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# Enhancing Students' Responsibility Through Qur'an Memorization Activities at TPQ Thoyyibah

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**A B S T R A C T**

This research looks at how TPQ Thoyyibah Banyuanyar's Qur'an memorization deposit program is used to help pupils become more responsible In Islamic educational environments, responsibility is seen as a crucial character characteristic that must be cultivated by consistent practice, habituation, and discipline. Ten students chosen via purposive sampling based on their active engagement in memorizing exercises, two instructors, and one TPQ head participated in this descriptive qualitative research Observations, interviews, and documentation were used to gather data. The results show that by encouraging regular preparation, timeliness, discipline, and consistency in memory assignments, the memorization deposit activity helps children improve their sense of responsibility. Throughout the learning process, students increasingly grew more conscious of their responsibilities. Additionally, instructors were crucial in directing, inspiring, and fostering a positive learning environment that inspired pupils to actively engage in memorizing exercises. Despite a number of issues, including varying motivation and disparities in memorizing skills, the program typically showed beneficial effects on kids' character development. Therefore, via repeated learning experiences and religious habituation, the memorization deposit program may be regarded as an excellent technique for enhancing students' character and feeling of duty in non-formal Islamic educational institutions.

## 1. Introduction

Taman Pendidikan Al-Qur'an (TPQ) is often one of the first places where children begin to learn about Islamic teachings in a more structured way (Nasaruddin et al., 2024). At this stage, they are introduced to reading, understanding, and memorizing the Qur'an. However, what happens in TPQ is not limited to learning technical skills. It also involves shaping habits and attitudes that can influence students' daily behavior (Hayati et al., 2025; Muslimin et al., 2026).

Character education has become an important concern in educational institutions (Attruk et al., 2024; Iksal et al., 2024), including non-formal Islamic education such as TPQ. Responsibility is one of the fundamental character values that should be developed from an early age because it influences students' discipline, commitment, and consistency in completing tasks (Rino & Setiawan, 2025). In Islamic education, responsibility is closely related to moral awareness and students' readiness to fulfill obligations both individually and socially (Kholidah, 2022). Therefore, educational activities that involve routine practice and self-discipline are considered important in shaping responsible behavior among students.

Several previous studies have shown that religious habituation activities contribute significantly to character development (Hamid et al., 2025). Qur'an memorization activities, for example, are not only related to cognitive achievement but also connected with discipline, self-control, and time management (Anam et al., 2025). Students who regularly participate in memorization activities tend to develop stronger learning discipline and greater awareness of their responsibilities (Saryanto et al., 2023). In addition, the role of teachers in guiding and motivating students greatly affects the success of character-building programs in Islamic educational institutions (Issabila & Nahrowi, 2025; Yusuf, 2026).

One important value that needs to be developed from an early age is responsibility. In everyday life, responsibility can be seen in simple actions, such as completing tasks, managing time, and being consistent (Lestari et al., 2024; Parker & Knight, 2024). However, this value does not appear automatically. It needs to be built through repeated experiences and consistent practice. In many TPQ settings, memorizing the Qur'an is a central activity. Students are usually given specific portions to memorize and are expected to present them to the teacher. At first glance, this may seem like a straightforward task. But in reality, it requires preparation, focus, and commitment.

Interestingly, not all students approach this activity in the same way. Some come prepared and confident, while others tend to delay or rely on last-minute effort. This difference shows that responsibility is something that develops over time, rather than something students naturally have. The memorization deposit activity becomes interesting to study because it creates a clear sense of accountability. Students cannot hide their level of preparation, as it becomes immediately visible when they present their memorization. This situation encourages them to take their tasks more seriously.

The role of the teacher is also important in shaping this process. The way teachers give feedback and respond to mistakes can influence how students feel about the activity. In addition, a supportive learning environment can make a significant difference in students' motivation. However, there are also challenges, such as limited time, differences in students' abilities, and fluctuating motivation. These factors make it important to understand how the program is actually implemented in practice.

Prior research mostly examined the efficacy of character education and Qur'an memorizing techniques in formal schooling However, there are still few studies that explicitly address how memorizing deposit activities affect students' accountability in non-formal Islamic education. Because of this circumstance , it is crucial to carry out the current research in order to comprehend how students' everyday behavior and feeling of responsibility in TPQ learning activities might be progressively influenced by repeated memory procedures. Based on this background this study aims to examine how the memorization deposit activity is carried out at TPQ Thoyyibah Banyuanyar and how it contributes to developing students' responsibility.

