

The Influence of Adversity Quotient and Self-Efficacy on Students' Qur'an Memorization Ability

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Abstract

Memorizing the Qur'an is not merely a cognitive activity but also a psychological and spiritual process that requires strong mental endurance and self-confidence. In many Islamic boarding schools, students often face difficulties in maintaining consistency and achieving memorization targets, indicating that psychological factors play a crucial role in tahfiz success. This study aims to examine the influence of Adversity Quotient (AQ) and Self-Efficacy (SE) on students' Qur'an memorization ability, both partially and simultaneously. The research employed a quantitative approach using an ex post facto correlational design. Data were collected from 157 students selected through proportional random sampling from three Islamic boarding schools in East Kalimantan. The instruments consisted of AQ and SE questionnaires based on Likert scales and a Qur'an memorization performance test assessed through tasmi' sessions. Data were analyzed using multiple linear regression after passing normality, multicollinearity, and heteroscedasticity tests. The results indicate that AQ and SE simultaneously have a significant effect on students' Qur'an memorization ability ($F = 82.125, p < 0.05$). Partially, both variables show positive and significant influences, with Adversity Quotient ($\beta = 1.106$) exerting a stronger effect than Self-Efficacy ($\beta = 0.546$). These findings demonstrate that psychological endurance and self-belief are key determinants of success in Qur'an memorization. The study implies that tahfiz education should not only focus on memorization techniques but also systematically integrate psychological resilience and confidence-building strategies to enhance students' academic and spiritual achievement.

Abstrak

Menghafal Al-Qur'an bukan hanya merupakan aktivitas kognitif, tetapi juga proses psikologis dan spiritual yang menuntut ketahanan mental serta keyakinan diri yang kuat. Dalam praktik pendidikan tahfiz di berbagai sekolah berasrama, masih banyak siswa yang mengalami kesulitan menjaga konsistensi dan mencapai target hafalan, yang mengindikasikan pentingnya peran faktor psikologis dalam keberhasilan menghafal Al-Qur'an. Penelitian ini bertujuan untuk menganalisis pengaruh Adversity Quotient (AQ) dan Self-Efficacy (SE) terhadap kemampuan menghafal Al-Qur'an siswa, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex post facto korelasional. Data dikumpulkan dari 157 siswa yang dipilih melalui teknik proportional random sampling dari tiga sekolah berasrama di Kalimantan Timur. Instrumen penelitian berupa angket AQ dan SE berbasis skala Likert serta tes kemampuan hafalan Al-Qur'an melalui metode tasmi'. Data dianalisis menggunakan regresi linier berganda setelah melalui uji asumsi klasik. Hasil penelitian menunjukkan bahwa AQ dan SE secara simultan berpengaruh signifikan terhadap kemampuan menghafal Al-Qur'an ($F = 82,125; p < 0,05$). Secara parsial, kedua variabel juga berpengaruh positif dan signifikan, dengan pengaruh AQ ($\beta = 1,106$) lebih dominan dibandingkan SE ($\beta = 0,546$). Temuan ini menegaskan bahwa ketahanan psikologis dan keyakinan diri merupakan faktor kunci dalam keberhasilan hafalan. Implikasi penelitian ini menunjukkan bahwa pembelajaran tahfiz tidak cukup hanya menekankan teknik menghafal, tetapi perlu mengintegrasikan penguatan ketangguhan mental dan kepercayaan diri siswa secara sistematis untuk meningkatkan capaian akademik dan spiritual.

Kata kunci:

Adversity Quotient;
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INTRODUCTION

Memorizing the Qur'an is one of the fundamental methods for understanding and internalizing the divine messages contained within it. For Muslims, the process of Qur'an memorization represents both an act of worship and an educational approach that strengthens faith, spirituality, and moral character (Aisyah & Nahar, 2025; Nurchayani et al., 2023). In recent years, interest in Qur'an memorization among students – particularly those studying in boarding schools – has increased significantly, reflecting a growing awareness of the importance of embodying Qur'anic values in daily life (Aditia et al., 2024; Effendi et al., 2025; Mu'min & Tabroni, 2023; Setiawan et al., 2025; Urman, 2022). However, behind this enthusiasm lies a notable challenge: many students struggle to maintain consistency and achieve their memorization targets (Abdullah et al., 2021; Anas et al., 2024; Busthomi, 2025; Kurniailah & Bakar, 2023; Mukhammad & Bon, 2026). Preliminary observations conducted by the researcher in 2025 at one Islamic boarding school in West Java involving 35 students revealed that only 42.8% successfully met their monthly memorization target of five juz, while 57.2% fell behind. Furthermore, a preliminary questionnaire showed that 64% of students tended to give up easily when faced with long or similar verses, suggesting that psychological factors play a crucial role in Qur'an memorization performance (Rabbani et al., 2025).

