SELF-EFFICACY AS A PREDICTOR OF STUDENTS' QUR'ANIC MEMORIZATION ACHIEVEMENT THROUGH THE *SIMA'AN* AND *TALAQQI* METHODS

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Abstract: This study aimed to examine the role of self-efficacy as a predictor of students' Qur'anic memorization success through the implementation of the *Sima'an* and *Talaqqi* methods at Hidayatul Insan Islamic Boarding School, Palangka Raya. Employing a mixed-methods approach with a convergent parallel design, data were collected from 35 active tahfidz students through observations, semi-structured interviews, documentation, and a Likert-scale questionnaire consisting of 21 items. Quantitative data were analyzed using correlation and regression tests, while qualitative data were examined through thematic analysis to strengthen the interpretation of statistical findings.The results indicated that self-efficacy had a strong and significant relationship with Qur'anic memorization success (r = 0.731; p < 0.001), as did the implementation of the *Sima'an–Talaqqi* method (r = 0.756; p < 0.001). Regression analysis confirmed that both variables significantly predict memorization achievement, with the *Sima'an–Talaqqi* method contributing the strongest effect. Qualitative findings further revealed that students with high self-efficacy demonstrated greater confidence, persistence, and consistency in conducting *murāja'ah*, while structured repetition and direct supervision through *Sima'an* and *Talaqqi* enhanced memorization accuracy and stability. These findings implied that successful tahfidz learning required the integration of psychological readiness and systematic instructional methods. Islamic boarding schools were therefore encouraged to strengthen students' self-efficacy alongside the consistent implementation of *Sima'an* and *Talaqqi* to optimize Qur'anic memorization outcomes.

INTRODUCTION

The success of Qur'anic memorization among *tahfidz* students constitutes a fundamental indicator of educational achievement within Islamic boarding schools (Hasanah et al., 2023). In the context of Islamic education, memorization

of the Qur'an is not merely an academic task, but a spiritual and pedagogical process that integrates cognitive mastery, ethical discipline, and religious commitment (Adhinugraha et al., 2024). Memorization success is therefore not only assessed by the number of verses memorized, but also by qualitative indicators such as accuracy in *tajwid* and *makhraj*, consistency in *muroja'ah*, and fluency during memorization submission (Aljamea-tus-saifiyah et al., 2023; Wulandari et al., 2022). These dimensions reflected the depth of students' engagement with the Qur'an and indicated the effectiveness and sustainability of *tahfidz* programs as a core component of Islamic educational practice (Agustono & Firdaus, 2025; Alnajashi et al., 2025).

Despite the structured implementation of *tahfidz* curricula in many Islamic boarding schools, disparities in memorization outcomes erre frequently observed among students who learned within relatively similar instructional environments (Hafidhoh et al., 2024; Nurohmah et al., 2025). While some students demonstrated steady progress, strong retention, and consistent improvement, others experience stagnation, inconsistency, or even a decline in memorization quality over time (Er et al., 2022; Thien & Liu, 2024; Wang, 2022). This phenomenon suggested that memorization achievement cannot be explained solely by instructional design, learning duration, or repetition frequency (Poluektova et al., 2021; Schunk & Dibenedetto, 2021; Upoyo et al., 2024). Instead, it points to the influence of internal learner-related factors, particularly those associated with psychological readiness, confidence, learning persistence, and emotional regulation, which might shape students' ability to cope with the demands of sustained Qur'anic memorization (Ariyani & Santiani, 2025; Shodiqin & Junaidi, 2022; Törmänen et al., 2025).

One psychological construct that has been widely associated with learning success across educational contexts is self-efficacy. Self-efficacy refered to an individual's belief in their capacity to organize and execute actions required to achieve specific goals. Within the context of Qur'anic memorization, self-efficacy played a crucial role in shaping students' confidence when reciting memorized verses, their perseverance when encountering difficult passages, and their commitment to maintaining previously memorized material through regular *muroja'ah*. In addition to psychological factors, pedagogical approaches also exerted a significant influence on memorization outcomes. Traditional pesantren-based methods such as *sima'an* and *talaqqi* emphasized repetition, direct supervision by teachers, and immediate corrective feedback. These methods required not only cognitive competence, but also a high level of discipline, confidence, and consistency, making self-efficacy a potentially critical factor in determining students' success within such learning environments.

