

**STUDENT MOTIVATION TO MEMORISE THE
HOLY QURAN THROUGH THE TA'LIM
AL-QUR'AN AL-KARIM IN OMAN**

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by

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LIST OF ABBREVIATIONS

DAM	Data Analysis Methods
DQT	Distance HQ Teaching
HQ	Holy Qur'an
IQ	Intelligence Quotient
ISDEV	Center for Islamic Development Management Studies
MMQ	Motivation to Memorize the Qur'an
MS	Motivation Systems
MSMQ	Motivating Students to Memorize the Qur'an
MTT	MMQ Through the TAA
ORG	Organization
PBUH	Peace Be Upon Him
PSM	Pushed Students to Memorize
TAA	Ta'lim AL-Qur'an AL-Karim
UAE	United Arab Emirates
USM	Universiti Sains Malaysia
SDT	Self Determination Theory
SWT	Subhanahu Wa Ta'ala

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Appendix 1	The interview tool
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**MOTIVASI PELAJAR MENGHAFAZ AL-QURAN MELALUI TA'LIM
AL-QUR'AN AL-KARIM DI OMAN**

ABSTRAK

Kajian ini bertujuan meneroka faktor-faktor yang menyumbang kepada motivasi pelajar untuk menghafaz al-Quran dalam program *Ta'lim al-Quran al-Karim* di Oman. Fokus kajian adalah mengenal pasti dan menganalisis faktor-faktor yang mempengaruhi motivasi pelajar serta mencadangkan penambahbaikan untuk meningkatkan keberkesanan program. Kajian ini menggunakan reka bentuk deskriptif, dengan menemubual sekumpulan pelajar terpilih, dan hasil temubual tersebut dianalisis menggunakan kaedah analisis kandungan. Hasil kajian menunjukkan faktor-faktor yang mempengaruhi motivasi pelajar iaitu rasa tanggungjawab agama, keinginan mendekatkan diri kepada Allah SWT, sokongan sosial daripada ibu bapa dan rakan-rakan, keinginan untuk mencapai kepuasan diri, galakan sosial, persaingan, dan ganjaran. Kajian ini mendapati hubungan positif yang kuat antara kekuatan motif dalaman pelajar dengan kejayaan hafazan al-Quran mereka. Persaingan yang jujur, ganjaran, dan persekitaran pembelajaran yang merangsang turut meningkatkan motivasi pelajar secara signifikan. Sebagai kesimpulan, kajian ini menyarankan usaha bersepadu untuk memotivasikan pelajar menghafaz al-Quran, termasuk mewujudkan persekitaran pembelajaran yang merangsang, menyediakan sokongan yang diperlukan, dan mempelbagaikan kaedah pengajaran. Kajian ini juga mengesyorkan penyelidikan lanjut untuk mendalami pemahaman tentang faktor-faktor motivasi pelajar dan membangunkan program pendidikan yang lebih berkesan.

**STUDENT MOTIVATION TO MEMORISE THE HOLY QURAN
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ABSTRACT

This study aims to explore the factors that contribute to motivating students to memorize the Holy Quran within the *Ta'lim al-Qur'an al-Karim* TAA program of the HQ in Oman. The study focused on identifying and analyzing the factors influencing students' motivations and suggested recommendations for improving and developing the TAA to increase its effectiveness in achieving the goals. This study used descriptive research design, interviewed with a group of students, and was analyzed using the content analysis method. The results of the study showed a variety of factors influencing students' motivations for the preservation of the HQ, which include: a sense of religious responsibility, a desire to come close to Allah SWT, social support from parents and friends, a desire for self-fulfillment, and external factors such as social encouragement, competition, and rewards. The results showed a positive relationship between the strength of the student's internal motives and his success in memorizing the HQ. The study also showed that honest competition, rewards, and a stimulating learning environment greatly increase students' motivation. The study concluded that motivating students to memorize the HQ requires several concerted efforts, including creating a stimulating learning environment, providing the necessary support to students, and diversifying teaching methods. The study also recommended that further studies be undertaken to deepen understanding of the factors influencing students' motivations and develop more effective educational programs. The study recommended strengthening several key axes to improve the TAA program to promote motivation for the preservation of the HQ.

CHAPTER 1

INTRODUCTION

1.1 Introduction

E-learning is a prominent modern method transforming education from traditional approaches to innovation and interaction, leveraging technology to enhance communication (Colina & List, 2021). Muslims recognize its importance for preserving the HQ and Sunnah, as the HQ is a comprehensive source of knowledge and inspiration (Shafie et al., 2022). Consequently, numerous electronic programs facilitate HQ memorization, recitation, and teaching across languages (al-Hassan et al., 2022).

