



APPLICATION OF COGNITIVE BEHAVIORAL THERAPY (CBT) THEORY TO IMPROVE SELF-EFFICACY AND MOTIVATION IN MEMORIZING THE QUR'AN

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Abstract:

This research is motivated by the problem of low self-efficacy (self-confidence) in some students who memorize the Qur'an, which has an impact on decreasing motivation and memorization targets. Negative thoughts such as feelings of inadequacy, fear of forgetting, and mental fatigue often hinder the memorization process, as well as cognitive barriers (such as negative thoughts "memorizing is difficult" or laziness) experienced by students in the Qur'an memorization program. The purpose of this study is to explore and analyze the application of Cognitive Behavioral Therapy (CBT) theory as an intervention strategy to increase self-efficacy and motivation in memorizing the Qur'an. The method used is qualitative with a library research approach, which analyzes literature related to CBT, self-efficacy, and motivation to memorize the Qur'an. The results indicate that CBT, which combines cognitive and behavioral principles, is effective in changing dysfunctional thought patterns into more rational ones. The application of CBT techniques such as cognitive restructuring and behavioral techniques (disciplined recitation/repetition) can strengthen students' self-efficacy that they are capable of achieving memorization targets. This study concludes that CBT intervention has the potential to be an appropriate counseling approach in fostering the mentality of tahfidz students to be more disciplined, calm, and motivated.

Keywords: *Cognitive Behavioral Therapy (CBT), Self-Efficacy, Motivation, Memorizing the Qur'an*

INTRODUCTION

Memorizing the Qur'an (tahfidz) is a noble form of worship, yet it presents both academic and spiritual challenges. Many students (santri) experience declining motivation when facing difficulties, such as verses that are hard to memorize or those that are easily forgotten. This problem is often rooted in low self-efficacy—the belief that one is incapable of completing memorization targets. High self-efficacy is crucial for perseverance in the face of challenges. Therefore, a psychological intervention approach such as Cognitive Behavioral Therapy (CBT), which integrates cognitive and behavioral aspects, is needed to transform dysfunctional thought patterns into rational ones.

Educational institutions, particularly Islamic boarding schools (pesantren) and madrasah, play a significant role in developing quality human

resources. Law Number 20 of 2003 on the National Education System emphasizes that education aims to develop the potential of students to become faithful, pious, noble-charactered, healthy, knowledgeable, creative, independent, and responsible citizens (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional). One of the excellence programs implemented in madrasah is the tahfidz class, which requires not only technical mastery of tajwid and makhraj, but also strong psychological readiness.

In practice, the process of memorizing the Qur'an does not always proceed smoothly. Many santri face obstacles such as forgetfulness, loss of consistency, and lack of self-confidence. This phenomenon is found in various tahfidz pesantren and integrated Islamic schools, where not all students are able to complete memorization targets according to the scheduled timeline. These differences in ability are influenced not only by technical aspects such as tajwid or makhraj, but also by psychological factors, namely the level of self-efficacy of each student.

Previous research has focused heavily on the correlational relationship between self-efficacy and motivation, or teachers' strategies for increasing motivation. However, research that specifically applies CBT as an intervention to improve self-efficacy and its impact on Qur'an memorization motivation remains limited. The novelty of this study lies in the integration of Islamic values into the structure of conventional CBT (Islamic-CBT) to address the specific psychological obstacles of memorizers, such as laziness, fear of forgetting, and low self-confidence.

RESEARCH METHODS

This research uses a literature study (library research) method with a qualitative approach. It is formed based on collecting, analyzing, and synthesizing bibliographic data such as books, scientific journals, and relevant previous research reports. This method focuses on theoretical study and the results of previous research, without requiring field research. The process includes topic identification, literature search, evaluation, synthesis, and data analysis to solve the research problem.

The data collection technique uses documentation, which involves studying, examining, and analyzing existing written, pictorial, or electronic documents. This technique is practical because the data is already available, economical in terms of time, and does not require frequent visits to respondents. It requires the researcher to be very careful and thorough to ensure the validity of the documents.

The data analysis technique uses content analysis—a systematic and objective research method to analyze the content of both verbal and non-verbal communication messages, by classifying text, image, or symbol data into certain categories. This method aims to reveal implied meanings, patterns, or themes. The goal is to describe the content of communication objectively and systematically.

RESULTS AND DISCUSSION

Definition of CBT in Improving Self-Efficacy and Motivation for Qur'an Memorization

Cognitive Behavioral Therapy (CBT) is a structured short-term psychological therapy that works by changing negative thought (cognitive) patterns and behaviors to be more positive and rational. CBT is based on the

concept that thoughts, feelings, physical sensations, and actions are all interconnected. CBT focuses on the idea that certain people can change their cognitions, and change the impact of thoughts on their emotional well-being (Sa'adah & Rahman, 2015).

Self-efficacy is an individual's belief or confidence in their ability to organize and carry out actions needed to achieve certain results or goals. This concept was introduced by Albert Bandura, who emphasized that self-efficacy influences motivation, effort, resilience in facing challenges, and a person's stress level. Self-efficacy refers to an individual's belief in their ability to complete tasks and overcome obstacles to achieve specific goals. According to Bandura, self-efficacy plays a role in determining the level of effort, motivation, and persistence of a person (Kamila, 2020).

