



Correlation Between the Tahfiz Al-Qur'an Program and Students' Emotional Intelligence at MAS Muallimin UNIVA Medan

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Abstract: This study will investigate this relationship between the tahfiz and the students' emotional intelligence. Quantitative research and correlational methodology are used in this study. The research population consists of 97 students from Madrasah Aliyah Swasta Muallimin UNIVA Medan. Cluster random sampling was employed as the sampling method in this research. A questionnaire was used as the data collection method. The study data were examined using the t-test statistical method, the coefficient of determination test, and the Pearson product moment correlation. According to the study's findings, students at MAS Muallimin Univa Medan's emotional intelligence is significantly influenced by the tahfiz students. This is supported by the person correlation value of 0.620 and the sig value of $0.000 < 0.05$. The Tahfidz Al-Qur'an program makes a 38% contribution to the emotional intelligence of pupils. The results of the t test show that $t_{count} > t_{table}$ with $Sig = 0.000 < 0.05$. Using the formula $dk = n - k = 95$, the t_{count} is 7,712 and the t_{table} value is 1,985, with a significant level of 5%. The results of the study show a strong relationship between students' emotional intelligence and the Tahfidz Al-Qur'an curriculum. These findings are valuable for educators in developing impactful programs that enhance the overall quality of graduates in terms of intellectual capabilities, attitudes, and skills. Additionally, stakeholders can leverage the research to inform education policies and strive for outstanding graduates.

Abstrak: Penelitian ini akan menyelidiki hubungan antara tahfiz dan kecerdasan emosional siswa. Penelitian kuantitatif dan metodologi korelasional digunakan dalam penelitian ini. Populasi penelitian terdiri dari 97 siswa Madrasah Aliyah Swasta Muallimin UNIVA Medan. Cluster random sampling digunakan sebagai metode pengambilan sampel dalam penelitian ini. Kuesioner digunakan sebagai metode pengumpulan data. Data penelitian diperiksa dengan menggunakan metode statistik uji-t, uji koefisien determinasi, dan korelasi product moment Pearson. Berdasarkan temuan penelitian, kecerdasan emosional mahasiswa MAS Muallimin Univa Medan dipengaruhi secara signifikan oleh mahasiswa tahfiz. Hal ini didukung oleh nilai korelasi person sebesar 0,620 dan nilai sig sebesar $0,000 < 0,05$. Program Tahfidz Al-Qur'an memberikan kontribusi sebesar 38% terhadap kecerdasan emosional anak didik. Hasil uji t menunjukkan bahwa $t_{hitung} > t_{tabel}$ dengan $Sig = 0,000 <$

0,05). Dengan menggunakan rumus $dk = n-k = 95$ diperoleh thitung sebesar 7,712 dan nilai ttabel sebesar 1,985 dengan taraf signifikan 5%. Hasil penelitian menunjukkan hubungan yang kuat antara kecerdasan emosional siswa dengan kurikulum Tahfidz Al-Qur'an. Temuan ini berharga bagi pendidik dalam mengembangkan program berdampak yang meningkatkan kualitas lulusan secara keseluruhan dalam hal kemampuan intelektual, sikap, dan keterampilan. Selain itu, para pemangku kepentingan dapat memanfaatkan penelitian untuk menginformasikan kebijakan pendidikan dan mengupayakan lulusan yang berprestasi.

Keywords: *Tahfidz Al-Qur'an Program, Intelligence Emotional, Character Education, Religious education.*

INTRODUCTION

According to Smet et al. (2022), learning is the process of altering behavior as a result of encounters with the outside environment. Everyone will benefit from learning in the form of letters, numbers, symbols, compliments, or phrases that represent the accomplishments made by students over a certain period of time (Tio, 2021). According to Omojemite (2022), excellent graduates aren't just intellectually competent; they also have skills and social capabilities. Daniel Goleman (2002) made a similar observation, pointing out that intelligence emotional, although it accounted for only 20% of success in life, predicted success in life to a higher degree than intelligence intellectual. The capacity to identify, control, and express emotions in oneself and others, as well as the ability to inspire oneself, are all components of emotional intelligence (EQ) (Mayer et al., 1999; Yulisna et al., 2017).