These efforts underscore the HQ's pivotal role in shaping thought and its impact on cognitive intelligence, with interactive online activities promoting critical thinking (Basir et al., 2022; Rahmawati et al., 2020). However, many students face difficulties in memorizing the HQ, despite its ease, as the Allah SWT says:

“And We have certainly made the HQ easy for remembrance, so is there any who will remember.” (al-Qamar, 54:17)

Therefore, memorizing the HQ requires commitment and constant revision, which was confirmed by *al-Bukhari* in his hadith on the author of the HQ:

“Like the holder of the HQ, like a reasonable camel, if he confides in her, and if he fires her, she goes.” (Narrated by al-Bukhari: 5031:Abdullah bin Omar: 3/186)

Studies reveal diverse motivations for HQ memorization, including a desire to deepen religious knowledge and innovative engagement (Yusuf & Setyamardani, 2020). Educational games are an effective tool for promoting learning and holistic growth by providing a stimulating environment for interaction (İncekara & Tasdemir, 2019). Research also highlights that engaging multiple senses is crucial for learning

and cognitive development, making games effective in achieving these goals (Glushkova, 2016).

This study therefore focuses on students' motivation to memorize the HQ through the *Ta'lim aL-Qur'an aL-Karim* (TAA) program in the Sultanate of Oman. Mastery of the HQ is a significant step towards the Islamic Ummah's civilizational renaissance. The research aims to explore motivational elements that enhance students' drive, contributing to a cohesive society built on Islamic foundations. It will identify and analyze motivational components within the program and assess the electronic TAA program's impact on learners' motivation. Ultimately, this research is a crucial step towards cultivating a generation aware of and faithful to the values of the HQ, enhancing its standing for future generations.

1.2 Background

The researcher reviewed some of the studies he studied in several fields, including maintaining HQ, teaching the HQ memorization, Distance teaching for memorizing the HQ, Motivation to memorizing the HQ.

1.2.1 Memorization of the HQ

The preservation of the HQ is one of the main pillars for preserving Islamic identity and spreading the teachings of religious faith. Scholars and researchers have been interested in studying this process from multiple angles, starting from the historical foundations laid by the Prophet PBUH's biography to the latest educational technologies. This study seeks to explore students' motivation to memorize the HQ through the HQ Education Program in the Sultanate of Oman, while reviewing the efforts of researchers in this field. Previous studies have shown the importance of using

innovative teaching methods, such as smart applications, to improve the memorization process and overcome challenges that students may face.

A comprehensive understanding of the HQ is an internal part of the memorization process (Ibrahim Sakr, 2022). It is also evident from the emphasis on the importance of preserving the HQ in the Prophet PBUH's era and how it was transmitted through generations (Ibrahim Sakr, 2022). With the advancement of technology, modern technological methods can be used to enhance and improve the process of memorizing the HQ. Research has shown the impact of using smart applications in teaching the HQ and supporting the memorization process (Abbasi and Lifan, 2019).

This study will seek to identify the latest methods and techniques used in teaching and preserving the HQ, in addition to analyzing the factors that affect the success of HQ memorization programs. It will also propose an innovative educational model that enhances HQ memorization efforts in Oman. This research is expected to contribute to the development of effective educational programs that enhance the importance of preserving the HQ and its benefits and support the efforts of institutions concerned with teaching the HQ.

1.2.2 Teaching the HQ Memorization

The study of memorization of the HQ is one of the important topics of great interest in the Islamic world. A study conducted by Manullang et al. (2021) in Indonesia showed the significant impact of the COVID-19 pandemic on the learning and memorization of the HQ among millennials, highlighting the importance of choosing and applying effective teaching methods in this context. In addition, another 2019 study showed a positive correlation between HQ memorization and cognitive development in kindergarten children (Salamit, 2019).

These studies support the idea that modern learning methods, including online learning, play a vital role in motivating students to memorize the HQ. In this context, the methods of teaching HQ memorization can be classified into several types, including Traditional methods: It relies on face-to-face education, where the HQ is memorized in traditional seminars under the supervision of teachers, allowing students to interact directly and share knowledge. Electronic methods: It includes the use of apps and websites that provide interactive lessons and learning resources, making it easy for students to access content anytime, anywhere. Individual teaching: focuses on allocating a special education for each student, allowing him to progress according to his speed and individual abilities, and enhances his motivation to memorize the HQ. Group teaching: It is carried out through groups of students, which encourages social interaction and learning from each other, and promotes a spirit of positive competition (al-Sharif, 2020).

Based on these types, designing an effective educational program should consider these research findings, and focus on providing a stimulating and diverse learning environment that combines traditional and modern methods. This will contribute to enhancing students' motivation to memorize the HQ and enhance the effectiveness of the educational process in this important field. This study focuses specifically on Oman, as the TAA program, which is the subject of this research, is an Omani program implemented within the country.

