

## Understanding Anxiety among Students Who Memorize the Qur'an

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**Abstract.** Anxiety may be experienced by all groups, including students who memorize the Qur'an. This research aims to explore the types of anxiety experienced by students who memorize the Qur'an, identify the factors that contribute to it, and examine the efforts made by supervisors to address it. The study used a qualitative approach, with data collected through observation and interviews, and analyzed using the Miles and Huberman model. The results showed that students experienced both reality-based and moral-based anxiety. Environmental factors were found to contribute to anxiety, and institutional support was found to be lacking. While the vice principal made no efforts to address anxiety among students, the tahfiz extracurricular participants used self-control, asking for help, and muroja'ah as strategies to cope. This study identifies several types of anxiety and variables that contribute to it while emphasizing the importance of institutional support in resolving mental health issues. Practical consequences of this research include the development of customized treatments for students, training for educators on identifying anxiety and establishing extensive support systems within educational institutions.

**Keywords:** Anxiety, Qur'an memorizer, Students who memorize Qur'an, Tahfiz extracurricular

**Abstrak.** Kecemasan mungkin dialami oleh semua kalangan, termasuk siswa menghafal Al-Qur'an. Penelitian ini bertujuan untuk menggali jenis-jenis kecemasan yang dialami siswa menghafal Al-Qur'an, mengidentifikasi faktor-faktor yang menyebabkannya, dan mengkaji upaya yang dilakukan guru pembimbing untuk mengatasinya. Penelitian ini menggunakan pendekatan kualitatif, dengan pengumpulan data melalui observasi dan wawancara, serta dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa siswa mengalami kecemasan berbasis realitas dan berbasis moral. Faktor lingkungan ditemukan berkontribusi terhadap kecemasan, dan dukungan kelembagaan ditemukan kurang ada. Meskipun wakil kepala sekolah tidak melakukan upaya untuk mengatasi kecemasan di kalangan siswa, peserta ekstrakurikuler tahfiz menggunakan pengendalian diri, meminta bantuan, dan *muroja'ah* sebagai strategi untuk mengatasinya. Studi ini mengidentifikasi beberapa jenis kecemasan dan faktor yang berkontribusi terhadapnya, sekaligus menekankan pentingnya dukungan institusional dalam menyelesaikan permasalahan kesehatan mental. Konsekuensi praktis dari penelitian ini mencakup pengembangan intervensi yang disesuaikan untuk siswa, pelatihan bagi pendidik dalam mengidentifikasi kecemasan, dan membangun sistem pendukung yang luas di lembaga pendidikan.

**Kata kunci:** Kecemasan, Ekstrakurikuler Tahfiz, Penghafal al-Qur'an, Murid Penghafal al-Qur'an

Anxiety is one of the most common forms of emotion that is often felt by individuals (Yuliansyah, 2019). Data revealed by the World Health Organization (WHO) in 2015 stated that around 4.4% of the world's population, or 322 million people, were affected by depression, and around 3.6%, or 264 million people, were affected by anxiety (Hasibuan & Riyandi, 2019). Trismiati mentions anxiety comes from the Latin word *angustus*, which means stiff or hard, *ango*, *anci*, which has another meaning, strangle (Annisa & Ifdil, 2016). Anxiety can be experienced by various groups, such as teenagers, adults, and even children, including students who memorize the Qur'an. Men who memorize the Qur'an are called *hafiz*, while women are called *hafizhah* (Marza, 2017). The word *penghafal* is a word that was born from the term *menghafal*. *Menghafal* itself is a word that comes from *hafal*, which in the Indonesian Dictionary is defined as material that is entered into memory or when the material is spoken without looking at books or other notes (Fadliyah & Hernisawati, 2020).

