THE INFLUENCE OF INTELLIGENCE QUOTIENT (IQ), SELF-EFFICACY AND SELF-REGULATED LEARNING ON THE ABILITY TO MEMORIZE AL-QUR’AN

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Abstract: This article aims to investigate the effect of intellectual intelligence, self-efficacy and self-regulated learning on the ability to memorize the Qur’an. Lately, the Qur’an recitation program has been held in many schools and madrassas. It is hoped that through the process of memorizing the Qur’an, it will be able to shape the personality of the Qur’an on students, which is reflected in their behaviour and mindset so that they are able to strengthen their creeds and strengthen their faith. One of the institutions/madrassa that organizes the Tahfidz al-Qur’an class program as the flagship program is MTs Sunan Ampel Semanding, Tertek Pare. The minimum target for memorization that must be achieved by students is six juz, but in practice, 65% of students can exceed the standard six juz at the end of grade 9. The achievement of memorization that is able to exceed the madrasah target then encourages the writer to conduct research in this place. This research uses a quantitative approach with a path analysis research design. The research sample was all students of grade 8B and 9B, total of 58 students. The instruments used were questionnaire, written test, oral test and documentation. All analyzes were conducted utilizing SPSS (Statistical Product and Service Solution) application Version 21.0. The results showed that of the eight hypotheses that researchers proposed, only two hypotheses showed a significant influence. The remaining six hypotheses show insignificant influence. Two hypotheses that show a significant influence are Self-efficacy on Self-Regulated Learning at 55.7% and Self Efficacy on the ability to memorize the Qur’an by 29.6%.

Keywords: Intelligence quotient, self-efficacy, self-regulated learning, memorizing the Qur’an.
Introduction

Al-Qur’an is an important foundation in the world of Islamic education as said by Ibn Khaldun in the *Muqaddimah* book, al-Qur’an education is the foundation of the entire educational curriculum in the Islamic world, because the al-Qur’an is a symbol of religion that is able to strengthen faith and strengthen faith.

Intellectual intelligence (IQ) is closely related to the ability to memorize someone. Intellectual intelligence (IQ) refers to an ability to understand and solve mental problems quickly, the ability to remember, high creativity and imagination that develops. Some studies prove the relationship and influence between intellectual intelligence (IQ) on the ability to memorize the Qur’an. The research was conducted among others by Uswatun Umi Hanifah of 40 students who took part in the Tahfidz extracurricular activity at SMK Muhammadiyah 5 Karanganyar, in addition to the research conducted by the Musyaiyah on the students of Pondok Tahfidz Yanbu’ul Qur’an Kudus.¹

In addition to intellectual intelligence factors, factors that influence the quality of memorization, according to Putra and Issetyadi, originate from internal and external factors. Internal factors include: (a) emotional conditions, (b) beliefs, (c) habits, and (d) how to process stimuli. External factors, including: (a) learning environment, and (b) body nutrition. Among these factors, self-efficacy is an important factor influencing memorization success. Students with high self-efficacy can reach extraordinary levels in part because they are involved in cognitive processes that enhance learning, such as paying attention, organizing, elaborating, and so on.²

Zimmerman and Martinez-Pons show that self-efficacy and self-regulated learning are highly correlated. Self-regulated learning is a regulation of one’s own cognitive processes so that learning is more successful. In summary, the relationship between self-efficacy and self-regulated learning shows that individuals with low self-efficacy do not use self-regulated learning strategies as much as individuals with high self-efficacy. Individuals with high self-efficacy for a particular

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² Yovan P. Putra and Bayu Issetyadi, *Lejitian Memori 1000%* (Jakarta: Elex Media Komputindo, 2010), 16.
topic believe in their own ability to complete tasks, find the right answers, achieve goals, and often outperform their peers. When individuals possess or maintain self-efficacy in certain lessons or skills, the process of self-regulation is created and maintained.³

Self-regulation is very important in supporting the success of memorizing the Qur’an. A person who memorizes the Qur’an must be able to make the best use of his time and sort out when he has to memorize and when he has to do other activities.⁴

According to Zimmerman, knowledge, which is an element in crystallized intelligence, is thought to influence individuals in conducting self-regulated learning. The more and more diverse knowledge individuals have, the more they will encourage self-regulated learning. When individual innate factors (fluid intelligence) in the form of analytical abilities and abstract reasoning in adaptation have crystallized because of the influence of previous experience, it will form intelligence in general that can influence individuals to do self-regulated learning.⁵

The researcher used a combination of several theories, namely the theory of Zimmerman Martinez Pons, Bandura, Ahsin W. Al-Hafidz, Alwisol and others. The use of these various theories or commonly called meta-theory, deliberately selects researchers as a tool for researchers to achieve a deeper understanding of existing theories.

One of the institutions/madrasa that organizes the Tahfidz Al-Qur’an class program as the flagship program is MTs Sunan Ampel Semanding, the Most Pare. This Tahfidz superior class is intended for students who want to explore the Qur’an in the field of memorization with a target of at least 6 juz. This program is implemented in the 2014-2015 school year and only has one alumni. However, in practice, 65% of students can exceed the 6 juz standard by the end of grade 9.

Achievement of memorization that is able to exceed the target set by this madrasa then encourages the writer to know the factors that influence the ability to memorize students. Among the factors

⁴ Ahsin W. Al Hafidz, Bimbingan Praktis Menghafal Al-Qur’an (Jakarta: Bumi Aksara, 2005), 56.
that the authors want to test are the influence of IQ, Self-efficacy and Self-Regulated Learning on the ability to memorize the Qur’an.

This research uses a quantitative approach with a path analysis research design. Path analysis is an extension of multiple linear regression analysis, or path analysis is the use of regression analysis to estimate the causality relationships between variables that have been predetermined based on theory.\(^6\)

Path analysis is used to describe and test the model of relationships between variables in the form of cause and effect (not the form of interactive/reciprocal relationships). Thus, in the model of the relationship between these variables, there are independent variables, which in this case are called exogenous variables, and the dependent variable called endogenous variables. Through this path analysis will be found which path is the most appropriate and brief of an independent variable to the last dependent variable.\(^7\)

Exogenous variables/independent variables in this study are Intellectual Intelligence (X1). Dependent/endogenous variables are the ability to memorize the Qur’an, self-efficacy, and self-regulated learning. Intervening variables in this study are Self-Regulated learning and self-efficacy. The study population was students of the Tahfidz class program at MTs Sunan Ampel Semanding Terek Pare, including classes 8B and 9B totalling 58 students. The determination of the sample in this study uses a saturated sampling technique, in which all members of the population become the study sample. The 58 students consisted of 36 8B grade students and 22 9B grade students.