Over the past decade, numerous studies have examined internal factors influencing Qur'an memorization ability. Early research by (Salehuddin, 2018) emphasized religious motivation as a key determinant of memorization commitment, while (Aziz et al., 2019), (Putri, 2021) and (Fatima et al., 2024) explored the effectiveness of different memorization methods according to individual learning styles. More recent studies have highlighted psychological dimensions such as Adversity Quotient (AQ) and Self-Efficacy (SE). (Triana & Afri, 2023) as well as (Salsabila & Hidayatullah, 2022), (Habibi & Muali, 2026), and (Safari & Khasanah, 2022) found that students with higher AQ levels exhibited stronger persistence in overcoming difficulties during memorization. Similarly, (Falah, 2021), (Mariah et al., 2020) and (Ismayilova, 2024) reported that self-efficacy significantly enhanced students' memorization performance. However, despite growing interest in these psychological constructs, few empirical studies have specifically investigated how AQ and SE jointly influence Qur'an memorization ability within the context of Islamic boarding schools in Indonesia. This gap indicates the need for a more comprehensive examination of the psychological determinants of Qur'an memorization performance in structured tahfiz education settings.

Preliminary interviews with three Qur'an teachers further revealed that students with high adversity quotient were more adaptable to intensive memorization schedules and more resilient when facing recitation tests (*tasmi'*). Conversely, students with low self-efficacy tended to delay their memorization recitations and exhibited higher anxiety levels during evaluation. These findings indicate that success in Qur'an memorization depends not only on intellectual ability and learning methods but also on psychological resilience and self-confidence. Such observations highlight the existing gap between students' cognitive readiness and their mental preparedness, emphasizing the significance of addressing internal psychological factors in tahfiz education.

Based on this empirical gap, the present study aims to contribute both theoretically and practically to the development of Islamic educational psychology. Theoretically, it extends the application of (Stolz, 1997) Adversity Response Profile Theory and (Bandura, 1997) Self-Efficacy Theory to the context of Qur'an memorization – a domain that remains underexplored quantitatively. Practically, this study provides insights for

educators and curriculum developers in designing learning strategies that not only enhance cognitive skills but also foster students' mental endurance and confidence in memorizing the Qur'an effectively.

Accordingly, the objectives of this study are to: (1) analyze the effect of Adversity Quotient on students' Qur'an memorization ability; (2) analyze the effect of Self-Efficacy on Qur'an memorization ability; and (3) examine the simultaneous influence of both variables on Qur'an memorization ability among boarding school students. Based on these objectives, the following hypotheses are proposed: 1) H₁: Adversity Quotient has a positive and significant effect on students' Qur'an memorization ability. 2) H₂: Self-Efficacy has a positive and significant effect on students' Qur'an memorization ability. 3) H₃: Adversity Quotient and Self-Efficacy simultaneously have a positive and significant effect on students' Qur'an memorization ability in boarding schools.

RESEARCH METHODS

This study employed a quantitative approach with an ex post facto correlational design. The approach was chosen because the research aimed to examine causal relationships among variables without manipulating or providing direct treatment to the subjects (Em, 2025). The main focus of this research was to investigate the influence of Adversity Quotient (X₁) and Self-Efficacy (X₂) on students' Qur'an Memorization Ability (Y) among boarding school students enrolled in a tahfiz program. This design allowed the researcher to analyze factual conditions that had already occurred and to identify the extent to which psychological factors contributed to students' success in memorizing the Qur'an.