## 2. Methodology

This study employed a descriptive qualitative approach to explore the implementation of the Qur'an memorization deposit program in developing students' responsibility at TPQ Thoyyibah Banyuanyar, Surakarta. A qualitative approach was considered appropriate because the research focused on understanding social behavior, learning experiences, and students' attitudes during the memorization process (Kaeedi et al., 2023).

The participants were selected using purposive sampling. The selection criteria included individuals directly involved in the memorization deposit program, consisting of the head of TPQ, teachers, and students actively participating in memorization activities. The participants consisted of one head of TPQ, two teachers, and ten students with different memorization abilities and learning characteristics.

Data were collected through observations, interviews, and documentation. Observations were conducted during memorization deposit sessions to examine students' discipline, punctuality, preparedness, and interaction with teachers. Interviews were carried out to obtain deeper information regarding the implementation of the memorization program, students' responsibility, challenges during the learning process, and teacher strategies in guiding students. Data validity was maintained through source triangulation, member checking, and peer debriefing. Source triangulation was conducted by comparing information obtained from teachers, students, and the head of TPQ. Member checking was applied by reconfirming several interview results with participants to ensure the accuracy of the information.

The Miles et al. (2020) interactive analysis approach which includes data reduction , data presentation , and conclusion drafting , was used to evaluate the gathered data During the data reduction phase , the researcher identified , narrowed down, and streamlined crucial data from observations, interviews , and records pertaining to students' accountability during memorizing exercises. After that the researcher coded the interview transcripts and observation findings by highlighting noteworthy comments and labeling recurrent patterns.

Following the coding procedure, the data were divided into a number of categories, including student discipline, readiness before to memorizing deposit sessions, learning consistency, instructor supervision, and difficulties encountered during memorization exercises. To establish connections between student behavior and the execution of the memorization deposit program, similar results were pooled together. To make it easier to grasp and comprehend the study findings, the classified findings were arranged descriptively throughout the data display stage. After that, the researcher analyzed the recurrent themes and looked at how memorizing exercises helped pupils become more responsible. Ultimately, conclusions were drawn by recognizing the key trends, deciphering the significance of the data, and connecting the findings to earlier research and pertinent ideas on Islamic learning habituation and character education.

## 3. Results and Discussion

About 25 pupils, both male and female, with varying ages and memorizing skills, participated in the educational activities at TPQ Thoyyibah Banyuanyar The majority of kids participated in TPQ events in the afternoon after regular school hours. Using a talaqqi and repetition strategy, the learning process was carried out in a basic classroom setting Before submitting their memorizing to the instructor pupils were instructed to repeat passages many times throughout the memorization exercises. Although certain students periodically shown variations in excitement and focus throughout the learning process, the classroom environment typically seemed lively Along with memorizing exercises students also studied how to enhance their reading of the Qur’an, recite prayers , and understand fundamental Islamic principles. The instructor was crucial in maintaining order in the classroom and motivating pupils to actively engage in the lessons.

The pupils' everyday learning schedule included the memorizing deposit exercise on a regular basis. Students often warmed up before class started by reciting poetry they had learned, either alone or with others. While some pupils seemed prepared and self-assured, others still need the teacher's support and encouragement. Repetition, consistency, and progressive growth based on each student's unique skills were key components of the learning process. In order to prevent undue strain throughout the exercise, the instructor also modified the memorizing goals in accordance with the pupils' learning progress. This circumstance produced a learning environment that prioritized habituation and ongoing practice in fostering students' discipline and sense of responsibility.

The memorization deposit activity at TPQ Thoyyibah Banyuanyar takes place as part of the students’ daily routine, rather than as a separate or occasional program. Before the session begins, the atmosphere in the classroom gradually shifts. Some students can be seen quietly repeating their memorization, moving their lips softly while focusing on certain verses. Others prefer to sit close to their friends, taking turns listening to each other. A few students simply hold their Qur’an while checking specific parts, making sure they are ready before their turn comes.

When the deposit session starts, students come forward one by one. Each student shows a different response when it is their turn. Some walk up calmly and begin reciting without hesitation, which suggests that they have prepared beforehand. Others appear less confident, sometimes pausing, looking down, or waiting until they are called more than once. This variation shows that readiness is not only about memorization ability, but also about personal habits and how seriously students prepare themselves.

Students who routinely rehearsed their memorizing at home tended to have more confidence during deposit sessions according to one instructor "Students who repeat their memorization before coming to TPQ are usually more prepared and less nervous when reciting in front of the teacher," the instructor said (Teacher interview, April 2026). This result suggests that students eventually gain self-discipline and accountability for their memory assignments via repeated preparation exercises.While waiting for their time to turn in their memory, a number of pupils were seen silently reciting poems. Some pupils rehearsed by listening to one another recite and working together to fix errors. This instance demonstrated how peer engagement and cooperative learning during memorizing exercises fostered the development of responsibility in addition to the individual.