Previous studies have consistently reported positive relationships between self-efficacy and various aspects of learning. Including motivation, self-regulation, persistence, and academic achievement (Agustono & Firdaus, 2025; Id et al., 2023; Wulandari et al., 2022). In the domain of Qur'anic memorization, students with higher levels of self-efficacy were more likely to demonstrate strong learning motivation, sustained engagement in memorization activities, and resilience in the face of memorization difficulties (Honiche & Broadbent, 2022; Koutroubas &

Galanakis, 2022; Waddington, 2023; Wulandari et al., 2022). However, much of the existing literature positions self-efficacy primarily as a motivational or self-regulatory construct, rather than examining its role as a direct predictor of memorization outcomes (Alnajashi et al., 2025; Khotimah et al., 2025; Yundianto et al., 2023). Moreover, empirical studies that specifically investigated the predictive relationship between self-efficacy and measurable Qur'anic memorization success within the application of traditional pesantren-based methods remain relatively limited (Baiquni et al., 2025).

This limitation highlighted a theoretical and empirical gap, particularly in Islamic boarding schools that consistently implement the *sima'an* and *talaqqi* methods as core instructional strategies. Although these methods were widely acknowledged for enhancing recitation accuracy and memorization stability, limited scholarly attention has been devoted to understanding how students' self-efficacy directly contributes to their memorization success within such instructional contexts. Addressing this gap was essential to strengthen the integration of educational psychology with traditional Islamic pedagogy and to provide a more comprehensive explanation of individual differences in memorization outcomes among *tahfidz* students.

Accordingly, this study aimed to examine the extent to which students' self-efficacy predicted Qur'anic memorization success through the implementation of the *sima'an* and *talaqqi* methods at Hidayatul Insan Islamic Boarding School in Palangka Raya. Specifically, the study investigated whether variations in students' levels of self-efficacy were associated with differences in memorization outcomes, including memorization quantity, consistency of *muroja'ah*, and accuracy in memorization submission. By positioning self-efficacy as a testable predictive variable and employing statistical hypothesis testing, this study was expected to contribute theoretically by extending the application of self-efficacy theory within Islamic educational settings and practically by providing empirical insights for the development of more effective *tahfidz* curricula and learning management in Islamic boarding schools.

RESEARCH METHOD

This study employed a quantitative approach using a correlational and explanatory design to examine the relationship and predictive role of self-efficacy in Qur'anic memorization success through the implementation of the *sima'an* and *talaqqi* methods. A quantitative design was selected to allow objective measurement of variables and statistical hypothesis testing based on empirical data. The correlational aspect aimed to identify the degree of association between self-efficacy and memorization success, while the explanatory approach was used to determine whether self-efficacy could function as a significant predictor of students' Qur'anic memorization outcomes. Based on the conceptual framework of the study, the null hypothesis (H_0) stated that self-efficacy did not have a significant relationship with Qur'anic memorization success through the *sima'an* and *talaqqi* methods, whereas the alternative hypothesis (H_1) posits that self-

efficacy had a significant relationship with Qur'anic memorization success through the implementation of these methods.