According to Drigas & Papoutsi (2018), emotional intelligence is essential to everyone's wellbeing and has a big influence on how individuals respond in daily life. Examples of emotional intelligence include the ability to motivate oneself, control one's own emotions, and be able to regulate one's own emotions (Demina, 2016; Syaparuddin

& Elihami, 2020). It will be simpler for participants to make daily life decisions if they have intelligence, emotional possession, and education (Darmayanti & Salim, 2020). Someone with intelligence, emotional height, and the capacity to monitor and manage feelings and use them to inspire wise thinking and appropriate action. Someone with high intelligence and emotional intelligence is able to handle stressful situations in a calm and proactive manner and can demonstrate persistence, systematization, abstinence, and strong motivation (Kotsou et al., 2019; Nogaj, 2020). Conversely, a person with inadequate emotional intelligence will behave negatively (Petrides & Mavroveli, 2020). According to the findings of the Smith and Walden (1999), children that exhibit poor conduct will exhibit poor emotions, act fast on those emotions, and have little regard for other people's feelings. Increasing children's emotional intelligence is one way to stop them from misbehaving. Teachers can employ a number of ways to raise students' emotional intelligence, such as selecting techniques, models, and learning resources that can do so, as well as creating a variety of programs that can train students' emotions.

The goal of the Tahfidz Al-Qur'an program is to preserve the objectivity of the

Qur'an by providing exercises that make it simpler for someone to recall the Qur'an (Jamaluddin et al., 2020; Wiyarandi et al., 2020). According to Ahmad Lutfi, the goals of the Tahfidz Al-Qur'an program in schools are as follows: (i) students can master and recognize the importance of skills in memorizing the Qur'an; (ii) students are skilled in memorizing verses or texts from letters that are used as learning materials; and (iii) students can make the process of memorizing the Qur'an a habit so that they will read verses of the Qur'an repeatedly in their daily lives on various occasions. In particular, verse 22 of QS Al-Qamar, reads:

لَقَدْ آتَيْنَا الْقُرْآنَ لِلذِّكْرِ أَنْ يَذَكَّرَ

“And indeed we have made the Qur'an easy to remember. So is there anyone who will remember it?”
(Surah Al-Qamar/54:22)

People who memorize the Qur'an can affect their memory, which has a strong memory, making it easier to absorb the material presented during the learning process, therefore greatly determining the learning outcomes obtained (Almas & Machali, 2020; Ginanjar, 2017). Additionally, memorizing the Qur'an makes it simple to learn religious knowledge because when he runs into a problem, he will use the verses.

Along with academic success, the Al-Qur'an memorization program affects students' emotional intelligence (Fadriati, 2016; Syahbudin et al., 2019). Numerous studies have shown that the tahfis curriculum aids students in developing stronger emotional and mental self-control. According to Jariah's study (2019), individuals who regularly read the Qur'an contribute more than those who are emotionally or intellectually intelligent by 21.6%. According to Maulidiyah & Achadi's study from 2021, the three-times-a-day application

of the tahfiz program boosts participants' emotional and spiritual education.

Participant education should provide them with the skills they need to inspire others, form good connections with others, and understand their emotions. According to research by Ro'uf (2019), the Tahfiz Al-Qur'an curriculum enhanced pupils' emotional and intellectual growth by 28,9%. Numerous earlier studies have found a positive relationship between the Tahfiz Al-Quran curriculum and improved intelligence, emotional engagement, and education.

Previous Studies by (Ardwiyanti et al., 2021; Bali & Fatah, 2023; Rezyika & Alimni, 2023) have shown that the tahfiz Al-Qur'an program may improve students' reading ability of the Al-Qur'an. However, there isn't much research that has looked at how the Tahfiz Al-Qur'an program affects pupils' emotional intelligence. Rokim and Ni'mah (2022) studied the impact of memorizing the Al-Qur'an on the emotional intelligence of Santri in the Darul Amin Complex at PP Roudlotul Qur'an Tlogoanyar Lamongan, while Nafiah and Wahyuni (2023) investigated the impact of the program on the mathematical, logical, and emotional intelligence of students at MA Ma'ahid Kaliwungu Kudus.

However, emotional intelligence is essential for assisting kids in growing strong interpersonal relationships, healthy social skills, and the capacity to control their emotions and stress. No studies have looked at the relationship between Mas Muallimin Univa Medan students' emotional intelligence and the Tahfiz Al-Qur'an curriculum.

As a result, this research is significant because it attempts to address this gap by examining the relationship between the tahfiz Al-Qur'an program and the emotional intelligence of students at Mas Muallimin Univa Medan. This study could offer new insights into how the tahfiz Al-Qur'an

program can improve students' emotional intelligence and provide recommendations for developing a more effective and comprehensive program to promote students' overall development.

The preceding research and this study have one thing in common: they both look at the relationship between the Tahfiz Al-Qur'an program and students' emotional intelligence. The tahfiz Al-Qur'an curriculum has a good effect on pupils' Qur'an reading abilities, according to earlier study.