While the students are reciting, the teacher listens attentively. The focus is not only on whether the verses are memorized correctly, but also on how they are recited. Attention is given to pronunciation, rhythm, and fluency. When a mistake occurs, the teacher usually responds immediately by repeating the incorrect part and asking the student to try again. This direct correction helps students recognize their errors right away without interrupting the flow of the session for too long. At the same time, the teacher writes down each student’s progress in a notebook. This record is not only used for evaluation but also becomes a form of accountability. Over time, students become aware that their performance is consistently noted. This awareness seems to influence their behavior. They start to realize that coming unprepared will be visible, not only during the recitation but also in their recorded progress.

In the early stages, some students do not show strong engagement with the activity. There are moments when students try to memorize quickly just before their turn, and some even hope that their turn might be delayed. However, as the activity continues regularly, gradual changes begin to appear. Students start to understand that without preparation, they will struggle when facing the teacher. This repeated experience slowly shapes a new habit, where students begin to prepare earlier instead of relying on last-minute effort. These changes do not happen instantly. They develop through repetition and familiarity with the routine. The memorization deposit session becomes something students anticipate, and over time, they adjust their behavior to match its demands. When students manage to recite smoothly, they appear more confident and relaxed. On the other hand, when they are not prepared, their hesitation becomes visible. Experiences like these seem to play a role in building their awareness of responsibility.

The study was carried out at TPQ Thoyyibah Banyuanyar during routine memorization deposit sessions. In order to assess students' conduct, engagement,

and preparedness prior to memory submission, direct observations were made during class activities in order to enable participants to provide more candid and in-depth answers on their experiences throughout the memorizing program, interviews with instructors, students, and the director of TPQ were held in a casual setting after learning sessions.

The teacher's role in this process is clearly important. The way corrections are delivered creates a certain atmosphere in the classroom. Instead of emphasizing mistakes in a harsh manner, the teacher tends to guide students calmly. This approach makes students feel more comfortable and less afraid of making errors. As a result, they are more willing to try again and improve their recitation. "I feel more confident when the teacher corrects my mistakes calmly and gives me another chance to repeat the recitation " one student said in an April 2026 student interview This reaction suggests that students' motivation and desire to actively engage in memorizing exercises are favorably impacted by supportive instructor contact.

Interaction among students also contributes to the learning process. In several moments, students can be seen helping each other before the session begins. They take turns listening and correcting one another, even without being instructed to do so. This simple interaction creates a supportive environment where students do not feel alone in their learning. It also encourages those who are less confident to participate more actively.

Despite these positive developments, some challenges remain. One noticeable issue is the difference in memorization ability among students. Some students are able to memorize quickly and consistently, while others need more time and repetition. This difference sometimes affects confidence, especially for those who feel they are falling behind. According to the head of TPQ "Each student has a different memorization ability so teachers must adjust memorization targets according to students' capabilities and learning progress" (Head of TPQ interview, April 2026). This finding shows that flexibility in teaching strategies is important to maintain students' participation and confidence during memorization activities.

There are also moments when students' motivation fluctuates during the memorization activities. At certain times, students show strong enthusiasm and actively prepare their memorization before the session begins. However in other situations, some students appear less engaged and require additional encouragement from the teacher. This condition indicates that students' emotional readiness and learning motivation can influence their participation during memorization activities. Therefore, teachers need to apply supportive and flexible learning strategies to maintain students' consistency and involvement in the program.

Another challenge relates to the limited time available during the session. Since each student needs a turn the teacher must manage the time carefully Not all students receive the same amount of attention, and this can affect how much feedback they receive during each memorization session. In some situations, students who require additional guidance cannot receive longer explanations because the teacher must continue the activity with other students. This condition

sometimes influences students' learning confidence and participation during the memorization process. To respond to these conditions, the teacher applies several adjustments. The memorization targets are not always the same for every student. Instead, they are adapted based on individual ability allowing students to progress without feeling overwhelmed. This approach helps maintain their participation in the program.

In addition, encouragement is given during the process, especially when students show effort, even if the result is not perfect. This kind of response seems to have a positive effect, as students feel their effort is recognized. Over time, this contributes to their willingness to take responsibility for their own preparation. From the overall observations, it becomes clear that the memorization deposit activity is not only about memorizing verses. It also creates a repeated situation where students have to prepare, perform, and reflect on their efforts. Through this process, responsibility is not taught directly, but gradually formed through experience.

