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THE APPLICATION OF CONSTRUCTIVISM LEARNING THEORY ON THE MOTIVATION AND QUALITY OF QUR'AN MEMORIZATION OF COLLEGE STUDENTS

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ABSTRACT

Education is an important part of the formation of qualified and competitive individuals. In the educational process, learning becomes the core that influences students to internalize the knowledge and skills taught. In an effort to improve the effectiveness of learning, learning theory becomes an important foundation to consider. One of them is constructivism learning theory. This study focuses on the effect of constructivism learning theory on motivation and memorization quality using quantitative research methods. According to Sugiyono, quantitative research methods can be understood as a research approach based on the principles of positivism and used to study certain populations or samples. The sampling technique used purposive sampling from a total population of 95 and the sample taken was 75 female students of the IAI Tazkia Hafidzpreneur program class of 2020. The results showed that constructivism learning has an effect on student learning motivation, as evidenced by the sig value of 0,000 which is smaller than 0,05 and the t value of 10,396 which is greater than t table 1,993. Similarly, in the variables of Constructivism Learning Theory and Memorization Quality, the sig value of 0,000 is also smaller than 0,05, with a t count of 10,283 which is greater than the t table of 1,993. In this case, halaqah and study group activities can strengthen and improve interaction and collaboration between female students in memorizing the Qur'an. Then it can fully integrate constructivism learning theory into the educational curriculum to increase the motivation and quality of female students' Qur'an memorization.

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1. INTRODUCTION

Education is an important part in the formation of qualified and competitive individuals (Nur & Khamidi, 2022). In the educational process, learning becomes the core that influences the extent to which students can internalize the knowledge and skills taught. In an effort to improve the effectiveness of learning, learning theory becomes an important foundation to consider. One theory that has received widespread attention is constructivism learning theory (Pramana et al., 2024). This theory teaches that learning is not simply a process of information transfer, but rather an active process in which learners construct their own understanding. Students are expected not

only passively receiving information, but also actively engaging in reflection and analysis of the information they receive. In this case, the interaction between students, teachers and the learning environment is crucial. Learning environment, becomes very crucial. In addition, effective learning requires a strategy that is able to motivate students to be active in the learning process (Julia et al., 2024).

Constructivism is a learning approach that believes that individuals can actively build or create their own knowledge, where reality is determined by the experiences each individual has. (Hidayati, 2021). The characteristic of this learning is that the teacher does not provide knowledge to individuals but only assists the learning process so that they are able to process knowledge properly and run smoothly (Lathifah, 2021). In practice, this approach emphasizes learning experiences that are contextual and relevant to students' daily lives. The instructor acts as a facilitator who helps direct students in discovering and constructing new knowledge. This process also involves the use of various learning resources, such as digital media, simulations, and experiments, which can support deeper understanding (Widiasanti et al., 2023). In addition, the importance of constructive feedback in constructivist learning cannot be ignored, as it helps students improve and develop their understanding.

Constructivism theory emphasizes the active role of female students in learning, where knowledge is not only passively received from Muhafidzah or the environment, but also built through the process of active interaction of female students with subject matter and the surrounding environment (Nurlina et al., 2021). In this approach, female students are considered as active agents who have great responsibility in their memorization process. They not only listen and receive information from Muhafidzah, but also actively engage in knowledge exploration and discovery. This interaction can be in the form of discussion, experimentation, reflection, and collaboration with halaqah friends. Through these activities, students connect new knowledge with previous experiences, thus creating a deeper and more meaningful understanding. In addition, the constructivism approach encourages female students to think critically and creatively in solving problems. The rich and interactive learning environment allows female students to experiment, ask questions, and find their own answers, which in turn increases their engagement and motivation to memorize (Santoso, 2023). Thus, learning becomes a dynamic and evolving process, where students play a central role in shaping their own knowledge. This approach also recognizes that each individual has a unique way of memorizing and needs the opportunity to memorize through the most effective way for them (Azzahra & Darmiyanti, 2024).