The sampling technique used in this study was purposive sampling with 35 respondents, comprising both male and female students who were actively enrolled in the Qur'anic memorization program. All participants regularly engaged in the *sima'an* and *talaqqi* learning methods as part of their routine *tahfidz* activities. Ustadz and ustadzah were involved only as supporting informants to provide contextual information; however, they were not included as primary respondents in the quantitative analysis. Data were collected using a structured questionnaire distributed to students via Google Forms, consisting of 20 items with a four-point Likert scale to measure three main indicators: student self-efficacy, application of the sima'an and talaqqi methods, and success in memorizing the Qur'an. To strengthen the validity of the findings, supporting data were also obtained from institutional records, including memorization achievement reports, documentation of memorization collections, and muroja'ah schedules prepared by Islamic boarding schools. The validity and reliability of the instruments were tested to ensure the accuracy and consistency of the measurement of the research variables. Data analysis was conducted using descriptive and inferential statistical techniques; descriptive statistics were used to describe the level of student self-efficacy and success in memorizing the Qur'an through average scores and percentage distributions, while inferential statistical analysis, such as Pearson correlation analysis and t-tests, was used to test the research hypotheses to determine the strength, direction, and significance of the relationship between self-efficacy and success in memorizing the Qur'an.

RESULT AND DISCUSSION
Result
Self-Efficacy as a Predictor of Memorization Success

To provide an overview of students' perceived self-efficacy in the memorization process, descriptive statistical analysis was performed. The classification of self-efficacy levels into high, moderate, and low categories is summarized in Table 1.

Table 1. Distribution of Students' Self Efficacy Levels (n=35)

Self- Efficacy Level	Number of Students (n)	Percentage (%)
High	25	71.4%
Medium	7	20.0%
Low	3	8.6%

Source: Primary data Processed by the authors (2025)
Note:
The classification of self-efficacy levels was determined based on the overall tendency of respondents' mean scores across all self-efficacy items.

Based on the data, the majority of students demonstrated a high level of self-efficacy (71.4%), while the remaining students fall into the moderate (20.0%) and low (8.6%) categories. These findings indicate that, overall, students' self-efficacy is predominantly high, although targeted support is still needed for those with moderate and low self-efficacy levels.

Table 2. T-Test Results (Self-Efficacy on Memorization Success)

Variabel	t-hitung	Sig(p)	Description
Self Efficacy – Success in memorization	5,921	0,000	H0 is rejected as having a significant effect

Source: Primary data Processed using SPSS (2025)

Based on the t-test results, the obtained t-value is 5.921 with a significance level of p = 0.000 (< 0.05). These results indicated that H_0 was rejected, leading to the conclusion that self-efficacy had a significant effect on memorization success. This finding suggested that the higher the students' level of self-efficacy, the greater their likelihood of achieving success in the memorization process.

Table 3. Analysis of Pearson Correlation Test Results

Relationships Between Variables	R	Sig(p)	Description
Self Efficacy - Success in memorization	0,731	0,000	Significant strong correlation
Self Efficacy - The Sima'an and *Talaqqi* Methods	0,694	0,000	Significant strong correlation
The Sima'an and *Talaqqi* Methods - Success in memorization	0,756	0,000	Significant very strong correlation

Source: Primary data Processed using SPSS (2025)

Based on Table 3. The analysis revealed a strong and statistically significant correlation between self-efficacy and memorization success (r = 0.731, p < 0.05). In addition, a strong correlation was found between self-efficacy and the implementation of the *sima'an* and *talaqqi* methods (r = 0.694, p < 0.05), while a very strong correlation was observed between the *sima'an* and *talaqqi* methods and memorization success (r = 0.756, p < 0.05). These findings indicated that both psychological and pedagogical factors are closely associated with students' success in Qur'anic memorization. Overall, the results demonstrated that memorization success among *tahfidz* students was strongly influenced by students' self-efficacy and the effective implementation of the *sima'an* and *talaqqi* methods. Students who exhibited higher confidence in their abilities, supported by structured pedagogical practices, tend to achieve greater fluency, consistency, and stability in Qur'anic memorization.

Implementation of the Sima'an and Talaqqi Methods

Based on observational findings, the *Sima'an* and *Talaqqi* methods were implemented routinely and systematically at Hidayatul Insan Islamic Boarding School as the core instructional approaches in the tahfidz program. *Sima'an* activities were conducted both in small and large groups, allowing students to listen to and correct one another's recitation, while the *Talaqqi* method was carried out through direct interaction between students and ustadz, in which students recited their memorization aloud to receive immediate correction. Students who consistently engaged in these methods demonstrate noticeable improvements in

tajwid accuracy, memorization fluency, and regularity in muroja'ah. These practices also contributed to the development of discipline and confidence during memorization sessions. The implementation of the *Sima'an* and *Talaqqi* methods can be seen in the image below.