The activity of memorizing the Qur'an means memorizing the kalam or word of Allah in its entirety, sequentially, and in accordance with the sequence stated in the Qur'an, without exaggerating or reducing letters, verses, or *surah* (Tantri & Soro, 2022). Ideally, students who memorize the Qur'an must continue repeating what they have memorized without flaws, even a single letter (Muslimah & Cahyani, 2014), and ideally, students who memorize the Qur'an do not experience anxiety. A person who chooses to memorize the Qur'an will go through a long process and require a short amount of time, but in the process of memorizing, sometimes there will be several personal and social conflicts, which will be a burden for the memorizer and can be a cause of anxiety (Kamila, 2017). Coinciding with this, in the results of the initial interview on June 2023, with students A and C, who are the students who memorize the Qur'an, it can be revealed that students A and C experience anxiety, which often arises when participating in extracurricular *tahfiz*, especially when appointed for memorization submissions for the next meeting. The anxiety is also accompanied by physical symptoms, such as nervousness, restlessness, dizziness, poor sleep, nausea, heartburn, palpitations, changes in voice, fear of one's thoughts, and hair standing up, especially on the hands. Furthermore, students A and C also reported that they felt significantly behind in memorizing compared to their peers, and it led to anxiety, self-doubt, and jealousy.

According to Barlow (2013), anxiety experienced by teenagers who are still at school is classified as an emotional disorder that can disturb and harm students during the learning process, thus having an impact that causes the learning process not to run optimally (Arizona, Nurlela, & Jannati, 2019). The anxiety experienced by teenagers during the learning process will disrupt their concentration on learning, resulting in them being disinterested in the work given by the teacher, hence students become reluctant to learn. Moreover, the anxiety experienced by students who memorize the Qur'an certainly also has an impact on their concentration in memorizing. Experiencing anxiety and fear during the memorization period would certainly have an impact on the concentration of a person memorizing the Qur'an. The clarity of their mind and memory ability has been disturbed so that their focus is easily distracted (Fadliyah & Hernisawati, 2020). Previous research also demonstrated that reading and interpreting the verses of the Qur'an has an influence on the level of anxiety in female students of Aliyah Ar-Rohmah (Mar'ati & Chaer, 2016). Furthermore, Fadliyah & Hernisawati (2020) explained that overcoming anxiety in students who memorize the Qur'an can be done by implementing lesson-based group guidance. Based on the presentation of previous research, there are similarities with the research to be studied.

Based on the explanation above, the aim of this research is to explore the type of anxiety experienced by students who memorize the Qur'an, understand the factors that can trigger anxiety in these students, and to investigate the efforts made to help students overcome their anxiety. This research is intended to benefit teachers seeking information about the anxiety experienced by students who memorize the Qur'an and to serve as a reference for further research, particularly in the context of anxiety and Qur'an memorization.

## **Methods**

### ***Research Subjects***

This study involves seven identified sources of informants. Firstly, the Vice Principal of ISMUBA the School (Mr MK) where we find students as our informant. Mr. MK is the coordinator of the *tahfiz* extracurricular activities. He mobilizes students, manages administrative tasks, monitors daily activities, and receives written reports regarding the attendance of participants and *tahfiz* extracurricular teachers. Secondly, there are two instructors for the *tahfiz* extracurricular activities, Mr. RD and Mrs. LF, who also serve as coordinators for classes XI and X respectively. They assist students in reciting and submitting their memorizations every Wednesday. Thirdly, the

participants of the *tahfiz* extracurricular activities consist of one male student and three female students, including ND and NN from class X residing in the dormitory, as well as HM and RA from class XI living with their parents. Informants were interviewed based on the recommendations of the extracurricular activity instructors, who selected them due to their commendable memorization skills. Although students are allowed to set their memorization targets, dormitory residents have a specific goal: to memorize 1 juz (juz 30) within three years.

### ***Data Collection Techniques***

The data collection techniques in this research consisted of (1) Non-participant observation with a guide created by the researcher, used as a first step to observe ongoing activities, such as the process of implementing the *tahfiz* extracurricular, the presence of students, teachers on duty, and the location of the *tahfiz* extracurricular, (2) interviews, used to obtain information and data from informants regarding research using semi-structured interviews or open-ended questions aimed at the *ISMUBA* vice principal *tahfiz* extracurricular teacher, as well as *tahfiz* extracurricular participants.

### ***Research Method***

This research applied a qualitative approach. Using a qualitative approach requires researchers to be directly involved with conditions in the field.

### ***Data Analysis Technique***

The data analysis technique in this research used the Miles and Huberman model. The Miles and Huberman model goes through three data analysis processes: data reduction, data presentation, and drawing conclusions or verification.