Constructivism theory has long been recognized as an exciting and innovative approach to learning. In this theory, knowledge is constructed through active interaction between the learner and his/her learning environment. This approach emphasizes the importance of real experiences and direct involvement in the learning process. However, despite the many benefits it offers, there are still some gaps in the research that need to be addressed, especially regarding the effect of applying this theory on female students' motivation and the quality of their memorization (Mokalu et al., 2022). Motivation is a key factor in the learning process. Constructivism theory proposes that active engagement and hands-on experience can increase learning motivation. However, in-depth research into the extent to which this theory actually improves the motivation of female students is limited. Most of the existing studies tend to focus on general motivation without differentiating between motivation in college and university students. Gender differences in response to constructivist approaches remain largely unexplored. More specific research is needed

to understand whether the application of constructivism has a different impact on the motivation of female versus male students (Haru, 2023).

The quality of memorization or retention of information is another important aspect of education. The constructivism approach encourages learners to understand concepts deeply and apply knowledge in various contexts. However, how this approach affects the ability of female students to memorize and retain information is still a question that needs to be answered. Some studies have shown that constructivist approaches can improve conceptual understanding, but their impact on long-term memorization has not been widely studied. It is possible that female college students, with different learning styles, may need additional approaches to ensure that the information learned can be memorized properly (‘Aini & Praptiningsih, 2023).

In the context of applying constructivist learning theory, it is important to pay attention not only to aspects of students' conceptual understanding, but also to their motivation and memorization quality. Motivation is a key factor that influences the extent to which university students engage in the learning process and how well they retain the memorization in long-term memory. According to Rahman (2021), the application of constructivism theory in learning has the potential to increase the motivation of female students because it emphasizes active involvement and the relevance of learning materials to the experiences (Hadi, 2020). In addition, by emphasizing deep understanding rather than mere memorization, this theory can also contribute to improving the quality of female students' memorization. In an effort to provide assistance to female students during the learning stages and reduce the assistance gradually to give female students the opportunity to be independent, muhafidzah can provide hints, warnings, motivation, and suggestions (Rohaendi & Laelasari, 2020). Although constructivism theory offers an interesting approach to learning, more in-depth research is needed to understand more clearly the effect of its application on the motivation of female students and the quality of their memorization. Therefore, this study aims to investigate the impact of implementing constructivist learning theory on female students' motivation as well as the quality of their Qur'an memorization. With a better understanding of this constructivism learning theory, it is expected to provide more appropriate guidance in designing effective learning strategies to improve the quality of college students' Qur'an memorization.

One of the successful implementations of constructivism theory can be found in the Al-Qur'an halaqah activities at Tazkia Islamic Institute. Halaqah in the context of Al-Qur'an memorization activities is a circle or group organized for a common purpose, namely studying, studying, and memorizing the holy verses of the Qur'an (Karim, 2019). This halaqah is often led by a muhafidzah who has knowledge and experience in Qur'anic science. Halaqah activities in memorizing the Qur'an are usually carried out in a routine and structured manner, where members of the halaqah help and motivate each other in the memorization process (Haryadi & Nurmala, 2021). In addition, halaqah can also provide a conducive environment and moral support that can help students remain consistent and focused in their efforts to memorize the Qur'an. The purpose of the Qur'an memorization halaqah is to increase love and obedience to the Qur'an as the main source of guidance for Muslims (Purba & Maturidi, 2019). In addition, this activity also aims to increase understanding and appreciation of the holy verses of the Qur'an so that they can be better implemented in everyday life.