In this study, the data analysis technique used to find the relationship between variable X1 (intellectual intelligence), variable X2 (self-efficacy) and variable X3 (Self-Regulated learning) with Y variable (the ability to memorize al-Qur’an) is to use path analysis or path analysis using SPSS 21.0.

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Model Conceptual relationship among IQ (X1), Self-efficacy (X2) and Self-Regulated Learning (X3) to the ability to memorize Qur’an (Y)

From the pathway model above, a relationship can be proposed based on the theory that in addition to Self-Regulated learning (X3), IQ (X1) and self-efficacy (X2) it also has a direct relationship with the ability to memorize the Qur’an (Y). However, IQ and self-efficacy also have an indirect relationship to the ability to memorize the Qur’an, namely through self-regulated learning first and then to the ability to memorize.

The total effect of the relationship from each IQ or self-efficacy variable to the ability to memorize is the same as the direct effect of IQ/self-efficacy to the ability to memorize (path coefficient/py1/py2 regression) plus the indirect effect, namely the path coefficient from IQ/self-efficacy to Self-Regulated learning (path coefficient/regression p31/p32) multiplied by the path coefficient from Self-Regulated learning to the ability to memorize the Qur’an (path coefficient/regression py3). Then in each dependent variable, there is a value “e” with an arrow symbol pointing to the variable, which serves to explain the amount of variance that cannot be explained (unexplained variance) by that variable. The value of the variance can be calculated by the formula e=(1-R²)². Meanwhile, the magnitude of the path coefficient is equal to the standardized regression coefficient.⁸

The above explanation can be operationalized by forming its structural equation, which is a regression equation that shows the hypothesized relationship. The equation is mathematical, namely:

Overview of Intellectual Intelligence (IQ)

Intelligence is essentially a skill that contains a variety of abilities, can be the ability to think, remember, understand something, adjust to new things and so on. So intelligence is a general concept of an individual’s ability to learn and survive, which is characterized by the ability to learn, the ability to think abstractly, and the ability to solve problems. Intelligence is an innate human ability, where intelligence functions to determine the goals, strategies, steps used to achieve a desire from someone. In general, intelligence can be understood as the ability to adapt to new situations quickly and effectively, and the ability to understand relationships and learn quickly.\(^9\) The level of intelligence or IQ (Intelligence Quotient) is a measure or level of intelligence or intelligence ability of a person determined based on the results of intelligence tests.\(^{10}\)

Based on experience, there are no clear indicators and measurement tools for measuring or assessing the intelligence of every individual, except for intellectual intelligence or IQ, in this context, there is a test commonly called a psychological test to find out a person’s IQ level, but the test also cannot absolutely be stated as one of his identity because a person’s intellectual level can always change based on mental age and chronological age.\(^{11}\)

IQ indicators include:
1. Mathematical ability,
2. The ability to imagine space,
3. The ability to look around in harmony or as a whole,
4. The ability to recognize, connect and arrange words and look for relationships between one word and another,
5. Has a pretty good memory.\(^{12}\)

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\(^9\) Ibid., 60.
\(^{12}\) Ibid.
According to data obtained by Terman and Merrill in 1937. The data came from 3184 subjects who were used to standardize the Stanford revised Binet IQ test. In full, the percentage distribution as follows.

Table 1.
IQ Distribution for the 1937 Binet Test Standardization Group

<table>
<thead>
<tr>
<th>IQ</th>
<th>Percentage</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>160 – 169</td>
<td>0,03</td>
<td>very Superior</td>
</tr>
<tr>
<td>150 – 159</td>
<td>0,20</td>
<td></td>
</tr>
<tr>
<td>140 – 149</td>
<td>1,10</td>
<td>Superior</td>
</tr>
<tr>
<td>130 – 139</td>
<td>3,10</td>
<td></td>
</tr>
<tr>
<td>120 – 129</td>
<td>8,20</td>
<td></td>
</tr>
<tr>
<td>110 – 119</td>
<td>18,10</td>
<td>High average</td>
</tr>
<tr>
<td>100 – 109</td>
<td>23,50</td>
<td>average/ Normal</td>
</tr>
<tr>
<td>90 – 99</td>
<td>23,00</td>
<td></td>
</tr>
<tr>
<td>80 – 89</td>
<td>14,50</td>
<td>Low average</td>
</tr>
<tr>
<td>70 – 79</td>
<td>5,60</td>
<td>Low limit</td>
</tr>
<tr>
<td>60 – 69</td>
<td>2,00</td>
<td>Mentally weak</td>
</tr>
<tr>
<td>50 – 59</td>
<td>0,40</td>
<td></td>
</tr>
<tr>
<td>40 – 49</td>
<td>0,20</td>
<td></td>
</tr>
<tr>
<td>30 – 39</td>
<td>0,03</td>
<td></td>
</tr>
</tbody>
</table>

**Review of Self-efficacy**

In Bandura’s social cognitive theory, the term self-efficacy is known that affects the choice of activities, one’s efforts in completing the tasks at hand. In learning activities, self-efficacy makes students choose to work or avoid a learning activity.

The definition of self-efficacy, according to psychologists, is:
1. Jeanne Ellis Ormrod states that self-efficacy is “the belief that someone is able to carry out certain behaviours or achieve certain goals.”

2. According to Albert Bandura in Robert A. Baron & Donn Byrne, self-efficacy is an evaluation of someone’s ability or competence to perform a task, achieve goals or overcome obstacles.

3. Alwisol, in his book entitled personality psychology states that efficacy is “self-assessment, whether it can do good or bad actions, right or wrong, can or cannot do as required.”

Based on the opinions above, the researcher concludes that self-efficacy is a person’s assessment of his ability to deal with his tasks.

