




RESEARCH ARTICLE

Reward as a motivator for Quran memorization: A Skinnerian perspective

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ABSTRACT

The phenomenon of implementing rewards in the memorization of the Quran provides new insights into how positive reinforcement can enhance motivation and sustain the process of memorization (tahfidz), in alignment with Skinner's theory. This literature study aims to detail how rewards can serve as motivational tools within the progression of Quran memorization. The research employs a qualitative method with a literature study approach. The research steps include determining keywords, searching for articles using Publish or Perish, and filtering relevant articles according to predetermined criteria. A review of six selected articles serves as the object of this study, utilizing thematic data analysis to examine the application of rewards in Quran memorization based on Skinner's theoretical framework. The findings of this literature review indicate that: 1) Skinner's concept of rewards is effective in reinforcing positive behavior through positive reinforcement. The implementation of rewards can also encourage the development of intrinsic motivation, reducing reliance on extrinsic motivation. 2) The provision of verbal and non-verbal rewards effectively enhances motivation and memorization of the Quran. Rewards such as praise or tangible gifts can invigorate the learning spirit, provided they are administered wisely in order to maintain sincere intentions in memorization. 3) Existing research demonstrates that the application of rewards based on Skinner's theory effectively strengthens the habit of memorizing the Quran, thereby facilitating the formation of routines and reinforcing an individual's commitment to achieving memorization targets. Future research is recommended to utilize quantitative or qualitative methods to further examine the application of rewards in enhancing Quran memorization motivation.

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INTRODUCTION

Psychological approaches can increase motivation and effectiveness in memorizing the Qur'an. One psychological approach that can be implemented to enhance students' motivation and memorization abilities is the application of Skinner's operant conditioning theory, which emphasizes

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the importance of positive reinforcement in learning (Rusli & Kholik, 2013). As behavioral modification can be carried out through reinforcement in operant conditioning theory, this is divided into positive reinforcement, which strengthens the connection between stimulus and response, and negative reinforcement, which reduces the occurrence of a response (Asyari, 2021). Positive reinforcement, in the form of verbal or non-verbal encouragement, can motivate individuals, enabling them to participate actively and creatively (Nurhadi Asroni Kusdi & Dwi Ratnasari, 2022).

Reinforcement is also recommended from an Islamic perspective. Positive rewards can increase individual attention and motivation and encourage the repetition of good behaviors (Yuniarto et al., 2022). Individuals tend to give stronger positive responses, primarily when supported by rewards as reinforcement in the learning process (Mawardy, 2023). In the context of memorization, applying positive consequences or rewards such as praise, gifts, or recognition of individual achievements can provide significant appeal in learning to memorize the Qur'an (Huriyah et al., 2023).

Internal motivation reinforced by ongoing support from various parties is a significant factor in the ability to memorize the Qur'an (Nursyamsi, 2019). Motivation to memorize the Qur'an can be strengthened through rewards from instructors or parents who support the memorization process (Suryana et al., 2019). Rewards are crucial in memorizing the Qur'an, as they stimulate an individual's mindset and foster their enthusiasm to improve their memorization (Andika et al., 2024). Research by Siregar (2021) explains that the optimal implementation of Qur'an memorization is achieved when supported by healthy physical and psychological conditions and a reward system that motivates individuals.

The significance of Qur'an memorization in Islam drives educational institutions to make it an integral component, with reward systems that enhance individual motivation to achieve better memorization achievements (Rifa'i et al., 2024). It is not solely the motivation from rewards but also the development of a deep love for the Qur'an (Amin & Sunimaryanti, 2023). Research by Ratnawati (2016) suggests that although teachers often consider the reward method time-consuming, its application can significantly increase student motivation and help achieve learning objectives. Along similar lines, research by Sofauzzad et al. (2024) demonstrates that guidance using reinforcement techniques in the form of rewards effectively improves students' memorization, with teachers providing encouragement and reinforcement, thereby transforming less disciplined students into more diligent and positive individuals.

Research by Nurhadi Asroni Kusdi and Dwi Ratnasari (2022) proves that applying Skinner's theory in teachers' memorization learning effectively enhances student behavior, including religious enthusiasm, memory retention, communicative learning, and student discipline and responsibility. Furthermore, a study by Bariah (2023) states that the provision of varied rewards and punishments, based on the number of memorization targets achieved and the types of violations by students during the memorization learning process, has proven to improve students' memorization development in Islamic boarding schools. Research by Cahyono et al. (2019) highlights that excessive rewards can divert the focus from the essence of learning, where individuals should learn to gain knowledge, not merely for worldly rewards, especially in the context of Qur'an memorization.