The population of this research consisted of all students participating in the Qur'an memorization program from three Islamic boarding schools: SMP Bilingual Miftahul Ulum (55 students), SMP Muhammadiyah 5 Samarinda (164 students), and SMP IT Tahfidz Boarding School Insan Mulia Balikpapan (39 students), with a total population of 258 students. The sample size was determined using the Slovin formula with a 5% margin of error, resulting in 157 respondents. Sampling was conducted using the proportional random sampling technique to ensure proportional representation from each school. All participants were active students who had been enrolled in the tahfiz program for at least one academic year during the 2024/2025 school term.

Two types of instruments were used to collect the data: questionnaires and a Qur'an memorization test. The questionnaires measured students' Adversity Quotient and Self-Efficacy. They were constructed using closed-ended statements based on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The Adversity Quotient questionnaire consisted of 30 items covering four dimensions—control, ownership, reach, and endurance. The Self-Efficacy questionnaire contained 25 items that assessed students' confidence in overcoming difficulties, maintaining consistency, and sustaining spiritual motivation in the memorization process. The content validity of both instruments was evaluated by three experts in Islamic education and educational psychology. Reliability testing was conducted on 30 students outside the main sample, resulting in Cronbach's Alpha coefficients of 0.876 for Adversity Quotient and 0.892 for Self-Efficacy, indicating high internal consistency.

The Qur'an memorization ability test served as the dependent variable measure. It was administered through a *tasmi'* session, where students recited their memorization before a qualified tahfiz teacher. The assessment focused on three components: fluency of recitation (40%), accuracy of tajwid (30%), and ability to continue verses randomly (30%). The final score was converted to a 100-point scale and categorized into high,

medium, and low levels of memorization performance. The test was conducted in two sessions to ensure fairness and sufficient assessment time for each student.

The research procedure comprised three main stages: preparation, implementation, and analysis. During the preparation stage, the researcher coordinated with school administrators, prepared the schedule, and conducted a pilot test of the instruments. In the implementation stage, questionnaires were distributed directly to respondents in their tahfiz classes, taking approximately 40 minutes to complete. The Qur'an memorization test was conducted afterward under the supervision of tahfiz instructors from each school. All data collected from the questionnaires and tests were coded and tabulated for analysis.

Data were analyzed using multiple linear regression analysis to determine both partial and simultaneous effects of the independent variables on the dependent variable. Prior to regression testing, assumption tests were carried out, including the normality test (Kolmogorov-Smirnov), multicollinearity test (Variance Inflation Factor < 10), and heteroscedasticity test (Glejser test). Hypothesis testing was conducted using F-tests to determine simultaneous effects and t-tests to determine the partial effects of each independent variable at a 0.05 significance level. All statistical analyses were performed using IBM SPSS Statistics version 26.

RESEARCH RESULT AND DISCUSSION

Result

Researchers collected primary data by distributing questionnaires to students at SMP Bilingual Miftahul Ulum, SMP Muhammadiyah 5 Samarinda, and SMP IT Tahfidz Boarding School Insan Mulia Balikpapan to identify and validate the Adversity Quotient which includes: control, origin and ownership, reach, and endurance. The following table 1 shows the frequency of respondents' answers regarding the adversity quotient regarding the ability to memorize the Al-Qur'an.

Table 1. Frequency of Adversity Quotient as X_1

No	Question Item	Respondents' Answer										Total	
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%	F	%
1	I try to maintain enthusiasm in the process of memorizing the Qur'an (Control)	3	1,9	6	3,8	18	11,5	74	47,1	56	35,7	157	100
2	I try to continue to improve my memorization skills and improve the quality of my memorization (Control)	1	0,6	3	1,9	15	9,6	83	52,9	55	35	157	100
3	I have always been enthusiastic about learning and memorizing the Qur'an. (Control)	3	1,9	12	7,6	49	31,2	73	46,5	20	12,7	157	100
4	I feel that the difficulties I	2	1,3	13	8,3	47	29,9	77	49	18	11,5	157	100

	experienced when learning to memorize the Qur'an were part of the learning process (Origin and Ownership)												
5	I regretted it when I got unsatisfactory results when depositing memorization (Origin and Ownership)	1	0,6	14	8,9	24	15,3	81	51,6	37	23,6	157	100
6	I always try to remain calm and patient when facing difficulties when memorizing the Qur'an (Reach)	1	0,6	15	9,6	22	14	81	51,6	38	24,2	157	100
7	I have my own way to overcome difficulties in memorizing the Qur'an (Reach)	1	0,6	23	14,6	36	22,9	68	43,3	29	18,5	157	100
8	I can maintain focus on studying at school even while memorizing the Qur'an (Reach)	6	3,8	24	15,3	46	29,3	59	37,6	22	14	157	100
9	I'm sure that if I encounter a difficult verse/surah, sooner or later I will master it (Endurance)	3	1,9	8	5,1	34	21,7	74	47,1	38	24,2	157	100
10	I am sure I can improve my ability to memorize the Qur'an every day (Endurance)	1	0,6	12	7,6	36	22,9	63	40,1	45	28,7	157	100