The indicator of self-efficacy refers to the dimension of self-efficacy. Maddux quoted Bandura’s opinion that self-efficacy included three dimensions, namely:

1. Magnitude, the magnitude of self-efficacy in the behavioral hierarchy, refers to a person’s belief in his ability to solve a variety of difficulties encountered, ranging from easy difficulty levels to high levels of difficulty.

2. Strength, the power of self-efficacy, refers to the firmness of one’s beliefs in carrying out certain behaviours. This is very closely related to someone’s persistence in facing any obstacles.

3. Generality, the generality of self-efficacy, includes the extent to which experiences of success or failure affect one’s efficacy on certain behaviours, or also on other behaviours and contexts that are similar to them.

By adapting the various theories that have been described above, according to the author, for the dimension of magnitude, using the indicator of belief is able to solve the memorization of the Qur’an with varying degrees of difficulty. The belief in one’s ability to face obstacles and difficulties during the process of memorizing the Qur’an is used to represent the strength dimension. As for the

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14 Robert A. Baron and Donn Byrne, *Psikologi Sosial*, Terj. Ratna Djuwita (Jakarta: Erlangga, 2003), 183.
dimension of generality, the authors use an indicator of the belief that
the self is able to finish memorizing the Qur’an in a variety of
situations and conditions.

**Discussion on Self-Regulated Learning**

Cognitive experts, as well as cognitive psychology, are
beginning to realize that to become truly effective learners, students
must be involved in a number of self-regulated activities. In reality,
not only do students have to regulate their own behaviour, but they
must also regulate their own mental processes. Self-regulated learning
(self-regulated learning) is “the regulation of one’s own cognitive
processes so that learning is more successful.”

Bandura defines self-regulated learning as a condition where
individuals who learn as controllers of their own learning activities,
monitor motivation, academic goals, manage human resources and
objects, as well as behaviour in the decision-making process and
implementing in the learning process.

In the context of quantitative research, indicators are absolutely
necessary in order to develop valid and reliable instruments. To the
author’s knowledge so far, the indicators used in research on self-
regulated learning mostly refer to the concepts of dimensions in self-
regulated learning. The dimensions in Self-Regulated learning are
motivation, method, performance results, and environmental or social
conditions.

**Research Instrument**

There are several types of instruments used in this study,
namely:

1. **IQ Test**

IQ test instruments sourced from a book entitled
“Psychological Tests (Understanding and Improving Self-Potential
and Thinking Logic for TNI, Police, BUMN/BUMD, Students,
CPNS and General Tests” compiled by the Bandung Quantum
Psycho Team

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17 Ibid.
18 Siti Suminarti Fasikah and Siti Fatimah, “Self-Regulated Learning (SRL) dalam
Meningkatkan Prestasi Akademik Mahasiswa,” *Jurnal Ilmuah Psikologi Terapan* 1, no. 1
(2013): 144.
19 Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: Remaja
Rorsdakarya, 2003), 61.
2. Questionnaire

The questionnaire was used to obtain data about self-regulated learning and self-efficacy of students who memorized the Qur’an at MTs Sunan Ampel Pare.

Table 2.
Blueprint of Self-Regulated Learning Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>ITEM</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Total item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Motivation</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Method</td>
<td></td>
<td>6, 7, 9, 10, 11, 12, 14</td>
<td>8, 13</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>Achievement performance</td>
<td></td>
<td>16, 17, 23</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Environment and social condition</td>
<td></td>
<td>18, 19, 21, 20, 22</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

Table 3.
Blueprint of Self-efficacy

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>ITEM</th>
<th>Favorable</th>
<th>Unfavorable</th>
<th>Total item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The belief is able to complete a variety of tasks with varying degrees of difficulty (Magnitude)</td>
<td>1, 24</td>
<td>1, 24</td>
<td>8, 17</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Confidence in one's ability to deal with obstacles and difficulties (strength)</td>
<td>2, 3, 5, 7, 20, 25, 26, 27</td>
<td>6, 12, 14, 18, 19, 13</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The belief that the self is able to complete the task in various situations and conditions (generality)</td>
<td>4, 12, 16, 22, 23, 21</td>
<td>10, 11, 9</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
3. Evaluation Sheets of the ability to memorize the Qur’an

The memorization ability test instrument of the Koran of students in the form of memorizing ability assessment sheet or monitoring table Binnadhor, with the grading assessment as follows:

Table 4.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to memorize</td>
<td>Tahfidh</td>
<td>4 = memorizing 0-1 times (very good)</td>
</tr>
<tr>
<td>Qur’an</td>
<td></td>
<td>3 = memorizing 2-3 times (good)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = memorizing 4-5 times (sufficient)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = memorizing above 5 times (insufficient)</td>
</tr>
<tr>
<td>Tajwid</td>
<td></td>
<td>4 = 90-99 (very good)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 = 80-89 (good)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = 70-79 (sufficient)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = 60-69 (insufficient)</td>
</tr>
<tr>
<td>Fashohah</td>
<td></td>
<td>4 = 90-99 (very good)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 = 80-89 (good)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = 70-79 (sufficient)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = 60-69 (insufficient)</td>
</tr>
</tbody>
</table>

The ability to memorize test is done by giving memorization letter assignments that have never been memorized by all respondents. Based on the advice of the coach of the Tahfidz class, students were given the task of memorizing QS. al-Qalam [68]: 1-15, the steps are as follows: a). The teacher performs recitation of the QS. Al-Qalam (68): 1-15 classically to students (first meeting); and b). The teacher asks students to deposit QS memorization. Al-Qalam [68]: 1-15 (second meeting).

Analysis of Inter Variables

The operationalization of path analysis is based on the path model of the relationship between variables and structural equations that have been formed in accordance with existing theories. In this
study there are two substructural equations in order to determine the path coefficient of each variable. After all path coefficients are known, proceed with calculating the magnitude of the indirect effect and the effect of total IQ and Self-efficacy on the ability to memorize the Qur’an.