Research by Salmitha et al. (2022) indicates that individual motivation in memorizing the Qur'an varies, depending on the individual's self-motivation ability and significant parental support, which plays a crucial role in memorization success. This is reinforced by research by Khan et al. (2022), which states that the role of parents is equally crucial in motivating individuals to memorize the Qur'an, as it is not only the responsibility of teachers but also an obligation of parents at home. Additionally, research by Yusuf (2018) reveals that the close relationship between parents and children strengthens

the bond of affection, enabling children to openly express difficulties encountered in memorizing the Qur'an and that the provision of rewards is also effective in boosting children's enthusiasm in the memorization process.

Several studies have discussed rewards in the context of Qur'an memorization; however, what distinguishes this research is its focus on applying Skinner's theory. This aspect is crucial for reinforcement to enhance motivation for Quran memorization. This research endeavors to fill the gap in this area and broaden the understanding of the role of rewards in the progress of Qur'an memorization.

METHOD

The methodology applied in this study is qualitative, using a literature review approach involving the collection of theoretical studies and references from research articles accessible through search engines such as Google Scholar and Scopus. The systematic steps taken are as follows: 1) determination of topic and keywords: Identifying relevant keywords related to the research topic, such as "Skinner's reinforcement theory," "reward," "motivation," and "Qur'an memorization; 2) search Engine Utilization: Utilizing software like Publish or Perish and adjusting the search within the needed time range and article type; 3) initial article screening: A total of 417 scholarly articles were found using Publish or Perish software; however, only 6 articles relevant to the research topic were selected for further analysis; 4) article selection based on criteria: This includes articles published within a 10-year range (2014-2024), in either the Indonesian or English language, and available in full-text format; and 5) analysis of relevant articles: To explore theories and research findings pertinent to the topic, thematic data analysis is conducted on the 6 selected articles. Thematic analysis is a method for identifying, analyzing, and reporting patterns or themes within the data collected by the researchers.

Ultimately, this process results in three main themes: the concept of reward according to Skinner, the types of rewards to support Qur'an memorization, and the implications of rewards on motivation for Qur'an memorization: a review of Skinner's theory. Finally, the data is analyzed qualitatively to identify rewards as motivators for Qur'an memorization.

RESULT

Of the 417 articles regarding rewards as motivators in Qur'an memorization, 6 were selected for the final review process. These articles encompass qualitative and quantitative studies written in Indonesian and English and published between 2014 and 2024. They discuss the application of rewards as motivational tools in Qur'an memorization. The findings of these studies indicate positive impacts related to the increase in diligence and progress in Qur'an memorization and the ability to instill discipline in individuals.

Based on the literature review results, various methods have been identified to optimize education, particularly in memorizing the Quran. Motivation and rewards greatly enhance students' enthusiasm and achievements in Quran memorization. Accolades such as certificates and gifts encourage students to meet their targets, with some even attaining the prestigious status of "*mumtaz*" (excellent). Using a reward board also helps children maintain focus and actively participate in their learning. Although challenges such as infrequent training and teachers' hesitation in providing rewards exist, reinforcement techniques have shown positive outcomes. Overall, this approach fosters a productive learning environment.