1.2.3 Distance teaching for memorizing the HQ

There are many studies that have been concerned with the study of Islamic sites on the Internet or related to Islam and the HQ on Internet sites, and among these studies and works related to the subject of the study, which enables the researcher to see, as the following table shows some of these programs:

Table 1.1 Distance teaching for memorizing the HQ around the world

N	Program Name	country	Year	Number of students	Website Link
1	IQRA Foundation	United States	1983	-	https://www.iqra.org/
2	Al-Najat Charity	Kuwait	1978	-	https://www.alnajat.org.kw/
3	Al-Furqan HQ Center Jeddah	Saudi Arabia	1994	70000	https://www.furqancenter.com/
4	Quran.com	United States	1995	-	https://quran.com/
5	Charitable Society for the Memorization of the HQ in Taif (Khairkom)	Saudi Arabia	2001	3000	https://www.comqt.sa/
6	HQ Teaching Program	Oman	2015	360000	https://quran.mara.gov.om/
7	HQ Academy in Sharjah	Sharjah	2018	10800	https://holyquran.shj.ae/
8	HQ Online Academy	Turkey	2024	2000	https://quranonline.academy/

Table 1.1 shows the websites viewed by the researcher, where IQRA.ORG is an educational platform specialized in providing educational and Islamic resources and was established in the United States of America. The website aims to promote HQ and Islamic education by providing a variety of curricula and books for children and adults. The site's activities include educational books, stories for children, and materials for teaching HQ reading, as well as additional resources such as educational games. Visitors can purchase books through the online store, where the site offers discounts and special offers. IQRA strives to deliver outstanding Islamic education through effective partnerships and innovative content (IQRA International, n.d.). al-Furqan Centre for HQ Teaching is one of the model centres specialized in spreading and

teaching the HQ to the sons and daughters of Muslims in the world and was established in 1994. Since its inception, more than 13,000 students have been enrolled in the centre, and the number of current students at the centre is more than 1,400 students of all ages. Dozens of proficient memorizers of the HQ have graduated from the centre, and its graduates have obtained advanced positions in local and international competitions. Thanks to his successes and distinguished experience, many official authorities have accelerated in Inside and outside the country to seek help and technical assistance from the Centre, where the number of beneficiaries of its services exceeded 70,000 students in different regions (Furqan Centre, 1994).

Quran.com website is an electronic platform that aims to facilitate the reading and study of the HQ. The site was founded in the United States of America and is considered one of the most prominent sites that provide comprehensive HQ content. The site includes a variety of activities such as providing HQ texts, recitations from different readers, and customized educational plans. It also offers tools to personalize the reading experience, including setting personalized reading goals and following up on sessions, making it a valuable resource that contributes to the dissemination and teaching of the HQ in an easy and effective manner Quran.com, Inc. *Khairkom* Association for the Memorization of the HQ is a charitable organization established in the Kingdom of Saudi Arabia, which aims to teach and memorize the HQ through various educational programs. The association has been operating for more than five decades and is known for its significant contributions to HQ teaching in the region. Its activities include teaching the HQ for all age groups, with more than 3,000 students enrolling in its programs, in addition to managing HQ departments and implementing projects such as electronic and telephone recitation services (Khayrakom, 2001).

The TAA in Oman aims to facilitate the learning of the HQ. The program focuses on providing an easy and accessible method of teaching the HQ, while providing multiple resources and direct classes to students. The number of students enrolled in this program exceeds 300,000 students, and activities include providing live classes with teachers, a simple and stimulating curriculum in a supportive environment, and granting certificates accredited by the Ministry upon completion of the program (TAA, 2015). The Sharjah HQ Academy is an institution that aims to promote HQ education and science in the UAE. The complex strives to be a leading centre for HQ education and culture, and hosts a range of Qur'an-related museums, including the Museum of the History of HQ Writing. The complex also operates the Sharjah International e-Reader, where around 1,200 students enrol annually (HQ Complex in Sharjah, 2015).

HQ Online Academy is an educational institution based in Turkey, focusing on teaching the HQ online to students of multiple nationalities. The Academy aims to provide HQ education and Arabic literacy through virtual courses dedicated to children, adolescents and adults, with about 2,000 students enrolled. Activities include online HQ memorization and teaching programs, as well as Arabic language lessons for non-native speakers (HQ Online Academy, 2024).