1. **Structural Equation 1** \((X_2 = P_{21} + \varepsilon_1)\)

   ![](image)

   **Structural Equation 1**

   This equation positions Self-efficacy (\(X_2\)) as the dependent variable and IQ (\(X_1\)) as the independent variable. Linear regression performed with the help of SPSS produces the following data:

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
<td>F Change</td>
</tr>
<tr>
<td>1</td>
<td>.155(^a)</td>
<td>.024</td>
<td>.007</td>
<td>8.756</td>
<td>.024</td>
<td>1.381</td>
</tr>
<tr>
<td>2</td>
<td>.000(^b)</td>
<td>.000</td>
<td>.000</td>
<td>8.786</td>
<td>-.024</td>
<td>1.381</td>
</tr>
</tbody>
</table>

   a. Predictors: (Constant), IQ  
   b. Predictor: (constant)

   It appears that the correlation coefficient (R) of 0.155 and the coefficient of determination (R\(^2\)) of 0.024, with sig. 0.245 > 0.05, then Ho is accepted. This implies that the conclusions from this sample cannot be generalized to the population. Thus, the IQ variable does not affect the self-efficacy variable. error \((\varepsilon) = 1 - R^2 = 1 - 0.024 = 0.976. Next:

   **Anova**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regress sion</td>
<td>105.906</td>
<td>1</td>
<td>105.906</td>
<td>1.381</td>
<td>.245(^b)</td>
</tr>
<tr>
<td>Residual</td>
<td>4293.680</td>
<td>56</td>
<td>76.673</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4399.586</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the results of the analysis in the above table, obtained $F_0 = 1.381; \, \text{db}1 = 1; \, \text{db}2 = 56$, $p$-value $= 0.245 > 0.05$ or $H_0$ is accepted. It can be concluded that the IQ variable cannot be used to predict the self-efficacy variable. Thus, the IQ variable does not affect the self-efficacy variable.

### Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>58.575</td>
<td>15.954</td>
<td>3.672</td>
</tr>
<tr>
<td></td>
<td>IQ</td>
<td>.167</td>
<td>.142</td>
<td>1.175</td>
</tr>
<tr>
<td>2</td>
<td>(Constant)</td>
<td>77.276</td>
<td>1.154</td>
<td>66.98</td>
</tr>
</tbody>
</table>

1. **Dependent Variable: Self-efficacy**

   Based on the results of the SPSS analysis in the above table, the path coefficient is obtained in the Beta column (standardized coefficient), namely the path coefficient $X_1$ to $X_2$ ($P_{21}$) $= 0.155$. The hypothesis to be tested is:

   - $H_0: \gamma_{21} \leq 0$
   - $H_1: \gamma_{21} > 0$

   From the coefficient table, the value is $1.175$ and $p$-value $= 0.245/2 = 0.1225 > 0.05$ or $H_0$ is accepted. Thus, the IQ variable does not significantly influence the self-efficacy variable, or in other words the level of self-efficacy of students is not determined by the level of IQ.

   From this analysis, it appears that the path coefficient ($P_{21}$) is not significant, so the model needs to be improved by removing $X_1$ from the model (trimming).
2. **Structural Equation 2** ($X3=PX3X1 + PX3X2 + \varepsilon2$)

This equation positions Self-Regulated Learning ($X3$) as the dependent variable, while IQ ($X1$) and Self-efficacy ($X2$) occupy the position of the independent variable. The linear regression performed with the help of the SPSS program produces the following data:

Table 6.
Substructural Equation Test 2

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Self-efficacy, IQ
b. Predictors: (Constant), Self-efficacy

It appears that the coefficient of determination for model 1 ($R2$) is 0.312 and model 2 ($R2$) is 0.310. So that the model error 2, error ($\varepsilon$) = 1 - $R2 = 1 - 0.310 = 0.69$

**Anova**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1202.975</td>
<td>2</td>
<td>601.487</td>
<td>12.487</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2649.370</td>
<td>55</td>
<td>48.170</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3852.345</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Regression</td>
<td>1194.216</td>
<td>1</td>
<td>1194.216</td>
<td>25.159</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>2658.129</td>
<td>56</td>
<td>47.467</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3852.345</td>
<td>57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Self-Regulated
b. Predictors: (Constant), Self-efficacy, IQ  
c. Predictors: (Constant), Self-efficacy

Based on the analysis results in the table above, it was found that model 1, \( F_0 = 12,487; \) \( df_1 = 2; \) \( df_2 = 55, \) p-value = 0,000 <0.05 or Ho is rejected, as well as for model 2: \( F_0 = 25.159, df_1 = 1; \) \( df_2 = 56, \) p-value = 0,000 <0.05 or Ho is rejected. Thus, simultaneously both model 1 and model 2, the variable IQ (X1) and Self-efficacy (X2) affect the variable Self-Regulated Learning (X3). Next:

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>36.194</td>
<td>14.085</td>
<td></td>
<td>2.570</td>
</tr>
<tr>
<td>1 IQ</td>
<td>-.049</td>
<td>.114</td>
<td>-.048</td>
<td>-.426</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.528</td>
<td>.106</td>
<td>.564</td>
<td>4.985</td>
</tr>
<tr>
<td>(Constant)</td>
<td>31.291</td>
<td>8.077</td>
<td></td>
<td>3.874</td>
</tr>
<tr>
<td>2 Self-efficacy</td>
<td>.521</td>
<td>.104</td>
<td>.557</td>
<td>5.016</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Self-Regulated Learning

By using the backward method, two data processing models are obtained, namely model 1 and model 2. The path coefficient will be indicated by the Standardized Coefficients (Beta) column. The hypothesis to be tested is:

Ho: \( \gamma_{21} \leq 0 \) and Ho: \( \beta_{21} \leq 0 

H1: \( \gamma_{21} > 0 \) \( H1: \beta_{21} > 0 

From the Coefficients table in model 1, obtained in succession:

1. \( P_{31} = -0.048; \) \( t_0 = -0.426, \) p-value = 0.671/2 = 0.335> 0.05, or Ho is accepted, which means there is no effect of IQ (X1) on Self-Regulated Learning (X3).

2. \( P_{32} = 0.564; \) \( t_0 = 4.985, \) p-value = 0,000 <0.05, or Ho is rejected, which means Self-efficacy (X2) has a positive direct effect on Self-Regulated Learning (X3).