Table 1. Findings from the literature review

Title, author, year	Lokasi Penelitian	Sample	Research design	Instrument research	Finding
Strategi Pemberian <i>Reward</i> Pembelajaran Tahfidzul Qur'an di SDIT Muhammadiyah Al Kautsar Gumpang Kartasura (Cahyono et al., 2019)	SDIT Muhammadiyah Al Kautsar Gumpang Kartasura	Supervisor of Tahfidz Program, School Principal	Qualitative descriptive	Interviews, observations, and documentation	The motivation provided by the instructor instills a greater enthusiasm in the students to complete their memorization tasks. The school also offers various rewards, such as gifts and congratulatory messages. The pinnacle of these rewards is the acknowledgment celebrated during the Tahfidz graduation ceremony. This method has proven effective in enabling students to accomplish their memorization goals, with some even achieving the distinguished status of "mumtaz" (excellent).
Evaluation Analysis of Community-Based Quran Memorization Program ODOJ: Integration of CIPP Model with Community Evaluation in Quran Memorization Education in Indonesia (Nuruddaroini, 2023)	Komunitas di dalam maupun luar negeri	46 articles as research data	A systematic literature review indexed in Scopus utilizing applications such as Zotero and Publish or Perish, as well as publications from international journals including ERIC, Taylor and Francis, and Google Scholar.	PRISMA technique	One of the programs of ODOJ is to cultivate 100 Quran memorizers in collaboration with Rumah Al-Qur'an. ODOJ employs a WhatsApp group to motivate its members to read one juz (section) each day. As a form of recognition, they receive a star as a reward each time they complete their reading. This star serves as a symbol of achievement that enhances their enthusiasm for reading the Quran.
Implementasi Metode Wafa dengan Pemberian <i>Reward</i> dalam Meningkatkan Motivasi Menghafal Al-Qur'an Siswa di SMP Mujahidin Surabaya (Muzaiyanah et al., 2023)	SMP Mujahidin Surabaya	1 teacher	Qualitative <i>field research</i>	Interviews and observations	SMP Mujahid Surabaya awards certificates and trophies as prizes for students who achieve their targets. This practice can enhance students' motivation, particularly when they observe their peers receiving accolades, as junior high school students typically exhibit a competitive spirit. Therefore, the provision of rewards to motivate them is highly effective when implemented
Penerapan <i>Reward</i> dan <i>Punishment</i> dalam Pembelajaran Al Qur'an	SDIT Al Firdaus Banjarmasin	Students	Qualitative case study	Interviews, observations, and documentation	The implementation of rewards and punishments is evident in the Quran learning program at SDIT Al Firdaus Banjarmasin. The rewards utilized by Quran instructors

Metode Ummi di SDIT Al Firdaus Banjarmasin (Ansari et al., 2023)

Motivasi Belajar Hafalan Al-qur'an Anak Usia 4-5 tahun Melalui Media Papan Reward (Rahmasari et al., 2023)

Bimbingan Teknik Reinforcement dalam Meningkatkan Target Hafalan Santri (Sofauzzad et al., 2024)

TK A Bina Amal Semarang

Pondok Pesantren Salafiyah Sukorejo "Uncontrollable" students

Qualitative

Qualitative descriptive

Interviews, observations, and documentation

Observation of the reinforcement technique conducted by the teacher

include verbal praise, stars, grades, and treats. Supporting factors for this program include training sessions, teacher creativity, and student enthusiasm when receiving recognition. However, challenges include infrequent training sessions, teacher hesitation in providing rewards, and the fact that some students do not seem deterred by punishments.

Children learning motivation of TK A at TKIT Bina Amal has developed significantly due to the use of a reward board. This is evidenced by the increased attention of the students, which facilitates a smoother learning process. Furthermore, students have become better at maintaining their motivation to learn, demonstrating self-regulation in memorizing the Quran according to set targets, and beginning to think critically while showing personal initiative in their learning activities

The implementation of reinforcement techniques for students perceived as 'uncontrollable' involves inviting them to engage in group Quran recitation, providing praise to enhance their motivation for memorization submissions, and offering rewards in the form of books. Additionally, the teacher collaborates with the child's dormitory leader to continuously remind them to recite and inquire about any difficulties they may be facing. Following the guidance process utilizing these reinforcement techniques, there has been a positive change and improvement among the Quran memorization students.

DISCUSSION

The concept of reward, according to Skinner

The theory of operant conditioning introduced by B.F. A prominent psychologist, Skinner, explains how individual behavior can be influenced by its accompanying consequences. Skinner emphasized the importance of reinforcement in the learning process to produce behavioral change. This concept is highly relevant to previous studies regarding the influence of the environment on human behavior (Isti'adah, 2020). In the study by Zaini (2022), Skinner's theory is further elaborated with a focus on behavior and its consequences, where behavioral change occurs through the reinforcement of new behaviors, which is the core of operant conditioning theory.

Skinner's perspective, which underscores the interaction between stimuli and responses in shaping behavior, as presented by Damayanti et al. (2023), offers a deeper understanding of human development influenced by the surrounding environment. This aligns with earlier studies that show that behavioral development heavily relies on external stimuli and individuals' responses to them. Skinner further articulated that reinforcement is key to strengthening the relationship between stimuli (motivation) and responses (reactions), which will result in more consistent behavioral changes (Putra et al., 2023).