## **Results**

### ***Tahfiz Extracurricular Implementation Process***

Extracurricular *tahfizis* are held at 15:30-16:30 every Monday for class X at the mosque and Wednesday for class XI at the *al-Islam* laboratory. The system implemented uses a mentoring system, which is done by listening to and correcting recital recitations. Apart from that, this is also done by reinforcing male and female students' reading if it is correct, as well as testing the memorization that has been deposited previously. This is done to help extracurricular *tahfiz* participants remember their memorization and be able to retain their reading while at the same time encouraging students to continue memorizing.

Based on the results of observations carried out on 13 and 15 February 2023, the implementation of extracurricular *tahfiz* was carried out with participants who came at the specified time and place. Then, participants could immediately deposit their memorization or repeat their memorization first. Participants who have deposited their memorization are allowed to go home. Through the results of these observations, it can be revealed that the extracurricular implementation of *tahfiz* is not accompanied by the provision of material regarding reading the Qur'an and is only carried out by memorizing it. Apart from memorizing memorization, there is another activity called *tasmi' al-Qur'an bil ghoib*. *Tasmi'* activities are carried out when students have memorized one juz. Based on an interview with Vice Principal ISMUBA, the *tasmi'* activity is aimed at testing the extent of memorization that students have memorized, motivating students to memorize the Qur'an, as well as evaluating the ability of students to memorize the Qur'an. Moreover, it was found that 3 out of 4 informants, namely ND, NN, and RA, felt anxious when taking part in *tahfiz* extracurricular activities. The three informants felt afraid and nervous when submitting their memorization. They feel afraid if they do not achieve their daily targets and are unable to memorize the verses of the Qur'an fluently, thus sometimes they think that they cannot memorize the Qur'an.

### **Types of Anxiety**

Regarding types of anxiety experienced by the three informants, ND, NN, and RA were in the form of reality and morals. For ND, the trigger for the type of reality anxiety she experienced was when daily targets are not achieved, making mistakes when making submissions, and previous memorization that needs to be memorized. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Afraid of not reaching the daily target. Like every day, one page has to be deposited. Yes, I'm afraid I'll make a mistake. I feel like I want to make a deposit without any mistakes,...there is a target, and the previous ones have to be murajaah so they don't get lost."* (ND 10th grade female student, February 25, 2023).

For NN, the anxiety occurred when she forgets what she has memorized, memorizes that have to be repeated, or when she was busy with school activities, hence she forgets to *murajaah*. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"...sometimes I'm afraid I'll forget," "For example, when I read it wrong. So the ustad or ustadzah told me to do muraja'ah again,...because we have a lot of activities, sometimes we forget to do muraja'ah" (NN 10th grade female student, February 25, 2023).*

For RA, the type of reality anxiety triggered when he is too busy with gadgets, afraid of missing memorization, and feel lazy for Qur'an memorization that is fluent or less fluent. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"... usually I'm playing on my cellphone, watching too much, listening to music which really contradicts the Qur'an,... I'm afraid I'll lose my memorization,... because sometimes I forget parts of what I've memorized, there are even juz that less fluent, it's sad, it doesn't feel good, I definitely feel guilty for being careless, but when I want to start the murajaah, suddenly I'm being lazy" (RA 11th grade female student, February 27, 2023).*

Then, the moral anxiety experienced by ND occurred when she does not participate in extracurricular *tahfiz*. She also felt anxious when she is absent or menstruating, hence she cannot hold the Qur'an. Furthermore she described she felt worried when she did not can memorize the Qur'an as she was doing something else rather than memorizing the Qur'an. She felt guilty and sad. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"...I'm used to it, so when I don't do it, I feel like I'm doing something wrong, so I feel like I have to do it. If I'm away from the Qur'an, I feel guilty or sinful...when I'm menstruating, I cannot hold the Qur'an. When I'm at home, I play a lot and rarely do memorizing the Qur'an,...sometimes when I am in trouble, and there is no one come to help, I'm feeling sad and feeling sorry for everyone who is in that position, so if someone asks for help, no matter what, I have to help them" (ND 10th grade female student, February 27, 2023).*

Moreover, for NN the moral anxiety she experienced could be triggered by reading *tajwid* incorrectly. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"My problem is with tajwid. Sometimes I got it wrong"* (NN 10th grade female student, February 25, 2023).