Motivational theories, such as Maslow's Hierarchy of Needs which underlines that individuals tend to motivate themselves to achieve the highest needs, such as self- actualization,

can influence how well a person motivates himself to memorize the Quran, especially if the Quran is considered the highest spiritual achievement (Andjarwati, 2015). Similarly, Expectancy-Value Theory emphasizes that a person's motivation in learning is influenced by expectations about their ability to achieve goals and the values they place on those goals, so if a person sees memorizing the Quran as spiritually valuable, they may be highly motivated (Asmi et al., 2023). Meanwhile, in evaluating the quality of Quranic memorization, factors such as the accuracy of pronunciation and the application of tajweed play an important role. This includes not only a person's ability to pronounce Arabic letters correctly, but also their ability to understand and internalize the meaning of Quranic verses when reading them, so the quality of Quranic memorization is not only measured from the mechanical aspect of memorization, but also from a person's ability to read and understand correctly.

In its application, Tazkia Islamic Institute also incorporates constructivist approach to Tahfidz learning, which is the activity of studying and memorizing the Quran. In Tahfidz activities, students are not just mechanically memorizing, but rather developing a deep understanding of the meaning and application of the teachings of the Koran in everyday life (Rila, Alif, 2021). The constructivism approach emphasizes the importance of connecting new knowledge with previous experiences and knowledge. This allows students to understand religious values in a context that is relevant to their lives. By learning through exploration and discovery, students not only memorize religious information, but also internalize and understand its meaning and implications deeply. This approach helps students internalize religious values so that they can practice them in various aspects of their lives (Kusdani, 2022). The constructivism approach makes the learning process more interesting and challenging, which increases students' motivation to learn.

With application of constructivism theory in memorizing the Qur'an, students can use a variety of different methods according to their respective learning styles. Students of Hafidzpreneur Tazkia Islamic Institute who have visual learning preferences can utilize pictures or diagrams to strengthen their memory of memorized Qur'anic verses. Meanwhile, students who are more responsive to social interaction can conduct halaqah discussion sessions to listen to each other memorize the Qur'an. Other methods such as voice recording, or even using digital technology such as Qur'an apps, or listening to murottal are effective options according to individual preferences and needs. By utilizing these various ways and methods, students can be more involved and motivated in the process of memorizing the Qur'an, thus improving the quality of their memorization and understanding of the teachings contained in the Qur'an (Hidayati, 2021).

2. METHOD

This research applies a quantitative approach. According to Sugiyono, quantitative research methods are defined as a research method based on the principles of positivism. This approach is used to analyze a certain population or sample that has been determined, with the aim of producing objective and measurable data (Ramlan, 2017). The sampling technique uses purposive sampling technique, while data collection is done using research instruments. Data analysis is quantitative or statistical, with the main objective of testing previously formulated hypotheses. The sampling technique uses the theory of Stephen Isaac & William B. Michael in the scope of numbers and Algebra. The population was 95 female students and the sample was 75 female students in this study, namely students of the IAI Tazkia Hafidzpreneur program class of

2020. The technique for collecting data in this study consisted of a questionnaire distributed through the WhatsApp group application. Data processing in this study was done using the SPSS version 29 application.

The following is a table 1 that supports the results of research using a quantitative approach. This study involved a population of 95 female students and a sample of 75 female students of the IAI Tazkia Hafidzpreneur program class of 2020, whose data were collected through a questionnaire distributed via the WhatsApp application. The data obtained was processed using the SPSS version 29 application, with purposive sampling technique based on the theory of Stephen Isaac & William B. Michael, and the data analysis was statistical to analyze the data. Michael's theory, and statistical data analysis to test previously formulated hypotheses.

Table 1. Method

1.	Sample Identification and Selection	Purposive Sampling Technique : a. Population: 95 female students b. Sample: 75 female students
2.	Research Design & Data Collection	Research Design : a. Descriptive Quantitative Method Data Collection : a. Instruments: Questionnaire b. Time: Before & After Implementation
3.	Implementation of Constructivism Learning	Implementation Stage : a. Interactive memorization method with halaqah method b. Monitoring student involvement
4.	Data Analysis & Interpretation of Results	Data Analysis : a. T-test for Effect of Quality & Memorization : Results: a. Motivation: sig 0.000, t count 10.396 > t table 1.993 b. Memorization: sig 0.000, t count 10.283 > t table 1.993
5.	Conclusion	Significant Effect on Motivation & Memorization Quality