The study by Aprilianto and Fatikh (2024) emphasizes the concept of positive reinforcement in operant conditioning, referring to adding a stimulus following a specific response to increase the likelihood of that behavior being repeated. This aligns with prior findings in psychology that also highlight the impact of positive reinforcement on behavioral changes. Suswandari (2021) added that rewards motivate individuals and enhance their enthusiasm, leading to the repetition of positive behaviors. This study is consistent with the discussions by Mustaqim (2016), which also emphasizes the importance of providing rewards and punishments in shaping desired behaviors and preventing unwanted behaviors.

Furthermore, the provision of rewards as positive reinforcement is explained by Alwi & Salsabila (2020), who indicate that rewards can serve as an effective educational tool, acting as reinforcement that encourages individuals to repeat previously displayed behaviors or achievements. In this context, providing rewards is not only seen as extrinsic motivation. However, it can also contribute to the development of deeper intrinsic motivation, as discussed by Samsuri et al. (2024). This system of rewards reinforces Skinner's belief that individual motivation arises not only from internal factors but is also influenced by external elements from the surrounding environment. This is evidenced in the study by Oktavia & Maemonah (2022), which demonstrates that through the application of Skinner's theory, individuals who previously exhibited difficult-to-manage behaviors and lacked motivation in learning showed improvements in both learning motivation and character after the implementation of this theory.

Overall, Skinner's theory of operant conditioning establishes a close relationship with previous studies on the influence of the environment on behavior, reinforcement, and motivation. Skinner's perspective, which integrates both internal and external factors in behavior formation, deepens our understanding of the importance of environmental influences in shaping individual motivation and behavior.

Rewards to support Quran memorization

In studies regarding the provision of rewards, a clear relationship is evident between Skinner's theory and previous research examining the impact of rewards on individual motivation and

achievement. Rewards are a strategy to acknowledge someone's accomplishments or desired behaviors, which can enhance enthusiasm and motivation (Samsuri et al., 2024). This concept aligns with motivation theory, which explains that external rewards, such as rewards, can reinforce positive behavior and encourage individuals to persist in their efforts (Novitasari, 2019). This is consistent with Skinner's theory, which posits that behaviors followed by positive reinforcement are more likely to be repeated. The provision of verbal or non-verbal rewards serves as reinforcement that contributes to performance improvement.

As Skinner's theory explains, positive reinforcement can be implemented by providing a pleasurable stimulus after an individual exhibits the desired behavior (Shahbana et al., 2020). Previous studies have demonstrated that verbal rewards, such as praise and positive reinforcement, significantly enhance individual motivation. Nurhadi Asroni Kusdi and Dwi Ratnasari (2022) explain that praise from parents, for example, can strengthen a child's motivation to learn, particularly in the context of memorizing the Quran. This research supports motivation theory, which suggests verbal reinforcement can enhance performance and motivate individuals to exert further effort. Moreover, parental support through verbal rewards has also been shown to increase children's motivation to achieve in Tahfidz (Riyani et al., 2022), aligning with Novitasari's (2019) findings that positive reinforcement can boost motivation.

In addition to verbal rewards, non-verbal rewards also play a crucial role. As Rosyid and Wahyuni (2021) demonstrated, providing appropriate non-verbal rewards, such as physical gifts or opportunities to participate in certain activities, can serve as incentives to enhance performance. For example, rewards in the form of pocket money and school supplies given to children who successfully memorize 30 juz of the Quran in an orphanage can catalyze their learning enthusiasm (Ramadhani & Werdiningsih, 2022). This illustrates how non-verbal rewards, despite being material, can function as effective motivators, provided that their delivery is not excessive and is commensurate with the achievements attained. Skinner himself acknowledged that the provision of rewards should be regulated to continue supporting individuals' intrinsic goals.

However, as Yuniarto et al. (2022) explained, the provision of non-verbal rewards must also be conducted judiciously. The granting of gifts or awards should not diminish the sincere intention to perform duties or achieve goals, such as in the process of memorizing the Quran. This research emphasizes the importance of reminders to engage in activities with genuine intent, independent of rewards. Furthermore, various types of non-verbal rewards identified in previous studies, such as the provision of achievement stars for children who meet specific memorization targets (Shabrina et al., 2020), or even significant rewards such as Umrah trips and enrollment at the Islamic University of Madinah for students who successfully memorize 30 juz (Akbar & Hidayatullah, 2016), illustrate that rewards can take many forms, ranging from simple to more prestigious. Both can positively influence motivation and outcomes achieved.