For RA, the moral anxiety he experiences can be triggered when he is busy playing with gadgets and doing things that are not useful and when he does not help her friends listen to their memorization. He felt panic and anxious what if he would not achieve his target. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Sometimes I feel guilty if I play a lot on my cellphone and do useless things just for fun...when I realize I'm playing too much on my cellphone, sometimes I panic because I haven't achieved my memorization target. Sometimes someone asked, but I tried to explain, but I couldn't. In the end, what happened happened..."* (RA 11th grade female student, February 27, 2023).

Meanwhile, HM, through the interviews conducted, he explained that he does not experienced anxiety, because as for him memorizing activities are not activities that need to be worried about. He already memorize the Qur'an since from middle school before, thus it help him enjoying the current process. Apart from that, not participating in *tahfiz* extracurriculars does not give HM feelings of guilt.

Reality anxiety:

*"...because I already have the basics from middle school and elementary school. I find memorizing easy, repeating is not something I have time for."* (HM 11th grade male student, February 27, 2023).

Moral anxiety:

*"Nothing...because there are other events.", "...because I missed class once or twice"* (HM 11th grade male student, February 27, 2023).



## Factors that Influence Anxiety

Factors that triggered anxiety experienced by 3 informants, ND, NN, and RA were environmental factors. The environmental factors experienced are still within the scope of the educational environment. There are other factors experienced by RA, in the form of personal causes that involve playing with gadgets as a factor that influences her anxiety.

For ND, the factor that influence her process of memorizing the Qur'an was the temptation for doing other activities such as playing with her friends, thus she is worried about it. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"There are, most times, when my friends invite me to play. Sometimes, it doesn't feel right to refuse, and then I wonder, will playing around reduce my memorization? Isn't it better not to go anywhere and stay in my room memorizing things like that"* (ND 10th grade female student, February 25, 2023).

For NN, the factor that influences her to feel anxious is that there is a lot of homework from school. She felt does not have time to memorize the Qur'an, as she chose to prioritize her assignment as a student. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Usually because of studying, there are many assignments, so I don't have time to memorize"* (NN 10th grade female student, February 25, 2023).

For RA, the factor that influence her state (being anxious and depressed) was the temptation or desire to play with gadgets, and it made her easily distracted. She also explained she felt there was pressure during exams or when she had assignments. Those situations made the memorizing process feel so difficult, as she felt panic, nauseous, and even experiencing headaches and dizziness. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Obviously cellphones, social media, and watching videos. Things aren't really good, plus there's pressure because of exams and the assignments, sometimes it gets in the way too.....I can't focus and feel stressed and then I get nervous, I keep*



*feeling nauseous, I panic and get headaches. I get dizzy, and sometimes I overthink too..*" (RA 11th grade female student, February 27, 2023).

For informant HM, the environmental factors he faced often hindered him. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Yes, the environment is very influential on me. But I won't lose much of my memorization. When the environment is supportive.. it helps me. My peers rarely do tahfiz. Some friends say bad things. Most of them just play, play at night, ride motorbikes at night."* (HM 11th grade male student, February 27, 2023).

### **Efforts of Vice Principal ISMUBA, Supervisory Teacher, and Tahfiz Extracurricular Participants in overcoming anxiety**

Regarding how supervisory teachers help students to overcome students' anxiety, the vice principal of ISMUBA and the two supervisors tend to viewing there is nothing to be worried by their students. They also explained that they tried to motivate their students. They tend to be more concerned about how students finished the memorizing target. They stated that the feelings of nervousness and worry experienced by the *tahfiz* students were very natural feelings to experience. This is in accordance with the statement of the vice principal of ISMUBA and the supervisory teacher:

*"Whether this is called anxiety or not, there is a concern in some of the children that I have noticed, that they have not finished one juz, so that it is not enough for them to progress only once..."* (Vice Principal of ISMUBA, March 14, 2023),

*"But in other cases, we usually motivate, Mr. RD is the most skilled at motivating with the analogies he conveys so that the child develops the belief "oh yes I can"* (Vice Principal of ISMUBA, March 14, 2023).