Source: Processed Primary Data (2025)

Note: Score 1 = Strongly Disagree, Score 2 = Disagree, Score 3 = Neutral, Score 4 = Agree, Score 5 = Strongly Agree

Table 1 shows that all indicators (1-10) involve the contribution of the adversity quotient (X1). As many as 69.5% of respondents agreed (Scores 4 and 5) that the adversity quotient contributed to the ability to memorize the Al-Qur'an. A total of 20.8 respondents gave a neutral response (Score 3). On the other hand, 9.6% of respondents did not agree that there was a relationship between the adversity quotient and the ability to memorize the Al-Qur'an as indicated by choosing scores 1 and 2.

Table 2 below shows the frequency of respondents' answers regarding the self-efficacy variable (X2) which includes: Magnitude, Strength, and Generality.

Table 2. Frequency of Self Efficacy as X₂

No	Question Item	Respondents' Answer										Total	
		1		2		3		4		5			
		F	%	F	%	F	%	F	%	F	%	F	%
1	I am confident that I can complete any task given to me (Magnitude)	2	1,3	18	11,5	47	29,9	64	40,8	26	16,6	157	100
2	I was able to complete my memorized deposit target (Magnitude)	3	1,9	8	5,1	58	36,9	67	42,7	21	13,4	157	100
3	I am confident that I can overcome the challenge of memorizing difficult verses/surahs (Magnitude)	3	1,9	9	5,7	48	30,6	65	41,4	32	20,4	157	100
4	I am confident that I can complete the memorization according to the target (Magnitude)	2	1,3	9	5,7	58	36,9	68	43,3	20	12,7	157	100
5	I don't easily give up on things that hinder me from memorizing the Qur'an (Magnitude)	2	1,3	18	11,5	44	28	78	49,7	15	9,6	157	100
6	I will continue to memorize difficult verses/surahs until I succeed (Strength)	1	0,6	8	5,1	18	11,5	90	57,3	40	25,5	157	100
7	I believe that my efforts and hard work in learning to memorize the Qur'an will produce good results (Strength)	1	0,6	8	5,1	9	5,7	70	44,6	69	43,9	157	100
8	I feel able to continue to memorize verses of the Qur'an every day (Generality)	1	0,6	5	3,2	49	31,2	70	44,6	32	20,4	157	100
9	I am confident that I can memorize the Qur'an (Generality)	2	1,3	8	5,1	25	15,9	68	43,3	54	34,4	157	100

Note: Score 1 = Strongly Disagree, Score 2 = Disagree, Score 3 = Neutral, Score 4 = Agree, Score 5 = Strongly Agree

Source: Processed Primary Data (2025)

As can be seen in Table 2, regarding the influence of self-efficacy on the ability to memorize the Al-Qur'an, 67.2% of respondents agreed (Scores 4 and 5) that self-efficacy consisting of magnitude, strength and generality influences the ability to memorize the Al-Qur'an. As many as 25.2% of respondents stated they were neutral (Score 3), and as

many as 7.6% of respondents did not agree that there was a relationship between self-efficacy and the ability to memorize the Al-Qur'an as indicated by choosing scores 1 and 2.

Table 3 below shows the frequency of ability to memorize the Al-Qur'an (Y) with the criteria: Mumtaz, Jayyid Jiddan, Jayyid, Maqbul, and Rosib.