3. RESULTS AND DISCUSSION

3.1. Descriptive Statistics

Descriptive statistics is a branch of statistics concerned with the collection, presentation, and interpretation of data. Measuring parameters in descriptive statistics involves various systematic steps to obtain an accurate picture of the dataset. This process begins with collecting data from relevant sources using appropriate sampling techniques such as random sampling or purposive sampling. The collected data is then organized and presented in the form of frequency

tables, bar charts, histograms, or pie charts to facilitate visual analysis. Furthermore, statistical measures such as mean, median, mode, range, variance and standard deviation were calculated to understand the distribution and spread of the data. Data interpretation is done by analyzing these measures of concentration and spread, and identifying emerging patterns or trends. Thus, descriptive statistics allow researchers to simplify and explain complex data so that it can be interpreted easily and used for informative decision-making. Its main purpose is to describe and summarize the information contained in a data set, both graphically and numerically, in order to understand the underlying patterns and properties of the data.

In the data above, it can be seen that, in the Constructivism Learning Theory variable with a min value of 13, a max value of 43, a mean value of 34,5946 and a standar deviation value of 4,68141, in the motivation variable, the min value is 10, the max value is 40, the mean value is 32,5000 and the std deviation value is 5,76777 and in the memorization quality variable, the min value is 10, the max value is 40, the mean value is 30,0676 and the standar deviation value is 4,81815. The following table presents descriptive statistical data for the three main variables measured in this study, namely Constructivism Learning Theory, Motivation, and Memorization Quality. Table 2 provides an overview of the value distribution of each research variable.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Constructivism	74	13,00	43,00	34,5946	4,68141
Learning Theory	74	10,00	40,00	32,5000	5,76777
Motivation	74	10,00	40,00	30,0676	4,81815
Memorization Quality	74				
Valid N (listwise)					

3.2. Normality Test

The normality test is used to test whether a sample of data comes from a normally distributed population or not. A normal distribution is a probability distribution that is symmetrical around its mean, with most values centered around the mean and scattering values toward both tails of the distribution. The following Table 3 presents the results of the normality test used in the study.

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual Y1	Unstandardized Residual Y2
N		74	74
Normal Parametersa,b	Mean	0	0
	Std. Deviation	3,647145	3,066511
Most Extreme Differences	Absolute	0,079	0,093
	Positive	0,079	0,054
	Negative	-0,06	-0,093
Test Statistic		0,079	0,093
Asymp. Sig. (2-tailed)		.200c,d	.184c

In the table above, it can be seen that the normality test on both Y variables obtained results above 0.05, so it can be said that the data in this study are normal.

3.3. Determination Coefficient Test

The coefficient of determination test is used to evaluate how well the regression model predicts the dependent variable. The coefficient of determination (R-squared) measures how much variation in the dependent variable can be explained by the independent variables in the model. The following Table 4 displays the results of the coefficient of determination (R-squared) test which is used to evaluate how well the regression model can predict the dependent variable.

Table 4. Determination Coefficient Test

Model Summary Y1[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775[a]	0,600	0,595	3,67239
Model Summary Y2[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771[a]	0,595	0,589	3,08773

In the data above, it can be seen that in variable Y1 the Adjusted R Square value is 0,595 or 59,5%, meaning that the independent variable has an influence on the dependent variable Y1 of 0,595 or 59,5%. And in variable Y2 Adjusted R Square of 0,589 or 58,9% means that the independent variable has an influence on the dependent variable Y1 of 0,589 or 58,9%.

3.4. T-test

The T-test is used in regression analysis to test the significance of each regression coefficient. This test determines whether the regression coefficient for each independent variable is significantly different from zero, which indicates whether the variable has a significant effect on the dependent variable. With a t table value of 1.993.