From this analysis it appears that the path coefficient (P31) is not significant, so the model needs to be improved by removing X1 from the model (trimming), the results of which can be directly obtained or read in the Coefficients table of model 2. So that the path coefficient after trimming is \( P_{32} = 0.557, \) with \( t_0 = 5.016, \) p-value = 0,000 <0.05, or Ho is rejected. Thus, after trimming Self-efficacy (X2) has a positive direct effect on Self-Regulated Learning (X3).
3. **Structural Equation 3** ($Y = PYX1 + PYX2 + PYX3 + \epsilon3$)

This equation positions the ability to memorize the Qur’an ($Y$) as the dependent variable, while IQ ($X1$), Self-efficacy ($X2$) and Self-Regulated Learning ($X3$) occupy the position of the independent variable. The linear regression performed with the help of the SPSS program produces the following data:

Table 7

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R Square Change</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>F Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>df1</td>
</tr>
<tr>
<td>1</td>
<td>.345&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.119</td>
<td>.070</td>
<td>2.303</td>
<td>.119</td>
</tr>
<tr>
<td>2</td>
<td>.326&lt;sup&gt;b&lt;/sup&gt;</td>
<td>.106</td>
<td>.074</td>
<td>2.298</td>
<td>-.013</td>
</tr>
<tr>
<td>3</td>
<td>.296&lt;sup&gt;c&lt;/sup&gt;</td>
<td>.088</td>
<td>.071</td>
<td>2.301</td>
<td>-.019</td>
</tr>
</tbody>
</table>

- a. Predictors: (Constant), Self-Regulated Learning, IQ, Self-efficacy
- b. Predictors: (Constant), IQ, Self-efficacy
- c. Predictors: (Constant), Self-efficacy

It appears that the coefficient of determination for model 1 ($R2$) is 0.119 sig. 0.076 > 0. error ($\epsilon$) = 1 - $R2$ = 1 - 0.119 = 0.881.
The Influence of Intelligence Quotient (IQ)

Anova

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>38.587</td>
<td>3</td>
<td>12.862</td>
<td>2.426</td>
<td>.076b</td>
</tr>
<tr>
<td>1 Residual</td>
<td>286.309</td>
<td>54</td>
<td>5.302</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>324.897</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression</td>
<td>34.464</td>
<td>2</td>
<td>17.232</td>
<td>3.263</td>
<td>.046c</td>
</tr>
<tr>
<td>2 Residual</td>
<td>290.433</td>
<td>55</td>
<td>5.281</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>324.897</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression</td>
<td>28.450</td>
<td>1</td>
<td>28.450</td>
<td>5.374</td>
<td>.024d</td>
</tr>
<tr>
<td>3 Residual</td>
<td>296.446</td>
<td>56</td>
<td>5.294</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>324.897</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Kemampuan Menghafal
b. Predictors: (Constant), Self-Regulated Learning, IQ, Self-efficacy
c. Predictors: (Constant), IQ, Self-efficacy
d. Predictors: (Constant), Self-efficacy

Based on the analysis results in the table above, it was found that model 1, $F_0 = 2.426$; $df_1 = 3$; $df_2 = 54$, p-value $= 0.076 > 0.05$ or Ho accepted For model 2: $F_0 = 3.263$, $df_1 = 2$; $df_2 = 55$, p-value $= 0.046 < 0.05$ or Ho is rejected, likewise for model 3: $F_0 = 5.374$, $df_1 = 1$; $df_2 = 56$, p-value $= 0.024 < 0.05$. Thus, in model 1, the variables IQ (X1), Self-efficacy (X2) and Self-Regulated Learning (X3) do not affect the ability to memorize the Qur’an (Y). But in models 2 and 3, the variables IQ (X1) and Self-efficacy (X2) affect the ability to memorize the Qur’an (Y). Next:

Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>-3.566</td>
<td>4.946</td>
<td></td>
<td>-.721</td>
</tr>
<tr>
<td>1 IQ</td>
<td>.042</td>
<td>.038</td>
<td>.144</td>
<td>1.114</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.054</td>
<td>.042</td>
<td>.198</td>
<td>1.270</td>
</tr>
<tr>
<td>Self-Regulated Learning (Constant)</td>
<td>.039</td>
<td>.045</td>
<td>.136</td>
<td>.882</td>
</tr>
<tr>
<td>2 IQ</td>
<td>.040</td>
<td>.038</td>
<td>.138</td>
<td>1.067</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.075</td>
<td>.035</td>
<td>.275</td>
<td>2.127</td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.924</td>
<td>2.697</td>
<td></td>
<td>.713</td>
</tr>
<tr>
<td>3 Self-efficacy</td>
<td>.080</td>
<td>.035</td>
<td>.296</td>
<td>2.318</td>
</tr>
</tbody>
</table>
a. Dependent Variable: Kemampuan Menghafal

By using the backward method, the path coefficient obtained is indicated by the column standardized coefficients (Beta). The hypothesis to be tested is:
1) Ho: \( \gamma y_1 \leq 0 \) 2) Ho: \( \beta y_2 \leq 0 \) 3) Ho: \( \beta y_3 \leq 0 \)
\( H_1: \gamma y_1 > 0 \) \( H_1: \beta y_2 > 0 \) \( H_1: \beta y_2 > 0 \)

From the coefficient table in model 1 obtained in succession:
1. \( Py_1 = 0.144; \) to = 1.144, p-value = 0.270/2 = 0.135> 0.05, or Ho is accepted, which means there is no effect of IQ (X1) on the Ability to Memorize the Qur’an (Y).
2. \( Py_2 = 0.198; \) to = 1.270, p-value = 0.209/2 = 0.104> 0.05, or Ho is accepted, which means there is no effect of Self-efficacy (X2) on the Ability to Memorize the Qur’an (Y).
3. \( Py_3 = 0.136; \) to = 0.882, p-value = 0.382/2 = 0.191> 0.05, or Ho is accepted, which means there is no effect of Self-Regulated Learning (X3) on the Ability to Memorize the Qur’an (Y).