The process of memorizing the HQ is considered an internal pillar in Islamic education, because of its profound impact on shaping the personality of the individual and immunizing him against deviations. Considering the rapid technological development, distance education programs have emerged as an effective tool to expand the scope of HQ education. Previous studies, such as Seaharel (2017) and Tahir (2014), have shown that these programs contribute significantly to improving student memorization. However, more research is still needed to identify the factors that

influence on the effectiveness of these programs, and the development of educational models more suitable for the local educational environment. Among the distance learning programs that have attracted the attention of researchers, the TAA program comes out on top. This program has unique characteristics that make it an attractive choice for study, as it relies on innovative motivational mechanisms aimed at increasing students' interaction with educational content. Moreover, the novelty of the program and its geographical proximity to the researcher provide him with a unique opportunity to study this program in depth and better understand its working mechanisms. Choosing the TAA program as a focus of this study comes from the researcher's belief in the importance of developing the HQ education sector in the Sultanate of Oman and benefiting from modern technologies in enhancing the process of memorizing the HQ. This study is expected to uncover the potential of the TAA program, identify its strengths and weaknesses, and propose the necessary adjustments to increase its effectiveness. This enhances our understanding of students' motivation to memorize the HQ in the Sultanate of Oman.

1.2.4 Motivation to memorize the HQ

The process of memorizing the HQ is one of the main educational objectives in the Islamic community, and it has received extensive research studies on its various aspects, including the role of motivation in promoting this process. Motivation is defined as the internal or external force that motivates individuals to achieve certain goals, and in the case of memorizing the HQ motivation is manifested in the strong desire of Muslims to learn and recite the HQ. Since the time of the Prophet (PBUH), the Prophet PBUH has used effective motivational methods with his companions, demonstrating the importance of motivation in promoting the process of memorization and learning (al-Astal, 2022). The study of Hassan et al (2021) indicates that

motivation plays a pivotal role in mastering Quran reading, as it showed that the implementation of the mutual review program effectively contributed to improving students' performance. On the other hand, al-Aswad (2019) examined the role of educational applications inspired by the HQ in raising the motivation of learners, reflecting the need for innovative motivational strategies that support this goal.

Despite these valuable studies, there is a research gap in determining the effectiveness of modern HQ teaching programs, such as TAA, in motivating students to memorize. This program aims to bridge this gap by providing an interactive and stimulating learning environment based on a set of modern strategies and technologies. It is expected that this research will contribute to revealing the factors that contribute to the success of such programs and providing recommendations for their development in line with the needs of learners in the world. The interest in studying the TAA program stems from the researcher's belief in the importance of benefiting from modern technology in enhancing the process of memorizing the HQ. The program seeks to provide an attractive and stimulating learning environment for students, making it a role model in the field of distance education. This program is likely to have a positive impact on the development of HQ teaching programs in the future, enhancing students' motivation to achieve their goals in memorizing the HQ.

1.3 Problem Statement

The teaching of the HQ is a cornerstone of Islamic education, serving as the foundation of faith, knowledge, and conduct (Hamdi, 2018). In the Sultanate of Oman, the government places significant emphasis on Quranic instruction, evident in the Ministry of Endowments and Religious Affairs' development of the TAA program (Bahr, 2018). This program aims to provide students with a convenient and accessible

platform for learning and memorizing the teachings of the HQ (Gabhann-Dromgoole et al., 2023).

Oman stands out as a unique and crucial case for studying the motivation behind Quranic memorization through digital education programs for several key reasons. Firstly, Oman's early and extensive adoption of digital religious education initiatives, with al-Hadi (2019) considering the TAA program a pioneering effort in the region, makes it a fertile environment for studying the impact of such programs on student motivation. Secondly, the TAA program directly contributes to reinforcing the Omani national identity rooted in Islamic values, reflecting a deep cultural and social dimension beyond mere academic instruction. This link between memorization and national identity gives the Omani experience a distinct character worthy of study. Thirdly, the program meets a growing societal need for lifelong learning, enabling learners of all ages to enhance their knowledge and recitation of the HQ, and this widespread reach across age groups distinguishes the Omani experience.

Despite the widespread acclaim for the TAA program as a necessary and motivating initiative by both students and teachers, who believe it bridges the gap between traditional teaching methods and modern technology, making it easier for students to engage with and understand Quranic teachings (Salhi et al., 2021), it still faces challenges. These include the need for continuous content updates and sufficient technical support for learners. More importantly, despite the widespread adoption of the TAA program in the Sultanate of Oman, there is a notable lack of previous studies that deeply explore the factors motivating students to consistently memorize the HQ through these programs. Existing studies either do not directly address motivation or do not focus on the Omani context and the TAA program specifically.

The core problem this study seeks to address lies in the knowledge gap regarding the understanding and analysis of the elements that motivate Omani students to memorize the HQ through the TAA program, and how these elements impact the continuity of memorization. This gap prevents decision-makers and stakeholders from developing more effective educational strategies and improving the program's design to increase student motivation towards lasting and continuous memorization.

Therefore, this study aims to bridge this knowledge gap by identifying and analyzing the motivational elements within the TAA program that contribute to students' motivation for HQ memorization. Assessing the effectiveness of these elements in motivating students to continue memorizing the HQ. Analyzing student interview results to understand their perceptions and experiences related to motivation for Quranic memorization via TAA.