However, the research issue and setting of this study are different from those of the earlier ones. While prior research by Ardwiyananti et al. (2021); Bali & Fatah (2023); and Rezyika & Alimni (2023) concentrated particularly on students' capacity to read the Qur'an, your study at Mas Muallimin Univa Medan explicitly examines students' emotional intelligence. Additionally, the earlier research was done in many places, including MA Ma'ahid Kaliwungu Kudus and Kompleks Darul Amin in PP Roudlotul Qur'an Tlogoanyar Lamongan.

Based on the foregoing context, the goal of this study is to determine how the tahfiz program and the students' emotional intelligence at MAS UNIVA Medan are related.

METHOD

This study employs a quantitative methodology since the research data is presented as numerical data that is then statistically examined. While the style of study is correlational since the research sample is not treated, the relationship is causal in nature, meaning that there are both variables that influence and variables that are impacted.

The 97 research samples from MAS Muallimin UNIVA Medan were collected using the cluster random sampling approach.

This study was carried out between May 30 and June 23, 2022.

An emotional intelligence questionnaire was used as the data collection method. The evaluation of students' emotional growth comprised a total of 20 questionnaire statements. In addition to employing a questionnaire, everyday observations of students in the classroom are also used to assess students' emotional intelligence. scoring the survey using a Likert scale with five possible responses.

The t test, coefficient of determination test, and Pearson product moment correlation statistical test were used to analyze the study data. Finding the level of correlation between the independent and dependent variables is the aim of the Pearson product moment correlation test. The following criteria are used to determine the correlation coefficient between variables:

Table1. Correlation Coefficient Criteria

Interval Coefficient	Correlation Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Middle
0,60 – 0, 799	Strong
0,80 – 0,999	Very Strong
1,000	Perfect

The coefficient of determination test is also used to evaluate how strongly the proportional change in the dependent variable correlates with the change in the independent variable. The results of the determination test are shown by R squared (R^2), whose coefficient value varies from 0 to 1. A t test is used to examine the significance of the relationship between the variables x and y after the product moment correlation has been used to establish it.

However, before the correlation test, a preliminary test was performed to determine whether the data were normal. The Shapiro-Wilk test, with a 5% level of significance, was utilized in this study's

normality test. Analyzing quantitative data with the SPSS 25.0 computer application

variable, earlier tests like the normality test were carried out. The normality test was performed to see if the data used were regularly distributed. The results of the normality test are presented below:

RESULTS AND DISCUSSION

Results

Before the correlation test between the dependent variable and the independent

Table 2. Result of Test Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Tahfiz Program	.130	97	.197	.957	97	.203
Emotional Intelligence	.126	97	.174	.973	97	.186

According to Table 2, the data is normally distributed since its normality value is greater than 0.05. The t test, correlation, and determination tests are also employed for testing hypotheses.

Muallimin UNIVA Medan were two variables that were compared using a correlation test utilizing the Pearson correlation product moment. The results of the correlation test analysis are shown as follows:

The Tahfiz Al-Qu'an program and the emotional intelligence of students at MAS

Table 3. Result of Correlation Test

Correlations			
		Tahfiz Program	Emotional Intelligence
Tahfiz Program	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
	N	97	97
Emotional Intelligence	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	
	N	97	97

It was discovered that the two variables had a substantial link based on the information in the table above. A substantial connection between the Tahfidz Al-Qur'an program and the students' emotional intelligence was found, as evidenced by the sig value of $0.000 < 0.05$ and the person correlation value of 0.620.

The amount that the Tahfidz Al-Qur'an program (variable x) contributed to the students' emotional intelligence (variable y) was also assessed by the researchers using a determination test. The test's results are shown in the table below for analysis:

Table 4. Results of determination tests

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620 ^a	.385	.379	1.493

a. Predictors: (Constant), Program Tahfidz Al-Qur'an

Based on table 4, the R square (R^2) value is 0.385, indicating that the tahfidz Al-Qur'an program contributes 38% to students' emotional intelligence while 62% is impacted by factors other than the tahfidz Al-Qur'an program.

A t-test was also performed to assess how the Tahfiz Al-Qur'an program impacted students' emotional intelligence. The following table shows the findings of the t-test analysis:

Table 5. Result of t-test

Coefficients ^a						
Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig.	
		B	Std. Error			Beta
1	(Constant)	61.662	3.188		19.344	.000
	Tahfiz Program	.279	.036	.620	7.712	.000

a. Dependent Variable: Emotional Intelligence

The Tahfidz Al-Qur'an program has a positive effect on students' emotional intelligence, as shown by the t test results in Table 4, where the sig value is $0.000 < 0.05$, the tcount is 7.712, the ttable value is based on $dk = n - k = 97 - 2 = 95$, and the significant level of 5% is 1,985 ($t_{count} > t_{table}$).