Table 4. Multiple Regression Test Results

Model	B	Beta	T	Sig(p)
Konstanta	0,871	–	–	0,014
Self Efficacy	0,431	0,486	4,212	0,000
The *Sima'an* and *Talaqqi* Methods	0,512	0,529	4,579	0,000

Source: Primary data Processed using SPSS (2025)

Based on the results of statistical tests using t-tests and multiple regression tests, it was found that the implementation of the *Sima'an* and *Talaqqi* methods had a very strong effect on memorization success. As well as on the regression equation: Memorization Success = 0.871 + 0.431 (Self-Efficacy) + 0.512 (*Sima'an* & *Talaqqi*) Therefore, the conclusion was that both variables were significant predictors of the success of students' memorization, with the greatest contribution coming from the *Sima'an* and *Talaqqi* methods.

To further clarify the structural relationships among the variables, the results of the multiple regression analysis were visualized in a path model. The model illustrates the direct effects of self-efficacy and the implementation of the Sima'an and Talaqqi methods on memorization success, as well as the correlation between the two independent variables. The standardized beta coefficients presented in the diagram are derived from the multiple regression results shown in Table 4.
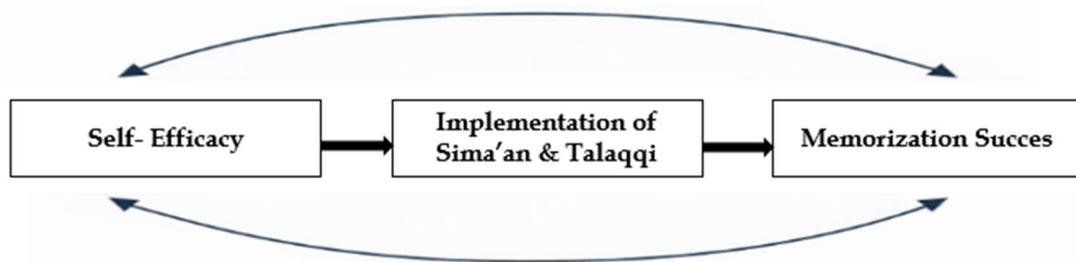

Figure 1. Path Model of Self-Efficacy and Sima'an & Talaqqi Methods on Memorization Success

As illustrated in Figure 1, both self-efficacy ($\beta = 0.486$, $p < 0.05$) and the implementation of the Sima'an and Talaqqi methods ($\beta = 0.529$, $p < 0.05$) have significant positive effects on memorization success. The findings indicate that while students' confidence in their abilities plays an important role in achieving memorization outcomes, structured pedagogical practices contribute slightly more strongly to students' success. In addition, the strong positive correlation between self-efficacy and the implementation of the Sima'an and Talaqqi methods ($r = 0.694$, $p < 0.05$) suggests that psychological readiness and instructional strategies are closely interconnected in supporting Qur'anic memorization achievement.

Discussion

The results of this study demonstrated that self-efficacy and the implementation of the *Sima'an–Talaqqi* method have a strong and significant relationship with students' success in Qur'anic memorization at Hidayatul Insan Islamic Boarding School in Palangka Raya. This finding aligns with social cognitive theory, which positions self-efficacy as a central determinant of learning behavior, persistence, and performance. Evidence derived from observations, interviews, and questionnaire data consistently indicates that students who exhibit higher levels of confidence, discipline, and active engagement in *tahfidz* activities tend to achieve more stable, accurate, and efficient memorization outcomes. These qualitative findings are further supported by quantitative results, which reveal strong and significant correlations between self-efficacy and memorization success ($r = 0.731$; $p < 0.001$), as well as between the *Sima'an–Talaqqi* method and memorization success ($r = 0.756$; $p < 0.001$). Regression analysis confirms that both variables serve as significant predictors, with the *Sima'an–Talaqqi* method demonstrating the strongest contribution.