The significance of this study lies in enriching scientific research in the field of digital Quranic instruction and providing clear and practical insights into the need to understand student motivation within the context of digital education for Quranic memorization. The findings of this study are expected to contribute to the development of more effective teaching strategies, improve the design of Quranic memorization programs, and offer applicable recommendations to religious education officials in Oman to encourage students to continue memorizing the HQ, thereby contributing to the achievement of sustainable development goals related to quality education and the preservation of cultural heritage.

1.4 Objectives

The general objective of this study is to explore and analyze the motivational factors that encourage students to memorize the HQ through the TAA program in Oman. The objectives of this study are as follows:

1. To identify about the elements of motivation for students to memorize the HQ through the TAA program in Oman.
2. To analyze the elements of motivation to memorize the HQ through the TAA program in Oman.
3. To conclude that students are motivated to memorize the HQ through the TAA program in Oman.

1.5 Research Questions

This research aims to achieve the following questions:

- i. What are the internal elements to motivate students to memorize the HQ in the TAA program in Oman?
- ii. What are the external elements to motivate students to memorize the HQ in the TAA program in Oman?
- iii. How does the internal element affect students' motivation to memorize the HQ in the TAA program in Oman?
- iv. How does the external element affect the motivation of students to memorize the HQ in the TAA program in Oman?
- v. What are the most influential incentives and motivations to motivate students to memorize the HQ in the TAA program in Oman?
- vi. What is the demographic factor that affects students' motivation to memorize the HQ in the TAA program in Oman?
- vii. What recommendations can be made to improve the TAA program and enhance motivation to memorize the HQ?

Table1.2 Summary of Study Objectives and Research Questions

Objectives	Study Questions
1- To identify about the elements of motivation for students to memorize the HQ through the TAA program in Oman.	i. What are the internal elements to motivate students to memorize the HQ in the TAA program in Oman? ii. What are the external elements to motivate students to memorize the HQ in the TAA program in Oman?
2- To analyze the elements of motivation to memorize the HQ through the TAA program in Oman.	iii. How does the internal element affect students' motivation to memorize the HQ in the TAA program in Oman? iv. How does the external element affect the motivation of students to memorize the HQ in the TAA program in Oman? v. What are the most influential incentives and motivations to motivate students to memorize the HQ in the TAA program in Oman? vi. What is the demographic factor that affects students' motivation to memorize the HQ in the TAA program in Oman?
3- To conclude that students are motivated to memorize the HQ through the TAA program in Oman.	vii. What recommendations can be made to improve the TAA program and enhance motivation to memorize the HQ?

Table 1.2 outlines the objectives and questions of the study. The objective is to determine the factors that drive students to memorize the HQ through a TAA in Oman. The goal of the research is to identify the internal and external elements of this motivation, as well as how it affects students' behavior. It also aims to compare the effectiveness of the TAA with traditional methods and make recommendations to improve the program and increase its effectiveness in motivating students to conserve.

1.6 Research Scope and Limitations

The scope of this study relates to stimulating methods of preserving HQ through the TAA. This scope is divided into three parts. The first part focuses on learning about the motivation elements of students in the TAA in Oman. The second part is the analysis of the motivation to save the HQ in the TAA in Oman. The third part is to achieve students' motivation for preservation at the TAA in Oman.

From this range, three limitations were found in the study. First, restrictions on the subject matter of the study; second, institutional constraints; And third, the limitations of the analysis. These restrictions are as follows:

i. Limitations of study subjects

This study was limited to a group of students, with a total of 16 students participating in the study interview. These students were selected for their great interaction with the program and a detailed description of the justification for this choice will be given in chapter 3, which is the methods of research.

ii. Analysis constraints

Analysis of this study includes a qualitative analysis, where the corresponding samples range in size from a few participants in qualitative studies while the samples range in size to hundreds or even thousands in quantitative studies. In qualitative

studies, a sample size smaller than 10-15 participants may be sufficient to collect rich and detailed information (Vasileiou et al., 2018).

iii. Programmer limitation -TAA

The research will include a sample of students studying in the online program from the Sultanate of Oman and not from any other country.

iv. Time framework

The research topic has attracted the attention of the researcher since the end of 2015, and by virtue of his work for more than 25 years in the preservation of students, the application of the study will be in the second semester of 2023/2024 in February 2024 for the TAA, according to the annual calendar issued by the Ministry of Endowments and Religious Affairs of Oman. This search is limited to MSMQ through TAA in Oman.