Discussion

The results of the study demonstrate a strong correlation and positive impact between the Tahfiz program run by MAS UNIVA Medan and students' emotional intelligence. The correlation significant value and t-test use of 0.000 or less than 0.05 support this. According to the findings of the determination exam, the tahfiz program positively impacted students' emotional intelligence by 38%. Thus, it was determined that there was a connection between the Tahfiz program's implementation at MAS UNIVA Medan and students' emotional intelligence.

The findings of this study support the findings of many previous studies, such as Leksuwanakun et al. (2022), Puspitacandri et al. (2020), and Rayung and Ambotang, (2018), which discovered a strong association between

intellect and emotional quotient, showing that a high EQ would result in good performance. People who have emotional intelligence are capable of monitoring and managing their emotions and using them to motivate good deeds. Persistence, systematization, never giving up, and strong motivation are all traits of someone with high intelligence and emotional intelligence who can manage difficult events in a calm and proactive manner (Gottman et al., 1998; Gujral, 2013; Makkar & Basu, 2019).

All students at MAS Muallimin UNIVA Medan are required to participate in the Tahfidz Al-Qur'an Program, which assigns distinct memorizing goals for each level and requires daily execution. The more tahfidz Al-Qur'an, the higher the participants' emotional intelligence and ability to learn. According to studies by Syahbudin et al. (2019) and (Rahmayani et al. (2021), students who can do tahfid have strong emotional control skills. Therefore, the purpose of this study is to determine how the Tahfiz Al-Qur'an Program has affected the participants' intelligence,

emotions, and education at MAS Muallimin University of Medan.

According to Keswara (2017), the Qur'an tahfidz program's goals include memorizing 30 juz of the Qur'an, mastering sima'an (reading the Qur'an without bringing the Qur'an), and acting well—even being forced to act just like in the Qur'an. Thus, it may be argued that another goal of the tahfidz Al-Qur'an program is to mold students' personalities into moral people in line with the meaning of the tahfidz Al-Qur'an.

One of the many benefits and features of the Tahfidz Al-Qur'an program for individuals who memorize the Qur'an is an increase in emotional and mental intelligence. Every human action, reaction, and activity is always influenced by emotions. An emotionally intelligent person may see their own potential and put it to use in their personal and professional lives, for example, by using their talents in the workplace, in their career, in their education, in their personal lives, and in their pursuit of overall success (Deswita, 2016; Kant, 2019). According to research by Zhoc et al. (2018), students who have strong emotional intelligence can guide themselves, which results in superior academic and general development outcomes.

Along with having high emotional intelligence, students who have a lot of memorization will also benefit from increased memory and high focus levels while studying, which will help them comprehend and absorb material more easily and have an effect on their learning outcomes. Thus, it may be argued that there is a correlation between students' mental and psychological well-being and the amount of Qur'anic memorization. As

opposed to someone who has little memory, someone who memorizes the Qur'an more has a greater degree of mental health. Based on the preceding discussion, the researcher draws the conclusion that the tahfidz Al-Qur'an program has a strong correlation with and a favorable influence on students' emotional intelligence. As a result, this program must be continued in order to enhance students' character and produce Qur'an memorization experts.

CONCLUSION

The study's findings reveal a significant and positive correlation between the Tahfiz program implemented by MAS UNIVA Medan and students' emotional intelligence. The statistical analysis, with a correlation significance value and t-test result of 0.000 or less than 0.05, supports this relationship. Students who learn the Qur'an by heart will develop into better people, refrain from unkind and bad activities, and always remember Allah SWT. The emotional intelligence of students who are skilled at memorizing the Qur'an will increase. High emotional intelligence students should be capable of controlling their emotions, managing their emotions, and motivating themselves. Students' ability to make decisions in their daily lives will thus be facilitated by their emotional intelligence. The findings of this study have implications for teachers, learners, and other stakeholders. The findings of the study inspire students to memorize and study the Qur'an since it has many positive effects on life, including the development of emotional and spiritual intelligence. The findings of this study can serve as a guide for teachers in developing effective programs to raise the caliber of graduates, not only in terms of intellectual ability but also in terms of attitudes and skills.

Research findings are considered by stakeholders when formulating policy, particularly in the area of education to create top-notch graduates.

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