From this analysis it appears that the path coefficient (Py3) is not significant, so the model needs to be improved by removing X3 from the model (trimming), the results of which can be directly obtained or read in the Coefficients table of model 2. So that the path coefficient after trimming is obtained consecutively:
1. \( Py_1 = 0.138, \) to = 1.067, p-value = 0.291/2 = 0.145> 0.05, or Ho is accepted, which means there is no effect of IQ (X1) on the Ability to Memorize the Qur’an (Y).
2. \( Py_2 = 0.275; \) to = 2.127, p-value = 0.038/2 = 0.019 <0.05, or Ho is rejected, which means Self-efficacy (X2) has a positive direct effect on the ability to memorize the Qur’an (Y).

Then, the model needs to be improved again by removing X1 from the model (trimming), the results of which can be directly obtained or read in the Coefficients table of model 3. So that the path coefficient after trimming is \( Py_2 = 0.296, \) with to = 2.318, p-value = 0.024/2 = 0.012 <0.05, or Ho is rejected. Thus, after trimming Self-efficacy (X2) has a positive direct effect on the ability to memorize the Qur’an (Y).

Table 8.

Summary of Hypothesis Testing Results with SPSS

<table>
<thead>
<tr>
<th>Direct effect among variables</th>
<th>Path coefficient Jalur (P)</th>
<th>SD)</th>
<th>Calculated t</th>
<th>p-value</th>
<th>conclusion</th>
</tr>
</thead>
</table>

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The Influence of Intelligence Quotient (IQ) Has No Effect on Student’s Self-efficacy in Memorizing the Qur’an in the Tahfidh Class of MTs Sunan Ampel Semanding Pare

Based on the analysis that has been done in the first hypothesis test, obtained calculated t of 1.175 which turned out to be smaller than t table: 0.05; 56 amounted to 2.003, with a significance of 0.245 > 0.05. Thus, there is no significant effect of intellectual intelligence (IQ) on students’ self-efficacy in memorizing the Qur’an at MTs Sunan Ampel.

This finding refutes a combination of Walter B. Kolesnik and Alwisol’s theories regarding the relationship between IQ and students’ self-efficacy. Where Walter B. Kolesnik says that there is a high correlation between IQ and the achievements he gets, where IQ has a correlation to a person’s ability to capture, so that he will more easily accept and understand the subject matter so that he will definitely get a good achievement as well. That good achievement is one of the factors that influence self-efficacy, Alwisol calls it (performance accomplishment). Good (past) performance increases expectations of efficacy. The refutation of the theory, can be caused by the factors below:

First, the majority of MTs Sunan Ampel students live in a religious and Islamic life. The lessons they get are mostly cottage lessons, which discuss classical books with the translation method using Arabic Pegon. When they are dealing with IQ problems that are
mathematical and analytical, this is a problem that they rarely encounter that affects their ability to answer questions.

Second, students who have high intellectual intelligence may not necessarily have good self-efficacy. A lot happens around us, students with high IQs are actually unable to control themselves. They are tempted to do things that are not useful, thus hampering the learning process. In addition, many children are smart but lack patience, are less tenacious, less diligent and lack istiqomah. Though these things are the key to success in every job. Zaki Zamani and Muhammad Syukron Maksum revealed the key to success in memorizing the Qur’an, including being diligent and diligent, tenacious and painstaking, patient and istiqomah in adding and repeating memorization. The attitudes above, can only be realized if the memorizer has good self-efficacy, namely a strong belief in his ability to achieve goals.

Intellectual Intelligence (IQ) Has No Effect on Self-Regulated Learning in Memorizing the Qur’an of Tahfidh Class Students in MTs Sunan Ampel Pare

Based on the analysis done in hypothesis 2, calculated $t$ of -0.426 which turned out to be smaller than $t$ table: 0.05; 56 amounted to 2.003, with a significance of $0.671 > 0.05$. The price of $t$ arithmetic shows a negative number, meaning there is a negative correlation between IQ and Self-Regulated learning. The higher the IQ, the lower the students’ Self-Regulated Learning and vice versa. However, this result is not significant. Thus, there is no significant effect of IQ on students’ Self-Regulated Learning in memorizing the Qur’an at MTs Sunan Ampel.

The test results above once again break the theory of the relationship between high and low IQ with Self-Regulated learning/self-regulation in learning. This theory is taken from Zimmerman’s opinion, that among the factors that influence self-regulated learning, one of them is an individual factor. Intellectual Intelligence (IQ) is one aspect in an individual that is reflected in the ability of metacognition and memory. So it is clear that this shows that theoretically IQ influences self-regulated learning. Students who

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have high IQs, the better the metacology, thus the better self-regulated learning of students.

But the reality of tahfidz class students shows that IQ and Self-Regulated learning have no significant effect. According to the author’s analysis, this is caused by:

1. The majority of MTs Sunan Ampel students live in a religious and Islamic life. The lessons they get are mostly cottage lessons, which discuss classical books with the translation method using Arabic Pegon. When they are dealing with IQ problems that are mathematical and analytical, this is a problem that they rarely encounter that affects their ability to answer questions.

2. The schedule of students in the cottage is already full, plus the schedule at school. So students do not have enough space and time to do self-regulated learning/self-regulation in learning.

3. Students with high IQs may not necessarily have good Self-Regulated Learning. This is because Self-Regulated Learning involves regulating mental behavior and processes, which are related to persistence in achieving goals.\(^{22}\) When a student has a high IQ, it is not certain he has persistence in achieving goals.

4. There are three core factors that influence one’s Self-Regulated Learning, namely individuals, behavior and environment.\(^{23}\) Where IQ is only one small part of the above factors, so IQ can be less influential on self-regulated learning, especially in the process of memorizing the Qur’an’s students.

Self-efficacy Affects the Self-Regulated Learning of Tahfidz Class Students in MTs Sunan Ampel Semanding Pare

Based on the analysis that has been done on the hypothesis 3 calculated t of 4.985 which turned out to be greater than t table: 0.05; 56 amounted to 2.003, with a significance of 0.000. In other words, students’ Self-Regulated learning is also influenced by their self-efficacy. The magnitude of the effect can be seen in the beta coefficient value, which is equal to 0.557 and significant at 0.000 (smaller than 0.05). This means that self-efficacy affects self-regulated learning by 55.7% and the remaining 44.3% is influenced by other factors outside the model.