Table 3. Frequency of Ability to Memorize the Qur'an as Y

No	Kriteria										Total	
	Mumtaz		Jayyid Jiddan		Jayyid		Maqbul		Rosib		F	%
	F	%	F	%	F	%	F	%	F	%		
1	4	2,5	27	17,2	60	38,2	51	32,5	15	9,6	157	100

Note: Score 91 - 100 = Mumtaz, Score 80 - 90 = Jayyid Jiddan, Score 70 - 79 = Jayyid, Score 60 - 69 = Maqbul, Score 0 - 59 = Rosib

Source: Processed Primary Data (2025)

Table 3 shows that students with the ability to memorize with Mumtaz criteria (Score 91 - 100) are 2.5% of respondents, Jayyid Jiddan criteria (Score 80 - 90) are 17.2% of respondents, Jayyid criteria (Score 70 - 79) are 38.2% of respondents, Maqbul criteria (Score 60 - 69) are 32.5% of respondents, and Rosib criteria are (Score 0 - 59) as many as 9.6% of respondents. Based on the data in table 3, it can be seen that 57.9% of respondents have the ability to memorize the Al-Quran above the minimum completeness criteria, and 42.1% of respondents are still below the minimum completeness criteria.

The ANOVA test was used in the analysis of this research data to determine the effect of the independent variable on the dependent variable. Table 4 below describes the results of the ANOVA test.

Table 4. ANOVA (F Test)

Model	Sum of Square	df	Mean Square	F	Significance
Regression	7762.265	2	3881.133	82.125	.000 ^b
Residual	7277.837	154	47.259		
Total	15040.102	156			

Note:

a. Dependent variabel: Kemampuan Menghafal Al-Qur'an

b. Predictor: (Constant), Adversity Quotient (X1), Self Efficacy (X2)

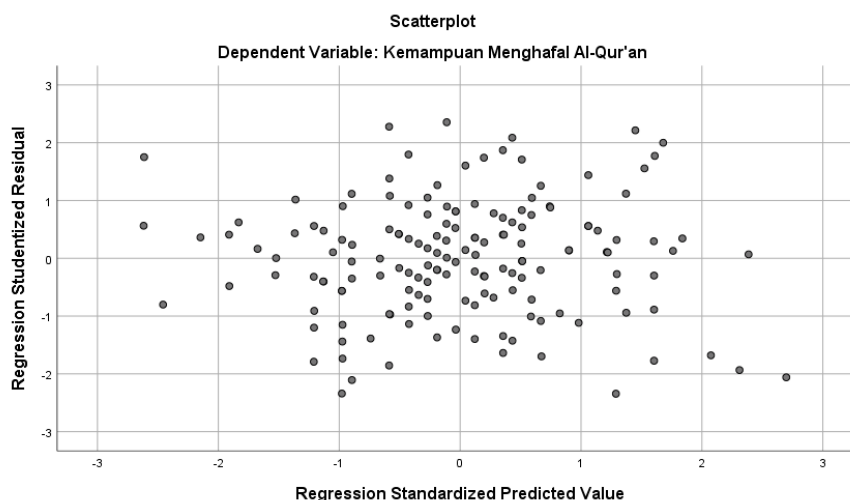
Based on Table 4, the results of the ANOVA test show that the calculated F value is $82.125 > 3.05$ with a significance value of $0.000 < 0.05$. This shows that the regression model is able to predict the dependent variable (Ability to Memorize the Al-Qur'an).

In this research, the classical assumption tests used are multicollinearity and heteroscedasticity. Table 5 below is the result of the multicollinearity test.

Tabel 5. Multicollinearity Test Results

Dimension	Eigen Value	Condition Index (CI)	Constant (a)	Adversity Quotient (X1)	Self Efficacy (X2)	Colinerity Value	
						Tolerance	VIF
1	2.985	1.000	.00	.00	.00	-	-
2	.008	18.799	.81	.55	.01	.665	1.503
3	.006	21.947	.19	.45	.99	.665	1.503

Table 5 shows VIF values for X1 and X2 of $1.503 < 10.00$ with an X1 condition index value of $18.799 < 30$, and for X2 of $21.947 < 30$. It can be concluded that these variables do not experience multicollinearity.



Picture 1. Scatterplot Test for Heteroscedasticity

Next, to determine the heteroscedasticity of a variable, a scatterplot is used to test the distribution of independent variable data against the dependent variable. Figure 1 shows that there is no heteroscedasticity because the data is not located at a single point but is spread widely from top to bottom. Table 5 and Figure 1 confirm that the data has passed the classical assumption test so that it can be further analyzed using a linear regression test.