1.7 Operational Definitions

There are important concepts in this study that must be identified and known, and they are as follows:

1.7.1 The HQ

The HQ, as stated in the literature, is widely defined as the process of teaching and learning the HQ in Islam, which Muslims consider to be the words of Allah SWT revealed to the Prophet Muhammad (al-Baqi' and al-Najma, 2022). The HQ is a divine guide for Muslims, providing guidance on how to live a righteous life in this world (Canaan et al., 2022). Preserving the HQ is a crucial aspect of Islam, as Muslims believe that it is Allah SWT's precise and unchanging word. Thus, the preservation of the HQ the authenticity and integrity of the Qur'an is of paramount importance (Chen

et al., 2019). The process of memorizing the Qur'an is believed to have been divinely ensured, as the texts were transmitted through a process known as *Tajweed*, which involved accurate recitation and pronunciation, which helped to transmit the Qur'an orally from generation to generation while taking great care to preserve its original form (Ghazali et al., 2020). Moreover, meticulously written copies of the HQ have been preserved, as these copies were written by hand by skilled scribes, ensuring accuracy in every word and letter (Ferro et al., 2022). Thus, the memorization of the HQ is not just an educational process, but a religious and cultural responsibility aimed at ensuring the continuity of the divine message across generations.

Based on the comprehensive definitions provided and the research objectives of this study, the researcher adopts the following procedural definition of the HQ: is defined as the word of Allah SWT, revealed to Prophet Muhammad PBUH through divine revelation. The Quran is considered the supreme reference for Muslims, serving as the fundamental source for legislation, moral guidance, and spiritual knowledge. It is not merely a religious book; rather, it is a comprehensive constitution that provides a complete framework for individual and community life, aiming to achieve righteousness and success in this world and the hereafter.

This procedural definition was chosen because it goes beyond the mere superficial description of the memorization process to include pedagogical, methodological and religious aspects. Not only does it refer to mere rote memorization, but it emphasizes "careful and comprehensive comprehension", reflecting the depth and purpose of the educational process, which is to understand the text as well as memorize it. It also highlights the core dimensions of the process such as "repetition and continuous practice" and "correct recitation according to the rules of intonation",

which are key pillars of an effective memorization process. Moreover, the reference to "understanding meanings" illuminates an important aspect that is often overlooked in simplified definitions of memorization, emphasizing that the goal is not merely to memorize meaningless verses, but to assimilate the divine message.

In the context of this study, this procedural definition will be applied by focusing the research on pedagogical approaches and methods that are used to enable students to "accurately comprehend the texts of the HQ" rather than merely memorize them. The effectiveness of the teaching methods used in promoting "fluency and correctness of the Qur'an retrieval and recitation from memory" will be assessed, with particular attention being paid to the extent to which the "*Tajweed* rules" are applied to ensure verbal authenticity. The study will also seek to explore the relationship between the methods of memorization used and the extent to which students understand the meanings of the verses, to ensure that the memorization process is not just an automated process, but a comprehensive educational process aimed at instilling religious values and a deep understanding of the Qur'anic text. This will be reflected in the design of research tools and data analysis, where indicators will be measured that reflect these multiple aspects of identification, such as recitation accuracy, retrieval speed, level of comprehension, and adherence to *Tajweed* rules.

1.7.2 Distance Learning in TAA Program

A program for teaching and memorizing the HQ organized and supervised by the Ministry of Awqaf and Religious Affairs in Oman, as it was launched in 2015, and the program provides beneficiaries with different programs that take into account different levels, and the student relies on a new innovative curriculum under the name

of “The Seven Castles Curriculum for Memorizing the HQ”, and the student performs daily tasks as follows:

Day One: Save the news at one time and review the news at another time. And the second day: save the news at one time and review the new memorization at another time. And the third day: review the previous two days’ memorization, then recitation at the teacher. And the fourth day: save the news at one time and review the new save at another time. And the fifth day: save the news at one time and review the new memorization at another time. And the sixth day: Review the previous two days memorization, then recitation at the teacher. And the seventh day: a comprehensive review of what was saved in the week.