\(^{22}\) Jeanne Ellis Ormrod, Psikologi Pendidikan, 39.
\(^{23}\) Nur Ghufron and Rini Risnawita S., Teori-Teori Psikologi, 63.
This reinforces the existing theories regarding the relationship between Self-efficacy and Self-Regulated Learning. Where according to Zimmerman and Martinez-Pons individuals with high self-efficacy for a particular topic believe in their own ability to complete tasks, find the right answers, achieve goals, and often outperform their friends. When individuals possess or maintain self-efficacy in certain lessons or skills, the process of self-regulation is created and maintained.24

That is, whether or not students’ self-regulated learning is determined by how strong their self-efficacy is. When his confidence is strong to achieve the goal, by itself he will make various efforts that lead to the achievement of goals and never give up, not even vice versa, avoiding certain tasks when facing difficulties.

It is undeniable that self-efficacy is not one of the factors that influence Self-Regulated learning, but there are also other factors. Self-efficacy is a factor from within the individual (internal), while factors from outside namely the environment also have an influence on self-regulated learning. When the environment is conducive/supportive then self-regulated learning will be carried out well.

Intellectual Intelligence (IQ) Has No Effect on the Ability to Memorize the Qur’an in Tahfīd Class Students at MTs Sunan Ampel Semanding Pare

Based on the analysis that has been done in hypothesis 3, calculated t is 1.067 which turns out to be smaller than t table: 0.05; 56 is 2.003, with a significance of 0.291 > 0.05. Thus, there is no significant effect of IQ on the ability to memorize students in MTs Sunan Ampel.

The ability to memorize the Qur’an includes the ability not only to memorize, but also must pay attention to aspects of Tajweed, namely the rules covering where the letters are issued (makhārij al-hurūf), the properties of letters (shifatul hurf), certain laws for letters (abkām al-hurūf), the length and length of a reading of the Koran (madd), and the law for determining the stopping or continuing of a reading (waqf). As well as paying attention to aspects of eloquence and manners by paying attention to the accuracy of stopping and starting

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reading in accordance with the law, and assessing readings performed in tartil by taking into account the beautiful voice.25

This implies that even though the student has a high IQ, but he recites in a hurry without regard to the length of the short or less fluent, then the ability to memorize the Qur’an cannot be said to be good, even though there is not a single letter missing in memorization.

Based on the results of assessing the ability to memorize Tahfidz class students at MTs Sunan Ampel Pare, the majority of students experienced a reduction in grades in recitation and fasāhah, because they were too hasty in memorizing so that the length was short and the makhārij al-hurūf were lacking.

In addition, according to Zakki Zamani and Muh. Syukron Maksum, Intelligence is not the only factor that influences one’s efforts in memorizing the Qur’an. There are still many factors that influence it, one of which is the seriousness of the person in memorization. Although he has a high level of intelligence. But he is lazy in memorizing and even tends to underestimate, it is not impossible that Allah will complicate his steps in memorization. Because basically every person is being tested by what God gave him. The intelligent is tested with his intelligence, whether he is serious in memorizing and remembering that what gives intelligence is Allah or not. And even the less clever are being tested. With the situation that befell him, whether he remains patient or not despair, or vice verss.26

Self-efficacy Affects the Ability to Memorize Al-Qur’an of Tahfidh Class Students in MTs Sunan Ampel Semanding Pare

Hypothesis testing results show calculated t of 2.318 which turned out to be greater than t table: 0.05; 56 at 2.003, with a significance of 0.024 <0.05 then Ho can be rejected. In other words, the ability to memorize the Qur’an is influenced by the efficacy of students. The magnitude of the effect can be seen in the beta coefficient value, which is equal to 0.296. This means that self-efficacy affects the ability to memorize the Qur’an by 29.6% and the remaining 70.4% is influenced by other factors outside the model.

26 Zakki Zamani and M. Syukron Maksum, Menghafal Al-Qur’an, 66.
The above findings reinforce the theory put forward by Putra and Issetyadi about the factors that influence the quality of memorization, then research conducted by Bandura, Eccles, Wigfield and Klassen which states that people with high self-efficacy learn more and have more achievement than those who self-efficacy is low even though they have the same level of intellectual ability. Thus self-efficacy affects one’s achievement, including in terms of memorizing the Qur’an.

Of course, self-efficacy is not the only factor influencing one’s success in memorizing the Qur’an, according to Zakki Zamani and Muh. Shukron Maksum, the key to success in memorizing the Qur’an is to be diligent and diligent, tenacious and painstaking, patient and istiqomah, balanced between repeating and adding to memorization, using one type of Manuscripts, concentrating, finding the right place and time, making targets and implementing them and muraja’ah memorized in prayer. In the opinion of the author, self-efficacy is included in the area of enterprising and diligent, tenacious and painstaking and patient and istiqomah in the face of difficulties in memorization.

Enthusiasm means diligent to increase the memorization of the Qur’an as well as to muraja’ah despite many obstacles and obstacles facing. Resilient in paying attention to the verses of the Qur’an that there are many similarities and painstaking in distinguishing it and repeating it until it reaches the correct memorization. Then patience is done in two ways. First, be patient to memorize, meaning not to rush to add to memorizing in a short time. Second, be patient if one day has difficulty in memorizing. Patience is closely related to istiqomah. Another prudence diligently. If diligence is a spirit that arises at a time, then istiqomah is the maintenance of that spirit so that it always lights up.

Self-Regulated Learning Has No Effect on the Ability to Memorize the Qur’an in Tahfîdh Class Students at MTs Sunan Ampel Semanding Pare

Hypothesis testing results show calculated of 0.882 which turned out to be smaller than t table: 0.05; 56 of 2.003, with a significance of 0.382 then Ho is accepted. Thus, there is no significant

28 Ibid., 38.
effect of Self-Regulated Learning on the ability to memorize students in MTs Sunan Ampel.

This finding refutes the theories that state there is a correlation between Self-Regulated learning and memorization ability. Namely according to Zaki Zamani and Muhammad Syukron Maksum, who stated management and time management, setting targets is very important in supporting the success of memorization.