Multiple linear regression analysis is a multivariate statistical analysis to identify the direction and magnitude of the influence of independent variables on dependent variables, resulting in a degree value based on a mathematical linear equation. Using SPSS, as shown in Table 6, a mathematical model was obtained from the results of multiple linear regression calculations of the adversity quotient and self-efficacy variables on the ability to memorize the Qur'an. The results of the SPSS multiple linear regression calculations and the resulting mathematical model are shown in Table 6 below.

Table 6. Multiple Linear Regression Results

Model	B	Std. Error
Constant	9.860	5.003
Adversity Quotient	1.106	.135
Self Efficacy	.546	.165

Based on the results in Table 6, the following regression equation can be made: $Y = 9.860 + 1.106X_1 + 0.546X_2 + e$. This regression equation means that the value of the dependent variable or the ability to memorize the Qur'an (Y) is 9.860 if there is no influence from other variables. However, if there is an increase in each unit of adversity quotient (x1), there will be an increase of 1.106 in the variable of ability to memorize the Qur'an (Y). Similarly, if there is an increase in each unit of variable x2, there will be an increase of 0.546 in the variable of ability to memorize the Qur'an (y).

Discussion

The results of the regression analysis demonstrate that both Adversity Quotient (AQ) and Self-Efficacy (SE) significantly affect students' Qur'an memorization ability. The F-test result ($F = 82.125$, Sig. $0.000 < 0.05$) indicates that the regression model is valid in predicting students' memorization ability. This means that AQ and SE simultaneously contribute to explaining variations in Qur'an memorization outcomes. In addition, the regression coefficients show positive values, confirming that increases in AQ and SE lead to corresponding improvements in memorization ability. Thus, the first, second, and third hypotheses are accepted.

The strong influence of Adversity Quotient ($\beta = 1.106$) reveals that students' ability to manage and overcome difficulties plays a vital role in their success in memorizing the Qur'an. Students who possess higher levels of endurance, control, and ownership are more persistent and less likely to give up when faced with challenging verses. This finding aligns with (Stolz, 1997) theory, which posits that individuals with higher AQ tend to respond more constructively to challenges. In the context of tahfiz education, these traits translate into consistent practice, greater mental discipline, and sustained motivation in completing memorization targets.

Furthermore, the significant contribution of Self-Efficacy ($\beta = 0.546$) supports (Bandura, 1997) assertion that a person's belief in their own abilities influences how they approach goals, tasks, and challenges. Students with higher SE exhibit confidence in their memorization skills and view difficulties as surmountable rather than discouraging. This belief system encourages persistence, active rehearsal, and emotional regulation, all of which enhance long-term memorization retention. The result is consistent with (Falah, 2021), (Mariah et al., 2020) and (S. Li & Lajoie, 2022), who found that students with higher self-efficacy tend to demonstrate stronger cognitive engagement and self-regulated learning strategies.

The findings also confirm (Triana & Afri, 2023), (Năstasă et al., 2022), (Mirawati et al., 2025; Salsabila & Hidayatullah, 2022; Sukirjo et al., 2025) conclusions that AQ positively correlates with persistence and academic resilience. In the present study, students who were able to reinterpret challenges in the memorization process as opportunities for growth displayed higher performance levels. This adaptability mirrors the "control" and "endurance" components of AQ, which allow students to remain stable under pressure. Thus, the ability to stay focused and manage stress becomes a key determinant of Qur'an memorization success.

Moreover, the data reflect that psychological resilience interacts closely with self-efficacy to produce optimal learning outcomes. The dual influence of AQ and SE suggests a synergistic effect where confidence enhances persistence and persistence reinforces confidence (Muhtadin et al., 2023; Tang et al., 2021). This interaction resonates with Bandura's reciprocal determinism framework, emphasizing that personal factors, behavior, and environment mutually shape learning outcomes. In tahfiz settings, supportive teacher feedback and a spiritual learning environment further strengthen this positive cycle.

Comparing these results to previous studies reveals both confirmation and extension. Studies such as (Che Wan Mohd Rozali et al., 2022), (Aini et al., 2023), and (Gulamhusein et al., 2023; Rekan & Mokhtar, 2025) emphasized external and methodological factors influencing memorization ability. However, this research extends the understanding by empirically demonstrating that internal psychological constructs—specifically AQ and SE—carry equally substantial weight. Therefore, the

present study contributes to a more holistic model of Qur'an memorization that integrates cognitive, affective, and psychological dimensions.