*"There is nothing, what is there to worry about? Allah Himself has arranged for happy people to have one characteristic: there is no worry and fear about what the future will be like, ...the motivations given are also practical and direct*

*motivations. It can be put into practice... if we read the Qur'an, we memorize it, we practice it, accompany us to the grave tomorrow, there will be lots of stories" (Class 11th Supervisory Teacher, March 14, 2023).*

*"No, it's better for them to just step back for now, for their friends to come forward and be ready. It might also take a long time for them to be ready because the clock is running out, and they are forced to deposit their memorization." (Class 10th Supervisory Teacher, March 14, 2023).*

Apart from that, the efforts to embrace their condition as *tahfiz* students and their anxiety of the four informants were carried out in different ways for instance by controlling themselves, asking for help, and *muraja'ah*. Memorization that is often repeated (*muraja'ah*) will help as it enters memory and strengthen the memorization itself. As stated by previous study, repeated memorization plays a role in strengthening the memorization itself, where the more often the memorization is repeated, the stronger the memorized memorization (Azmi, 2019).

For ND, the efforts she made when experiencing anxiety are by not forcing herself to do memorize all the time, thus she can enjoy other activities too. When holidays comes, she will enjoy her time for resting and going outside as she has his habit for quite a long time. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Usually, I don't force myself to memorize, on holidays too. I'll use it for resting or going out because it's been a habit since middle school for three years, so I've brought it with me until now" (ND 10th grade female student, February 27, 2023).*

For NN, she made an effort by asking for help in the form of advice from the teacher. She felt that by asking to her teacher, it help her to reduce her anxiety. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Ask the teacher for advice if I'm worried about whether I can still memorize. Usually they are told to do wudu first so you can calm down and read slowly" (NN 10th grade female student, February 25, 2023).*

For RA, her effort to overcome anxiety was done by trying to control and embrace herself. She felt that is quite helpful, particularly when she felt anxious during the *tahfiz* (*tasmi'*) test. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"Usually I just do what I can. If you really can't try anymore, keep trying again," "...in the future, if, for example there is an opportunity to take another test or another exam, inshallah, I will do my best"* (RA 11th grade female student, February 27, 2023).

For HM, who is known as an informant who does not experience anxiety when memorizing, it turns out he has anxiety about memorizing, and it can appear occasionally. He admitted that the efforts he made were made using *muraja'ah* because only *muraja'ah* was an effective way to reduce anxiety about memorizing. This is in accordance with the informant's statement through the results of interviews that have been conducted, as follows:

*"If I'm worried because I'm afraid I'll lose my memorization, I will do muraja'ah. I used audio and also read the verses for a while because my memory is mixed up in juz of 28"* (HM 11th grade male students, February 27, 2023).

## **Discussion**

This study explored anxiety in four primary participants, specifically three female students and one male student who were enrolled in the *tahfiz* extracurricular program. The informants were selected based on several criteria: firstly, the fourth informant showed exceptional memorization skills; secondly, all informants had been involved in the program for more than one semester; and finally, the informants expressed anxiety regarding the memorization of the Qur'an. Based on the research results described previously, it can be revealed that of the 4 informants, only 3 female informants showed an anxiety-type reaction, and the type of anxiety was in the form of reality and morals. This aligns with Thawabein's perspective that female encounter greater levels of stress compared to male (Graves, Hall, Dias-Karch, Haischer, & Apter, 2021). The cause of anxiety in students memorizing the Qur'an due to feelings of fear during the memorizing process and when making submissions during extracurricular *tahfiz* time, such as feelings of fear of not achieving the daily target, memorizing submissions that are not smooth, submissions memorization that has

to be repeated, not being able to maintain memorization well, feeling lazy to memorize, focus that is easily distracted by gadgets, nervous when attending extracurricular *tahfiz*, and feeling worried of losing their memorization.