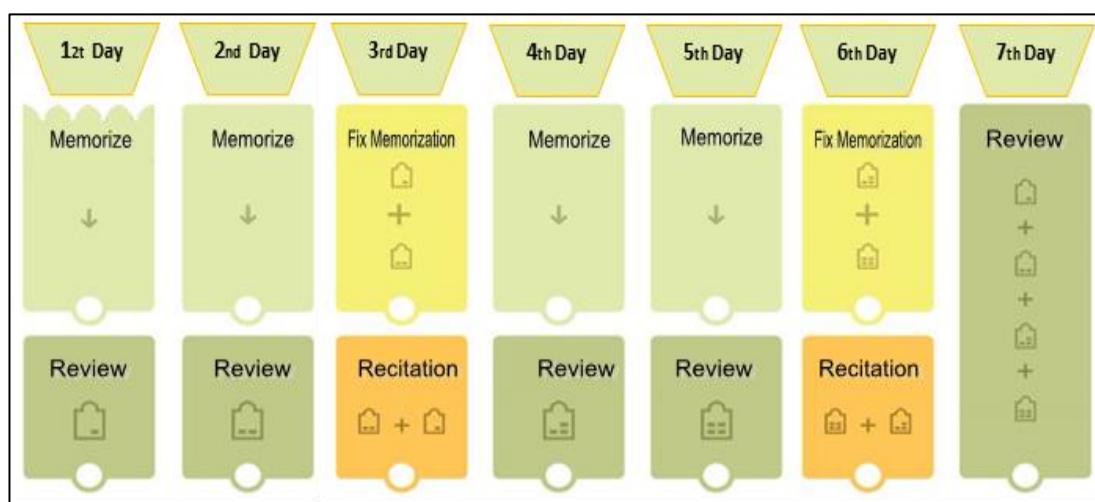


Figure 1.1 Weekly tasks

Figure 1.1 illustrates the daily tasks required of the enrolled in the program, where the student memorizes on the first and second days, then reviews on the third day the first and second days, then memorizes the student on the fourth and fifth days, on the sixth day, Mahfouz reviews the fourth and fifth days, and on the seventh day, Mahfouz reviews the first, second, fourth and fifth days. Al-Azwani (2019) explained the teacher's role in supervising the program by evaluating the student's memorization,

following up on reading, teaching the correct recitation of the upcoming new memorization, as well as providing some lessons in intonation, and helping the student to review his information about intonation and the meanings of the HQ, the teacher can prepare questions with optional answers under the name: Support and enhance questions.

In this thesis distance learning is defined as an organized educational process in which time, location, or both, are separated between the learner and the instructor or educational institution. This mode of education relies primarily on modern technological media to deliver educational content. It offers learners the opportunity to study anytime and from anywhere, without the need for physical presence in a traditional classroom. The researcher has adopted this operational definition to serve as the foundational concept for this study (Suwaiket, 2012).

1.7.3 Teaching the HQ

Defining the concept of teaching HQ in the context of scientific research requires a clear procedural definition that clarifies the basic dimensions of the educational process and how to address them in this study. Based on the specialized literature, TAA can be defined procedurally as a comprehensive educational process that includes the transfer of knowledge and understanding of the sacred Qur'anic text, with the aim of instilling Islamic values and ethics, strengthening the spiritual relationship with Allah SWT, and enabling learners to apply His teachings in their daily lives.

This definition was chosen because of its comprehensiveness and accuracy in describing the multiple aspects of the process of teaching the HQ, which go beyond mere indoctrination to include spiritual and practical understanding and application.

This definition is in line with what previous studies have confirmed that teaching the Qur'an is not limited to teaching recitation only, but extends to understanding meanings, applying virtues and principles in daily life, and fostering a strong spiritual relationship with Allah SWT (Naz, 2020; Saputra et al., 2021). It is also consistent with the goal of teaching The Qur'an, which is the care of individuals to develop a deep understanding and connection to Allah SWT through the teachings and principles of the HQ (Wahab, 2017).

In the context of this study, this procedural definition will be applied through the analysis of the interactive aspects between teacher and learner. Emphasis will be placed on how to transfer Quranic knowledge, starting from correct recitation, through understanding meanings and connotations, to the ability to derive judgments and apply the teachings of the Qur'an in different life situations. This will include an assessment of educational methods that seek to achieve a deep understanding of the HQ, and how these methods enable students to integrate Qur'anic teachings into their daily behaviors and decisions, reflecting the goal of teaching the Qur'an as a way of life.

1.7.4 Memorization of the HQ

Defining the concept of memorization of the HQ in academic study requires the formulation of a precise procedural definition that clarifies the basic dimensions of this process and how to address it within the research framework. Based on a critical review of specialized literature, memorization of the HQ can be defined procedurally as an organized educational process aimed at absorbing the texts of the HQ accurately and comprehensively, enabling the student to retrieve and recite them from memory fluently and correctly, taking into account the rules of intonation and understanding of meanings to ensure the preservation of the authenticity and integrity of the text.

This procedural definition was chosen because it goes beyond the superficial description of the memorization process to include the integrated educational, methodological and religious dimensions. It does not refer only to mere memorization, but emphasizes "careful and comprehensive comprehension", reflecting the depth and purpose of the educational process, which is to understand the text as well as memorize it. The definition also highlights the internal dimensions of the process such as "repetition and continuous practice" and "correct recitation according to the rules of intonation", which are key pillars in the effective memorization process that ensures the oral transmission of the Qur'an. Accurately (Ghazali et al., 2020). Moreover, the reference to "understanding meanings" illuminates an important aspect that is often overlooked in simplified definitions of memorization, emphasizing that the goal is not merely to memorize meaningless verses, but to assimilate the divine message as a divine guide to life (Canaan et al., 2022).

