'an tidak hanya mencakup aspek akademis, tetapi juga menyentuh nilai-nilai spiritual dan moral, memberikan dampak positif yang berkelanjutan pada perkembangan pribadi siswa di SMA Boarding School Taruna Muhammadiyah.

Akhlak adalah kondisi atau situasi kejiwaan yang mendorong individu untuk melakukan suatu perbuatan dengan sukacita, tanpa memerlukan pemikiran dan perencanaan yang matang. Sifat akhlak menjadi bagian integral dari jiwa seseorang, yang kemudian menciptakan berbagai tindakan tanpa memerlukan proses pemikiran dan pertimbangan yang mendalam. Perbuatan, baik atau buruk, dapat lahir dengan spontanitas berdasarkan karakter akhlak yang terinternalisasi dalam diri, mencerminkan suatu bentuk tindakan tanpa adanya analisis dan pertimbangan yang kompleks. (Nasharuddin, 2015, 207)

The implementation of Qur'anic learning habits and approaches at Taruna Muhammadiyah Boarding School brings significant changes in the improvement of students' reading skills. With structured learning strategies and active support from the dormitory staff, students are not only empowered in reading the Qur'an, but also experience striking progress in overall reading skills. The activity of reading the Qur'an here is not just a religious duty, but is also considered a means to improve overall reading skills. The housemasters, who serve as mentors and guides, provide positive motivation and in-depth guidance to the students, encouraging them to continue developing their reading skills. Within the span of three years, students at Taruna Muhammadiyah Boarding School experienced positive changes, not only in reading the Qur'an fluently, but also in the ability to read general materials. Therefore, the habituation and learning of the Qur'an in this school not only have an impact on the religious dimension, but also play a real role in shaping students who have better reading skills as a whole.



Membaca Al-Qur'an dengan benar memiliki makna yang sangat dalam dalam ajaran Islam, sebagaimana disampaikan oleh Rasulullah SAW. Dalam konteks Islam, membaca Al-Qur'an bukanlah sekadar keahlian atau keterampilan semata, melainkan merupakan bentuk ibadah yang sangat dihargai. Rasulullah SAW dengan tegas mengajarkan umatnya untuk membaca Al-Qur'an dengan memperhatikan tajwid dan tartil, yakni cara membaca yang benar dan penuh dengan penghayatan (tadabbur). Keberkahan dalam membaca Al-Qur'an juga tercermin dalam hadits yang menyatakan bahwa seseorang yang mahir dalam membaca Al-Qur'an akan mendapatkan kedudukan tinggi dan ditempatkan bersama para malaikat. Oleh karena itu, komitmen dalam memahami dan membaca Al-Qur'an secara benar bukan sekadar kewajiban, tetapi juga merupakan langkah menuju peningkatan tingkat spiritualitas dan keberkahan dalam kehidupan sehari-hari. (Amanah, 2014, 14)

## CONCLUSIONS

SMA Taruna Muhammadiyah Gunungpring telah menunjukkan keberhasilannya dalam membentuk karakter dan kebiasaan spiritual siswa melalui pembiasaan yang efektif dan pembelajaran Alquran. Pendekatan holistik melalui strategi pembelajaran yang intensif, peran kunci dari para pengawas asrama, dan integrasi nilai-nilai agama dalam rutinitas sehari-hari menjadi landasan utama keberhasilan sekolah ini. Peningkatan kecerdasan spiritual, pemahaman nilai-nilai moral, dan kemampuan membaca Al-Qur'an mencerminkan hasil positif dari upaya-upaya ini. Pembiasaan 24 jam non-stop setiap hari menjadi fondasi dalam membentuk kebiasaan positif siswa, dengan kepala asrama sebagai pengarah utama. Konsep pembiasaan, yang menekankan bahwa kebiasaan baik harus menjadi kebiasaan yang lazim, tercermin dalam pembelajaran membaca dan menulis Al-Qur'an. Para siswa tidak hanya membentuk kebiasaan membaca, tetapi juga mengembangkan kemampuan kognitif dan literasi Al-Qur'an yang mendalam. Dampak positif terlihat pada peningkatan kesadaran spiritual, penanaman nilai-nilai moral, dan pengembangan karakter yang kokoh. Para siswa tidak hanya terampil membaca Al-Qur'an, tetapi juga mampu menerapkan ajaran-ajarannya dalam kehidupan sehari-hari. Dukungan pamong asrama dan lingkungan sekolah menjadi kunci keberhasilan dalam membentuk kebiasaan positif dan karakter spiritual siswa, sehingga program ini menjadi inspirasi bagi strategi pembelajaran di berbagai konteks pendidikan.

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