In this sense, the program works as a practical way of shaping behavior. Students learn that preparation leads to better performance, while lack of preparation creates difficulty. These repeated experiences seem to influence how they approach their tasks over time. Therefore, the memorization deposit program can be understood as more than a routine activity. It becomes a structured experience where responsibility grows naturally through daily practice. The changes observed in students' behavior show that consistent routines, supportive guidance, and meaningful interaction all play a role in this process.

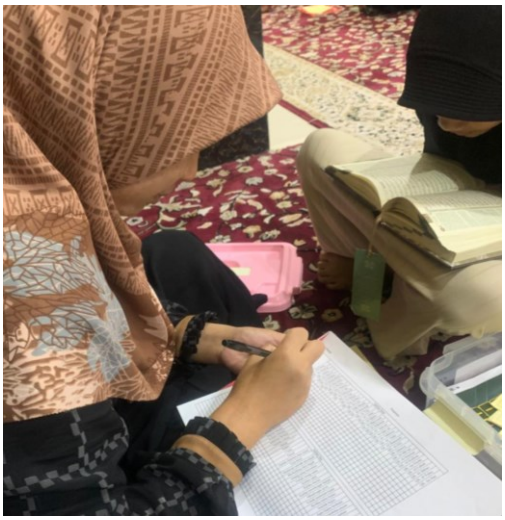


Figure 1. Memorize the Qur'an

A student sits calmly in front of the teacher while reciting the verses that have been memorized. The voice may be soft, yet it reflects a sincere effort to maintain accuracy and fluency. The teacher listens attentively, occasionally offering corrections when needed, particularly in pronunciation and recitation rules. At the same time, the teacher records the student's progress in a notebook as part of ongoing assessment and documentation. This moment illustrates a learning

interaction that goes beyond memorization, highlighting carefulness, discipline, and the student's sense of responsibility in completing the assigned task.



Figure 2. Memorize the Qur'an

A student recites the prayer readings in front of the teacher in an orderly and attentive manner. Each part of the recitation, from the opening takbir to the closing supplication, is delivered with careful effort. The teacher listens closely, paying attention to pronunciation and accuracy. When mistakes occur, gentle corrections are provided to guide the student toward improvement. This interaction highlights that learning extends beyond Qur'anic memorization, encompassing the proper practice of daily worship through accurate prayer recitation. Table 1 is the question that are delivered to the students.

Table 1. List of Research Interview Questions

| Informant | Interview Questions |
|---|---|
| Head of TPA | How is the implementation of the Qur'an memorization deposit program in TPA? What are the objectives of the memorization deposit program? What challenges are faced in implementing the program? |
| Teacher/Ustaz-Ustazah | How do teachers guide students in memorizing and submitting memorization? What forms of responsibility are shown by students during the memorization program? What strategies are used to motivate students to complete memorization targets? |
| Students | How do you prepare memorization before submitting it? What difficulties do you face in memorizing the Qur'an? |
| All Informants | What suggestions can be given to improve the effectiveness of the Qur'an memorization deposit program? |

One teacher explained, "Students who prepare their memorization at home usually become more confident during the deposit session" (Teacher interview, April 2026). A student stated, "I repeat my memorization after Maghrib prayer so I can recite fluently in front of the teacher" (Student interview, April 2026). The head of TPQ mentioned "The memorization program is not only intended to improve memorization ability but also to train students to become more disciplined and

responsible" (Head of TPQ interview, April 2026). These results corroborate earlier research showing that religious habituation practices have a major role in helping kids establish discipline and responsibility via repeated learning experiences (Khoirunissa & Jinan, 2025). Additionally, since they must regularly prepare and deliver their memorizing to the instructor the memorization deposit process makes pupils more conscious of their responsibilities. This condition is consistent with the results of Arifin and Setiawan (2023), who described how memorization-based learning activities might improve students' responsibility and self-control in learning environments.

## 4. Conclusion

The findings of this study indicate that the Qur'an memorization deposit program at TPQ Thoyyibah Banyuanyar contributes positively to the development of students' responsibility. Through regular memorization activities, students gradually learn to manage time, prepare learning materials, maintain discipline, and complete assigned tasks consistently. The repeated memorization process encourages students to become more aware of their obligations and learning responsibilities during classroom activities. The success of the program is closely related to the role of teachers in providing guidance, motivation, and supportive learning interactions. A comfortable classroom atmosphere also helps students participate more actively and confidently during memorization sessions. Although several challenges were identified, such as differences in memorization ability and fluctuating motivation, the program generally demonstrated positive results in shaping responsible behavior among students. Therefore, the memorization deposit activity can be considered an effective strategy for strengthening character education, particularly responsibility, in non-formal Islamic educational institutions.

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