Indirectly, the anxiety experienced by the three informants was fear accompanied by feelings of anxiety and fear of bad things happening with their memorization, which could be encountered when memorizing, making submissions, or taking extracurricular *tahfiz*. This is in accordance with the theory explained by Sigmund Freud in Corey that reality anxiety is a feeling of anxiety that is followed by fear of real dangers and their presence comes from outside (Hayat, 2014). Explanations from other journals regarding reality anxiety, according to Sigmund Freud, is anxiety is easy to feel because of fear of threats from the real world (Andri & Dewi P, 2007). The reality anxiety experienced by the three informants can be described as a feeling that arises from bad habits that are occasionally carried out when memorizing and from unpleasant experiences that are often experienced during memorization submissions and during extracurricular *tahfiz*. When they experienced those situations, it often causes feelings of fear and worry about what threats will occur which will then have an impact on their ability to memorize, such as memorization which will increase because they do not reach the target, nervousness during submissions which leads to repetition of memorization, or memorization that is lost during submissions.

Meanwhile, the moral anxiety that occurred among the three informants as students who memorizing the Qur'an can be understood from their fear related to their memorization process. Particularly, this kind of anxiety happened when they made mistakes for incorrectly memorize the letters and tajwid, not paying attention to their friends' memorization, not attending extracurricular *tahfiz*, not being able to memorize the Qur'an because the participant was menstruating and forgot to memorize or *muraja'ah*. As a result, these fears gave rise to anxiety and feelings of guilt for the three informants. This is in accordance with Freud's opinion in Corey, who defines moral anxiety as a feeling of fear that arises when someone wants or is doing something, but it goes against their conscience, giving rise to feelings of guilt because it does not conform to their moral code (Hayat, 2014). Another definition of moral anxiety, according to Sigmund Freud, quoted in Corey, explains that a person with a good conscience tends to have bad feelings when they do something because it does not conform to their moral code or does not comply with their parent's wishes (Mayasari, Astuti, & Wicaksono, 2021). Therefore, it can be concluded from the type of anxiety in this

research that anxiety among students who memorize the Qur'an can be identified from the memorization process that students carry out, from submissions during extracurricular *tahfiz*, even when taking part in extracurricular *tahfiz*.

There are several triggers or causes of the anxiety experienced by three informants. It starts from their lack of time management when they received invitations from friends to play and hanging out, overload of homework, busy playing with gadgets, and preparing the school exams. Akuntono explained that anxiety can occur due to challenges, pressure, and demands that must be achieved on certain goals (Suardana & Simarmata, 2013). Abundance of school activities, lots of assignments, and exams were factors that influenced anxiety for the three informants and gave rise to feelings of unease regarding their memorization. Other factors, such as body condition and playing with gadgets, are both factors that cause their anxiety as well. This is in line with Daradjat's explanation that anxiety can arise when individuals are experiencing feelings of stress (frustration) and conflict (Yudhani, Suharti, Adya, & Utami, 2017).

Based on the theory put forward by Savitri Ramaiah (2003), anxiety can be influenced by 3 factors: the environment, suppressed emotions, and physical factors that influence the mind (Syarkawi, 2019). In this research, it can be revealed that environmental factors influenced the emergence of anxiety in the three informants, but several factors tended to be caused by other factors, such as personal and health factors. The environmental factors that trigger anxiety in the two informants can be said to be factors that are still within the scope of the educational environment. Misra and McKean revealed that anxiety arising from the educational environment could occur due to differences in conditions between environmental demands and students' abilities, hence students feel burdened and experience pressure because of these demands (Indriyati, Herawati, Sutrisno, & Putra, 2021).

Individuals use various methods to overcome their anxiety, such as focusing on their goals, thinking positively, seeking support, calming themselves, and so on. As is known, according to vice principal of *ISMUBA* and the supervisory teacher, their students showed no anxiety, so no efforts were made to overcome students' anxiety in memorizing. Although the *tahfiz* extracurricular supervisory teacher makes no effort to overcome students' anxiety, there are other efforts in the form of motivation as one of the ways the *tahfiz* extracurricular supervisory teacher encourages his students to continue memorizing.