In the context of this study, this procedural definition will be applied by focusing the research on pedagogical approaches and methods that are used to enable students to "accurately assimilate the texts of the HQ" rather than merely memorizing them. The effectiveness of the teaching methods used in promoting "fluency and correctness of the Qur'an retrieval and recitation from memory" will be assessed, with particular attention being paid to the extent to which the "*Tajweed* rules" are applied to ensure verbal authenticity. The study will also seek to explore the relationship between the methods of memorization used and the extent to which students understand the meanings of the verses, to ensure that the memorization process is not just an automated process, but a comprehensive educational process aimed at instilling religious values and a deep understanding of the Qur'anic text. This will be reflected in the design of research tools and data analysis, where indicators will be measured

that reflect these multiple aspects of identification, such as recitation accuracy, retrieval speed, level of comprehension, and adherence to *Tajweed* rules.

1.7.5 Motivation of Memorization the HQ

Motivation is a fundamental driving force for human behavior across various fields, both in the religious and scientific context. In the Qur'an, motivation manifests itself in the form of divine encouragement and guidance, which motivates believers to seek good deeds and righteousness, and promises them rewards and blessings (Sultana et al., 2021). In contrast, in other sciences, motivation is seen as a factor influencing human behavior and performance, as it is an internal force that pushes individuals to pursue their goals and achieve success (Dickinson and Crain, 2019). Thus, motivation encompasses a set of internal and external factors that motivate individuals towards achieving their goals, whether in the Qur'anic framework that emphasizes the pursuit of excellence and the pursuit of knowledge, or in other sciences that explore it through theories such as Maslow's sequence of needs and Herzberg's two-factor theory (Gould et al., 2020). In essence, motivation in the Qur'an revolves around belief in divine guidance and the desire to please Allah SWT, while in other sciences, it is explored through incentives, rewards, and personal motives (Mvekoa et al., 2022).

Based on a comprehensive review of the different concepts of motivation, the researcher adopts the following procedural definition: "The motivation in memorizing the HQ is the set of factors and advantages created by the TAA program with the aim of moving the motivation and human capabilities of students, which contributes to increasing efficiency and improving their performance in memorizing the HQ."

This definition was chosen for its comprehensiveness and ability to embody the internal aspects of motivation in the context of Quran memorization, with a focus on the practical aspect of the role of the TAA program. This choice is justified by going

beyond mere theoretical definitions to provide a practical framework within which to measure and track the impact of motivating factors on student performance. While memorizing the HQ is a noble and important goal for believers (Syriac and Disi, 2023), the motivation behind this endeavor requires careful analysis of its internal and external elements. Students' internal motivations include their desire to develop a strong spiritual relationship with Allah SWT, the pursuit of personal growth, and the fulfillment of religious duties (Sabrina et al., 2022). External motives are encouragement Support from parents, teachers and the community, participation in Quranic competitions, and appreciation for the efforts made (Abdullah et al., 2021).

During this study, this procedural definition will be applied by analyzing the factors and advantages provided by the TAA program, and how these factors translate into motivational mechanisms for students. This will include examining how these internal and external factors that the program focuses on interact with students' abilities, and thus their impact on increasing the efficiency of their memorization of the HQ. This approach aims to provide an accurate and concrete understanding of the relationship between motivation and performance in the context of Quran memorization, contributing to the development of more educational strategies. Efficiency.

1.8 Research Significance

This study holds highlight the significance of the HQ Memorization Program (MMQ) through the TAA program in Oman. It will also reveal the current state of the TAA program and assist decision-makers in formulating plans to enhance the program and activate its role.

1.8.1 Theoretical Significance

This study holds significant theoretical value by contributing to the body of knowledge on educational motivation, particularly within the context of religious studies and Islamic education. First, it aims to raise awareness of the importance of the MMQ through the TAA in Oman by providing a deep, research-based understanding of its role in shaping students' academic and personal development. This goes beyond a general acknowledgment to a detailed analysis of the program's impact.

Second, the study serves to introduce the reality of the TAA by identifying its strengths, weaknesses, and the challenges it faces. This empirical data can serve as a foundational reference for future academic inquiries into similar programs, offering a much-needed theoretical framework.

Finally, the findings can assist decision-makers in developing a comprehensive plan to develop the program and activate its role, bridging the gap between theoretical insights and practical application. The study's contribution lies in its ability to offer a nuanced understanding of motivational factors and their influence on Quran memorization, which can be applied to other educational settings.

1.8.2 Practical Importance

The practical implications of this study are far-reaching and directly benefit various stakeholders. Most importantly, it will motivate researchers, specialists, and scholars to pay honest, conscious, and continuous attention to everything that would improve the methods of teaching the HQ. By providing empirical evidence on effective motivational strategies and existing gaps, this study offers a clear roadmap for improving pedagogical approaches. Furthermore, the research will provide actionable data for developing the system of incentives applied in the TAA program. It will identify which incentives are most effective from the perspectives of students and