The following Table 5 presents the results of the t-test in the regression analysis used to test the significance of each independent variable regression coefficient.

Table 5. T-test

Coefficients[a] Y1					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	-0.52	3.205		-0.162	0.872
Constructivism Learning Theory	0.954	0.092	0.775	10.396	0.000

Coefficients[a] Y2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.605	2.695		0.967	0.337
Constructivism Learning Theory	0.794	0.077	0.771	10.283	0.000

The T-test is used in regression analysis to test the significance of each regression coefficient. This test determines whether the regression coefficient for each independent variable is significantly different from zero, which indicates whether the variable has a significant effect on the dependent variable. With a t table value of 1.993.

In the table above, the results can be obtained:

In the Constructivism Learning Theory variable with variable Y1 Motivation, the sig value of 0,000 is smaller than 0,05 and the t value of 10,396 is greater than the t table value of 1,993. So it can be said that the Application of Constructivism Learning Theory has an influence on Motivation. In the Constructivism Learning Theory variable with variable Y2 Qur'an Memorization Quality, the sig value of 0,000 is smaller than 0,05 and the t value of 10,283 is greater than the t table value of 1,993. So it can be said that the Application of Constructivism Learning Theory has an influence on the Quality of Qur'an Memorization.

3.5. Application of Constructivism Learning Theory to Motivation

Although the application of constructivism learning theory has been shown to have a significant influence on motivation to memorize the Qur'an at various levels of education, there are still some gaps in previous research that need to be addressed. Existing research often focuses on the general influence of constructivism on learning motivation without going into greater detail on how the various specific components of this approach contribute to increased motivation, especially in the context of Qur'anic memorization (Azizah Siti Lathifah et al., 2024). The application of constructivism learning theory has a very significant influence on motivation to memorize the Qur'an at various levels of education. Constructivism, as a learning approach that emphasizes the individual's active role in constructing knowledge, not only changes the way individuals learn, but also affects how highly they feel motivated to learn. One of the key aspects of constructivism is giving individuals control over their learning process (Nurfatimah, 2019). When individuals have autonomy to determine the course of learning, they feel more empowered and responsible for their learning outcomes, which in turn increases their motivation to learn.

In addition, the constructivism approach encourages problem-based learning, where individuals are faced with challenging problems or tasks that they must solve through critical thinking and experimentation. This provides an opportunity for individuals to feel actively involved in the learning process, which in turn increases their motivation to overcome challenges and achieve deeper understanding (Suryana et al., 2022). Collaboration and discussion are also important components of the constructivism approach. Through interactions with fellow female students, both in small groups and in halaqah discussions at Qur'an memorization activities,

individuals can exchange ideas, discuss concepts, and support each other. This not only improves individuals' understanding through critical thinking and reflection, but also increases their motivation to learn as they feel supported and connected to others in the learning process (Shidiq et al., 2024).

Valuing the learning process is also an important aspect of the constructivism approach. Individuals are encouraged to value their own efforts in understanding the material and completing tasks, not just the end result. This helps build students' intrinsic motivation, where they feel satisfied and motivated by their personal achievements in learning (Sundari & Chairunisa, 2018). Finally, constructivism emphasizes the importance of making connections between learning materials and individuals' real-world experiences and situations. When individuals see the relevance of the material to their daily lives or future aspirations, their motivation to learn tends to increase as they realize the practical value of what they are learning
(Nasir, 2022).

Overall, the application of constructivism learning theory has a profound impact on students' learning motivation. By giving students control, encouraging problem- based learning, facilitating collaboration and discussion, valuing the learning process, and making connections with the real world, constructivism approaches shape a learning environment that arouses individuals' intrinsic motivation, resulting in more meaningful and sustainable learning. By exploring these gaps, it is hoped that constructivist learning strategies can be effectively applied and developed to support motivation and success for Qur'anic memorizers (Farouq, 2023).