The efforts given by supervisory teachers to students in the form of motivation indirectly increase students' confidence in memorizing, which can help students overcome their anxiety when memorizing the Qur'an. The motivation provided by the supervisory teacher is in line with the efforts made by NN by asking the teacher for help, and the help that NN usually received is in the form of suggestions. Through these suggestions, there should be advice that builds and strengthens students in the memorization process, thus students' self-confidence increases again, and the feelings of anxiety experienced by students were reduced. For NN, the advice she received was help her to feel calm and better. NN feels she received support from people closest to her apart from their parents, so the teacher's role is certainly helpful.

Furthermore, efforts made by ND and RA to overcome their anxiety when memorizing the Qur'an are by controlling and embracing their state. This is in accordance with Hayat's explanation, which states that self-control can overcome anxiety (Hayat, 2014). Research conducted by Fachrozie et al. regarding the relationship between self-control and anxiety in final-year students completing their thesis revealed that the lower the student's self-control, the higher the student's anxiety level (Fachrozie, Sofia, & Ramadhani, 2021). Another previous research conducted by Mills and Rosiana regarding self-control and flow in *Tahfiz* students reveal that self-control has significant results on flow, where the higher the student's self-control, the greater the student's flow in memorizing the Qur'an (Widiantoro, Purawigena, & Gamayanti, 2017). Thus, research conducted by Fachrozie (2021) et al. and Mills and Rosiana (2020) proves that a person who memorizes the Qur'an with good self-control can enable them to enjoy their activities in memorizing the Qur'an and can decide things to do without experiencing anxiety.

Apart from that, anxiety in this study was dominated by anxious reactions in the three female informants, who were given the initials ND, NN, and RA. Informant HM did not experience anxiety when memorizing because the memorization was familiar, and HM only repeated it when making submissions. Even though the memorization is just repetition, there were times when HM feels anxious about his memorization, such as fear of not being able to maintain it well or forgetting. Apart from that, the existence of responsibility in the afterlife makes informants fear memorizing it. Anxiety that appears only occasionally, of course, needs to be overcome. HM used to overcome his anxiety about memorization by doing *muraja'ah*, which is assisted with the Qur'an and murottal. HM chose *Muraja'ah* as a way to overcome his anxiety about memorization because only *muraja'ah* is the most effective way, and his feelings become calm again, and he does not

feel anxious. The meaning of *muraja'ah* is the repetition of letters and verses that have been memorized so that the memorization can remain well maintained. Repeated memorization (*muraja'ah*) will help maintain the memory and strengthen the memorization itself. This is explained by Azmi, who said that repeated memorization has a role in strengthening the memorization itself. The more often the memorization is repeated, the stronger the memorization will be (Azmi, 2019). This research limitation as it only explores informants from one school.

### Conclusion

The type of anxiety experienced by informants in this study is in the form of reality and morals. The two types of anxiety experienced by the three informants were not related to their identity as people who memorize the Qur'an but were due to feelings of anxiety related to feelings of fear during the memorization process when making submissions during extracurricular *tahfiz* and also when extracurricular *tahfiz* took place. Factors that influence anxiety in students memorizing the Qur'an are fear of losing memorizing the Qur'an. The environmental factors that triggered the anxiety of the two informants can be said to be factors that are still within the scope of the educational environment. The efforts made by the vice principal of *ISMUBA*, the supervisory teacher, and the *tahfiz* extracurricular participants in overcoming anxiety in students memorizing the Qur'an are different. According to vice principal of *ISMUBA* and supervisory teacher, students who take part in extracurricular *tahfiz* do not show anxious reactions, although students often feel worried, restless, nervous, and tense by the time they have to submit their memorization. However, there are other efforts in the form of motivation as one of the methods used by the *tahfiz* extracurricular teacher to encourage their students to continue memorizing and providing motivation, which is done indirectly to help students overcome their anxiety. Meanwhile, for the four informants, there were efforts made to overcome their anxiety, although in different ways, such as controlling themselves, asking for help, and doing *muraja'ah*.

### Suggestion

It is hoped that future studies can examine anxiety among students who memorize the Qur'an using quantitative methods and mixed method, to find out what variables correlate with anxiety. Moreover, it is also suggested to use experimental method as intervention for reducing anxiety among students who memorize the Qur'an is highly needed.



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