Another important finding concerns the relative magnitude of the regression coefficients. The greater influence of AQ compared to SE suggests that the ability to endure hardship may be more decisive than mere belief in one's capacity (T. Li et al., 2026). In the context of memorizing lengthy and complex Qur'anic verses, perseverance under stress and spiritual pressure is essential (Afifah et al., 2026; Kadir et al., 2024; Sefiana et al., 2025). This finding is particularly relevant for Islamic boarding schools, where students are exposed to demanding academic and religious routines. AQ serves as a buffer against burnout and helps maintain motivation over long periods of study.

The findings also highlight a significant pedagogical implication. Teachers and tahfiz supervisors should not only focus on the quantity of memorized verses but also on building students' psychological endurance and confidence. Strategies such as goal-setting, self-reflection, peer support, and positive reinforcement can enhance both AQ and SE (Maycroft et al., 2026; Owens et al., 2023). Incorporating psychological training and emotional regulation techniques within tahfiz programs could significantly improve the efficiency and sustainability of memorization outcomes (Arqam et al., 2026). This approach supports the growing body of Islamic educational psychology emphasizing the integration of mental resilience in faith-based learning.

In a broader theoretical perspective, this study strengthens the argument that Qur'an memorization is not merely a cognitive process but a comprehensive psychological endeavor. The intersection between spiritual motivation, mental endurance, and self-belief forms the foundation of successful memorization behavior (Sarkisyan, 2025). The positive relationship between AQ, SE, and memorization ability indicates that effective Qur'anic pedagogy must encompass emotional and motivational scaffolding, not only rote memorization methods.

Finally, this research provides empirical evidence that contributes to the theoretical development of Islamic educational psychology. It confirms that Stoltz's and Bandura's models are applicable within Islamic learning environments, particularly in the domain of tahfiz education. The results not only support existing theories but also open pathways for further studies exploring other internal variables such as spiritual intelligence, mindfulness, and emotional regulation. Thus, the current research offers both theoretical and practical contributions, demonstrating that fostering psychological resilience and confidence can significantly elevate students' Qur'an memorization performance.

CONCLUSION

The finding of this study is the strong and simultaneous influence of Adversity Quotient and Self-Efficacy on students' Qur'an memorization ability. The regression results revealed that Adversity Quotient contributed more dominantly than Self-Efficacy, indicating that endurance and resilience in facing difficulties are more decisive than mere confidence. This finding was unexpected because previous assumptions in tahfiz education emphasized spiritual motivation or memorization methods as the main predictors of success. The empirical evidence from this study demonstrates that psychological endurance is the core determinant of successful Qur'an memorization among boarding school students, even surpassing methodological or cognitive aspects.

From a theoretical standpoint, this study contributes to the field of Islamic educational psychology by integrating two well-established psychological constructs – Stoltz's Adversity Response Profile Theory and Bandura's Self-Efficacy Theory – into the

context of Qur'an memorization. The results confirm and extend earlier studies that linked motivation and learning styles to tahfiz performance by showing that internal psychological resilience provides a more comprehensive explanation. Thus, this study not only confirms previous research but also introduces a new perspective: memorizing the Qur'an is not merely a religious or cognitive act but a psychological endurance process. It offers a conceptual advancement by positioning Adversity Quotient and Self-Efficacy as central variables in understanding tahfiz learning outcomes.

Nevertheless, this study has several limitations. The sample was limited to three Islamic boarding schools in East Kalimantan, with students of similar age and educational levels, which restricts the generalizability of the results. Moreover, the study relied on quantitative data only, without incorporating qualitative insights from teachers, parents, or peers that could deepen understanding of the students' memorization experiences. Future studies should include a broader and more diverse sample across different regions, school types, and educational levels, as well as adopt mixed-method approaches. A larger and more varied investigation will allow a more comprehensive understanding of the interplay between psychological, spiritual, and environmental factors in Qur'an memorization, thereby providing stronger empirical foundations for educational policy and the design of tahfiz programs that nurture both spiritual and psychological growth.

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