From a theoretical perspective, the influence of self-efficacy on memorization success can be explained through mechanisms of self-regulation, persistence, and emotional control during the learning process (Nurohmah et al., 2025; Rabbani et al., 2025). In contrast, students with lower self-efficacy were more likely to avoid recitation sessions, experience reduced concentration, and display higher rates of memorization decay. These patterns were consistently confirmed through interviews with supervising teachers, who emphasized that students' confidence plays a decisive role in maintaining memorization stability (Hafidhoh et al., 2024; Nor et al., 2025). Furthermore, the *Sima'an* and *Talaqqi* methods function as effective pedagogical reinforcers by providing systematic repetition, immediate correction of recitation errors, and structured discipline in memorization routines (Gita silvia et al., 2023; Hadi, Syamsul, 2024). The interaction between strong self-efficacy and well-organized tahfidz methods thus creates a reciprocal reinforcement process that enhances both the quality and sustainability of memorization (Dimyati, 2022; Hajovsky et al., 2020).

The importance of self-efficacy in the tahfidz process. Nevertheless, this study extended existing literature by moving beyond the examination of self-efficacy as a motivational factor and empirically testing its role as a direct predictor of memorization success. Moreover, by integrating the *Sima'an–Talaqqi* method within the pesantren context, this study provided a more comprehensive explanation of how psychological readiness interacted with traditional pedagogical practices to produce effective and structured memorization outcomes.

The scientific contribution of this study lied in its integration of psychological and pedagogical dimensions within a single analytical framework, an area that remained underexplored in previous tahfidz research. These findings highlight the importance of strengthening students' self-efficacy through targeted interventions such as personal mentoring, reflection on memorization achievements, and consistent positive feedback from instructors. From a practical

perspective, the study also emphasized the need for Islamic boarding schools to reinforce the systematic implementation of the *Sima'an* and *Talaqqi* methods through consistent scheduling, improved instructional supervision, and the allocation of dedicated time for intensive murāja'ah. Overall, the findings confirmed that success in Qur'anic memorization was not solely determined by cognitive ability, but by the dynamic interaction between students' self-confidence and the quality of pedagogical methods applied in the tahfidz learning environment.

CONCLUSION

This study reveals that the success of santri Qur'anic memorization is not determined solely by cognitive ability but by the synergy of psychological strength, pedagogical methods, and disciplined learning practices, with self-efficacy emerging as the most crucial factor in shaping mental readiness, confidence in recitation, perseverance in overcoming difficult verses, and consistency in *murāja'ah*; students with stronger self-efficacy showed higher engagement, resilience, and commitment to memorization targets, supported by positive learning experiences, social encouragement, and a conducive *pesantren* environment. Furthermore, the integration of *Sima'an and Talaqqi* methods significantly enhanced memorization quality, stability, and accuracy, as *Sima'an* strengthened retention, concentration, and fluency through structured repetition, while *Talaqqi* ensured correct recitation and tajwid through direct teacher supervision, demonstrating a complementary relationship between instructional strategies and psychological readiness in achieving optimal *tahfidz* outcomes. Scientifically, this study contributes to the literature by integrating self-efficacy and traditional *tahfidz* methods into a predictive model of memorization success, extending prior research that focused primarily on motivation or self-regulation, while practically it supports the development of holistic *tahfidz* programs that emphasize self-efficacy strengthening, structured mentoring, and systematic implementation of *Sima'an and Talaqqi*; however, the study's strength lies in its integrative psychological–pedagogical framework, whereas its limitations include a relatively small sample size and single-institution context, suggesting that future research should test this model across broader educational settings, incorporate additional variables, and employ comparative or longitudinal designs to enhance generalizability and theoretical refinement.

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