Overall, the provision of rewards, whether verbal or nonverbal, is closely related to motivation theory and has been demonstrated in various previous studies as an effective factor in enhancing individual enthusiasm and achievement across different contexts, including Quran education.

Implications of rewards on motivation for Quran memorization: An examination of Skinner's Theory

The theory of positive reinforcement proposed by Skinner has strong relevance in shaping behavior and enhancing intrinsic and extrinsic motivation, as reflected in various previous studies. Skinner argued that behaviors that are repeated and followed by reinforcement tend to persist as individuals are motivated to receive reinforcements from their environment (Purwaningtyas, 2020). In the

context of Quran memorization, the application of this theory is evident in research indicating that the provision of rewards, such as praise from teachers or parents after achieving memorization targets, serves as an external motivator that encourages individuals to continue their efforts in memorization (Lozada & Mustofa, 2024). This aligns with Skinner's view that external reinforcement can strengthen positive behaviors, particularly the behavior of memorizing the Quran.

In addition to external reinforcement, intrinsic motivation also plays a crucial role in the context of Quran memorization. The personal satisfaction achieved from the memorization process constitutes an intrinsic motivation that reflects an individual's participation in their faith and reinforces their commitment to their relationship with God (Mukhabibah et al., 2017). This supports Skinner's perspective that intrinsic motivation can also shape long-term behavior, although it is more frequently associated with external reinforcement in reinforcement theory (Nasution & Casmini, 2020).

Applying positive reinforcement in the context of Quran memorization can also demonstrate significant results in forming habits. As described by Zulfadli et al. (2022), individuals who receive rewards each time they complete specific memorization tasks are more likely to repeat those behaviors. Thus, consistent reinforcement helps establish a daily routine in memorization. This is consistent with Skinner's theory, which posits that periodic and consistent reinforcement can strengthen desired behaviors. Furthermore, positive reinforcement implemented through regular reward programs, such as memorization competitions, can reinforce memorization habits among students (Sakban et al., 2024).

Skinner also emphasized the importance of reinforcement in overcoming difficulties. Positive reinforcement can develop self-confidence, enhance a positive mindset, and motivate individuals to persist even when facing challenges (Hidayat, 2023). This is evident in the research by Zulmairah et al. (2024), which shows that support from parents and the organizers of Tahfidz programs, along with health factors and motivation, play a crucial role in shaping individuals' enthusiasm for memorizing the Quran. For instance, the role of parents in supporting their children's success in Quran memorization has a significant impact (Hidayah, 2016), aligning with Skinner's theory that reinforcement from social environments reinforces desired behaviors.

Moreover, memorizing the Quran is often undertaken within communities or groups that provide a strong social support system. This social support fosters a sense of connection and mutual encouragement, essential in motivating individuals to continue their memorization efforts (Satra & Muarifah, 2024). This supports Skinner's theory, which states that a supportive social environment, through reinforcement from the group, can strengthen the desired behaviors.

Overall, Skinner's theory of positive reinforcement can be integrated with various previous studies that demonstrate how both external and intrinsic reinforcement can enhance motivation and achievement in Quran memorization. The consistent application of reinforcement, whether through verbal rewards, social support, or competition, has proven effective in cultivating positive habits and improving individual performance within this context.

CONCLUSION

Providing rewards, such as praise and gifts, can boost individuals' enthusiasm and make memorization more engaging. Skinner developed the concept of operant conditioning, which emphasizes the importance of reinforcement in motivating behavior, including memorization. Skinner's reward concept effectively strengthens positive behaviors through positive reinforcement and encourages intrinsic motivation. When administered wisely, verbal and non-verbal rewards can enhance motivation and improve Quran memorization. Research indicates that applying rewards based on

Skinner's theory reinforces the habit of memorizing the Quran, establishes routines, and strengthens individual commitment. This study has the strength of referencing Skinner's theory, which elucidates the effects of positive reinforcement on behavior, particularly in the context of Quran memorization. However, this research is limited to literature review methods, relying on secondary sources without primary data collection. Recommendations for future research include conducting studies using quantitative or qualitative methods to collect primary data, such as surveys or interviews, to directly test the implementation of rewards in enhancing memorization motivation among various target groups.

DECLARATION

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Author contribution statement

Nayla Afna Sa'adah Nasution collected and analyzed the data in depth. Elok Halimatus Sa'diyah contributed by guiding the writing and assembly of the narrative.

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