Confidence is one of the important aspects of personality in a person. Confidence is a valuable attribute in social life; without it, many problems will arise. According to Willis, confidence is the belief that a person is able to deal with a problem in the best situation and can give something pleasant to others (Ghufron dan Risnawita, 2011). Students with high self-efficacy tend to see challenges as opportunities, are more persistent, and do not give up easily, while students with low self-efficacy tend to avoid difficult tasks and give up easily.

Table 1. CBT Intervention for Improving Self-Efficacy in Qur'an Memorization

Stage CBT		Intervention Focus
Asesmen Edukasi	dan	Identifying negative automatic
Restrukturisasi cognitive		Thoughts Changing negative thoughts to positive
Behavioral Action		Self Instruction and time management
Behavioral Action		Graded Task Assignment
Evaluation strengthening	dan	Reward System and Support System

Effectiveness of CBT in Improving Students' Self-Efficacy for Completing Qur'an Memorization Targets

In the context of memorizing the Qur'an, students with strong self-efficacy will be more confident, consistent, and able to overcome memorization difficulties so that they can achieve their expected targets. Conversely, students with low self-efficacy tend to give up easily, lose motivation, and stop before reaching their goals (Zetina et al., 2021).

Cognitive Behavioral Therapy (CBT), particularly in its Islamic form, is effective in increasing students' self-efficacy to achieve Qur'an memorization targets. CBT helps students identify dysfunctional thinking such as "I am not capable of memorizing" and transforms it into constructive beliefs. CBT treatment, including Islamic CBT, has been proven to improve students' ability to manage emotions and learning behavior, making them more disciplined in achieving memorization targets (Florescia & Andriani, 2025).

The main problem found in the Qur'an memorization process relates to self-efficacy or students' confidence in their ability to maintain and add to their memorization. Although all students follow the same learning system and guidance, some still show doubt, easily become anxious during recitation assessment (setoran), and lose motivation when they experience difficulties. This shows that the level of students' self-efficacy has not been fully formed evenly, which affects the consistency and quality of their memorization.

In an Islamic perspective, self-efficacy is not only interpreted as confidence in one's own abilities, but must also be accompanied by trust in Allah's help. This is in line with Q.S. Al-Baqarah [2]: 286 which asserts that Allah will not burden His servants beyond their capacity (Ahsanul Khuluq & Rifqi Falah Al Farabi, 2024). Thus, every student has essentially been equipped with the ability to complete their memorization. The relationship between self-efficacy and Qur'an memorization is not only psychological, but also spiritual, where the two reinforce each other.

Application of CBT Techniques in Improving Qur'an Memorization Motivation

The application of Cognitive Behavioral Therapy (CBT) techniques has been proven to have a positive influence on increasing motivation to memorize the Qur'an. CBT works by helping Qur'an memorizers identify and change negative thought patterns (cognitive distortions) and behaviors that hinder the memorization process, turning them into more positive and constructive thought patterns.

First, cognitive restructuring (changing mindset): CBT helps students/memorizers change the thought "memorizing is hard" or "I am not capable" into more realistic and positive thoughts, such as "memorizing takes time and I can do it little by little." This increases self-confidence and internal motivation. Second, reducing psychological barriers: CBT techniques are effective in overcoming anxiety, laziness, stress, and boredom that are often experienced by Qur'an memorizers. With reduced psychological pressure, motivation for consistent memorization increases again.

Third, behavioral modification: Through CBT, memorizers are encouraged to build new disciplined habits, such as setting realistic daily targets, better time management, and conducting murottal regularly. Fourth, positive reinforcement: The behavioral approach in CBT often includes self-reward or appreciation for small achievements, which increases motivation to achieve larger memorization targets. Fifth, the religious perspective (Islamic counseling): CBT integrated with Islamic values—often referred to as Islamic CBT counseling—connects cognition with an understanding of the virtues of memorizing the Qur'an, so that motivation is based on spiritual desire (Masduqie & Sartinah, 2022).

The integration of Islamic values (Islamic-CBT) in this research includes: Muhasabah (self-reflection) to evaluate negative thoughts about memorization; Tawakkul and Sabar to change fatalistic mindsets into active surrender and patience in the process; and Dzikir, used as a behavioral technique to calm emotions and maintain focus. These Islamic components enrich the conventional CBT framework and make it more contextually relevant for Muslim students engaged in tahfidz programs.

CONCLUSION

This study concludes that the application of Cognitive Behavioral Therapy (CBT) theory has significant potential in improving self-efficacy and motivation for memorizing the Qur'an. The main problem of low self-confidence (self-efficacy) among tahfidz students, which leads to declining motivation and unmet memorization targets, can be effectively addressed through CBT interventions that change dysfunctional thought patterns into more positive ones.

The key findings show that CBT, particularly Islamic-CBT, works on three levels: cognitively, by restructuring negative automatic thoughts; behaviorally, by building disciplined memorization habits through graded task assignments and positive reinforcement; and spiritually, by integrating Islamic values such as tawakkul, sabr, and muhasabah. Together, these elements create a comprehensive psychological framework that supports the tahfidz student's journey.

The implication of this research is that CBT can be applied as a counseling approach in Islamic educational institutions, particularly in tahfidz programs, to help students overcome mental barriers. Future research is recommended to conduct empirical studies with direct CBT intervention on tahfidz students to measure the quantitative impact on self-efficacy and memorization achievement, and to develop a standardized Islamic-CBT module for pesantren and madrasah settings.

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