Perhaps, self-regulated learning is not a very influential factor in the ability to memorize in schools/madrasas based on Islamic boarding schools, such as MTs Sunan Ampel. This is due to the time and target set by the boarding school and school, for example, anytime to memorize, memorize, muraja’ah and recitation of the Qur’an. So automatically students have made arrangements for themselves through tight scheduling from Islamic boarding schools or schools which if not obeyed will get a penalty/Ta’zir.

**Intellectual Intelligence (IQ) Does Not Influence the Ability to Memorize Al-Qur’an of Tahfidh Class Students in MTs Sunan Ampel Semanding Pare Through Self-Regulated Learning**

Hypothesis 2 has decided that there is no significant effect of IQ on students ‘Self-Regulated Learning, so also on hypothesis 6 it has been decided that Self-Regulated Learning has no effect on students’ ability to memorize the Qur’an. Thus IQ does not have a significant effect on the ability to memorize the Qur’an in students at Sunan Ampel Pare MTs through self-regulated learning as an intervening variable.

The results of testing this hypothesis automatically break the theory about the effect of IQ on self-regulated learning proposed by Zimmerman in Nur Ghuffron and Rini Risnawita. Then the influence of IQ on the ability to memorize the Qur’an according to Ahsin W. Al-Hafidh and Zakki Zamani and M. Syukron Maksum.

In memorizing the Qur’an, the process of repeating readings is required, a minimum of repeated reading up to ten times to get the mouth used to recite them. Someone who has a high IQ does not necessarily have the tenacity to do this repetition, so as a result many of the memorizers of the Qur’an get less than optimal results. Therefore, memorizing the Qur’an is divided into three groups, namely first, only memorizing in the mouth (reading), this group can sometimes read the memorization smoothly, but in his mind is not
imagined correctly where the verse he is reading is located. Secondly,
just memorizing the head (memory), different from the first group,
this group can imitate or follow if someone else reads the Qur’an
even though not all of it. But if he is told to read, he will experience
difficulties. Third, memorize in reading and memory, this group is
what everyone wants. A hafidh who belongs to this group will avoid
the mistakes made by the two previous groups. This condition will
continue until the memorization of the Qur’an that he has can enter
the recesses of the heart, which makes him so peaceful.\textsuperscript{29}

Self-efficacy Has No Effect on the Ability to Memorize the
Qur’an in Tahfidh Class Students at MTs Sunan Ampel
Semanding Pare Through Self-Regulated Learning

There is a significant direct effect of Self-efficacy on students’
Self-Regulated Learning, with a path coefficient of 0.557 (P32). However, in hypothesis 6 it has also been decided that Self-Regulated
Learning does not affect the ability to memorize the Qur’an’s
students. Thus, Ho is accepted, namely Self-efficacy does not affect
the ability to memorize the Qur’an through students’ self-regulated
learning as an intervening variable. But directly influential.

The results of this study have at least illustrated that IQ and
Self-Regulated Learning are less influential on the ability to memorize
al-Qur’an at the Tahfidz class students at MTs Sunan Ampel Pare.
While Self-efficacy has a significant effect on the ability to memorize
the Qur’an, which is equal to 29.6\%. This gives meaning that self-
efficacy can be used to predict the ability to memorize. In other
words, if self-efficacy in memorizing the Qur’an is improved, the
ability to memorize the Qur’an will also increase.

This finding is corroborated by Santrock’s description which
states that students with low self-efficacy in learning can avoid many
learning tasks, especially those that are challenging. Students with high
self-efficacy will face the learning task with great desire. Students with
high self-efficacy are more diligent in trying on learning tasks than
students with low self-efficacy.\textsuperscript{30}

Individuals who have high self-efficacy tend to do certain tasks,
even though those tasks are difficult. Students do not view the

\textsuperscript{29} Zakki Zamani and M. Syukron Maksum, \textit{Menghafal Al Qur’an.,} 48.
\textsuperscript{30} John W. Santrock, \textit{Psikologi Pendidikan,} trans. Tri Wibowo (Jakarta: Kencana,
2009), 216.
assignment as something that needs to be avoided. In addition, according to Bandura, individuals develop a deep interest and interest in an activity and are committed to achieving the desired goals. Individuals who have high self-efficacy consider failure as a result of lack of hard effort, knowledge and skills. They will increase their efforts to prevent failures that may arise. Those who fail in doing something, usually quickly get their self-efficacy back after the failure.

Individuals who have low self-efficacy do not think about how to deal well with difficult tasks. When faced with a difficult task they reduced their efforts and quickly gave up. They are also slow in fixing and getting their self-efficacy when facing failure.

**Conclusion**

Based on research that has been done, it can be concluded that intellectual intelligence (IQ) does not significantly influence students’ self-efficacy in memorizing the Qur’an in the Tahfidz class at MTs Sunan Ampel Pare. It is indicated by the price of calculated t of 1.175 which is smaller than ttable: 0.05; 56 of 2.003, and the significance of 0.245 (> 0.05). Intellectual Intelligence (IQ) also does not significantly influence students’ Self-Regulated Learning in memorizing the Qur’an in the Tahfidz class of MTs Sunan Ampel Pare. Shown by the t-value of -0.426 which turned out to be smaller than ttable: 0.05; 56 of 2.003, with a significance of 0.671 (> 0.05). In addition, intellectual intelligence (IQ) also does not affect the ability to memorize the Koran of students in the Tahfidz class at MTs Sunan Ampel Pare. Shown by the t value of 1.067 which turned out to be smaller than ttable: 0.05; 56 of 2.003, with a significance of 0.291 (> 0.05).

The results showed that intellectual intelligence (IQ) was not very significant influence. The most important thing is how students have good self-efficacy in undergoing the process of memorization to completion/khatam. students’ confidence is very influential in the success of their memorization. So that as far as possible the teacher must always provide a stimulus or motivation to foster a strong belief from within students that they are able to finish memorizing according to the specified time.

Based on several research findings that are based on a series of analyzes that have been conducted, the researcher recommends the teacher/instructor of the Tahfidz class, it is suggested to provide motivation regarding the success of Al-Qur’an memorizing figures on
the sidelines of learning to foster student self-efficacy. Another effort that can be done is giving rewards to students who have succeeded in memorizing more than their peers.

References