3.6. Application of Constructivism Learning Theory to the Quality of Memorization

Although the application of constructivism learning theory has been shown to have a significant impact on students' memorization quality, there are still some gaps in previous research that need to be addressed. One of the main gaps is the lack of detailed research on how various specific elements of constructivism contribute to improved memorization quality, especially in the context of Qur'anic memorization (Suryana et al., 2022). The application of constructivism learning theory has a significant impact on the quality of students' memorization. Constructivism, as a learning approach that emphasizes deep understanding of subject matter rather than mere memorization of facts, promotes more meaningful and sustainable learning. One of the main principles of constructivism is that individuals should not only be passive recipients of information, but also active constructors of their own knowledge (Sari et al., 2023). By encouraging individuals to construct knowledge through direct experience, reflection, and interaction with subject matter, constructivism helps individuals understand concepts in a deeper way (Nitbani, 2022).

The quality of students' memorization is improved through this approach as students not only focus on memorizing the Qur'an, but also on understanding the context and significance of the concepts. Constructivism encourages individuals to make connections between new concepts and their prior knowledge and experiences in daily life. By making such connections, individuals strengthen their cognitive networks, which helps them to remember the memorized Qur'an better and longer (Sidik, 2023). The problem-based learning approach, which is often used in constructivism, also contributes to improving the quality of female students' Qur'an memorization. In problem-based learning, individuals are exposed to real problems that require critical thinking

and active exploration (Achzab & Budiyanto, 2017). By seeking solutions to these problems, students not only deepen their understanding of the concepts involved, but also strengthen their memory due to the in-depth learning and memorization process.

In addition, the use of various learning methods in constructivism, such as group discussions, collaborative projects, and simulations, provides various opportunities for individuals to interact with the memorization process in different contexts. This helps to consolidate their understanding and strengthen their memory as they engage in active and engaged learning (Kurniawan, 2021). Finally, the importance of rewarding the learning process in constructivism also affects the quality of female students' Qur'an memorization. Individuals are not only praised for the end result, but also for their effort and dedication in the process of memorizing the Qur'an. This encourages individuals to engage in deep and meaningful learning, which in turn strengthens the quality of their memorization. Overall, the application of constructivism learning theory not only improves the quality of female students' Qur'anic memorization, but also deepens their understanding of the learning contained within the Qur'an (Achzab & Budiyanto, 2017). By promoting active, meaningful, and continuous learning, constructivism creates a solid foundation for the development of deep and sustainable knowledge.

4. CONCLUSION

Based on data analysis, the results showed that constructivism learning affects student learning motivation. This is evidenced by a significant value of 0,000, which is smaller than 0,05 and a calculated t value of 10,396, which is greater than t table 1,993. In the Constructivism Learning Theory and Memorization Quality variables, the significant value is also 0,000, which is smaller than 0,05 and the calculated t value of 10,283 is greater than the t table of 1,993. Therefore, it can be concluded that the application of Constructivism Learning Theory has an effect on Memorization Quality. Based on the statistical tests carried out, it is concluded that the application of Constructivism Learning Theory affects the motivation and quality of memorization of the Qur'an of Hafidzpreneur IAI Tazkia students. Therefore, IAI Tazkia and similar institutions need to consider broader integration of constructivism principles in their curriculum development, especially in the hafidzpreneur program. Therefore, it can be concluded that the application of Constructivism Learning Theory has an influence on the motivation and quality of memorization of the Qur'an of Hafidzpreneur students of IAI Tazkia. The implication of this finding is that educational institutions, particularly IAI Tazkia, need to consider a wider application of constructivism learning theory in their teaching programs. By increasing the active interaction and involvement of female students in the learning process, it is expected that the learning motivation and memorization quality of female students will increase significantly. In addition, the development of curriculum and teaching methods based on the principles of constructivism can provide long-term benefits in shaping female students who are more critical, reflective, and able to internalize religious values in their lives. Continuous evaluation and training for teachers are also needed to ensure the effectiveness and adaptability of this approach in various learning contexts.

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