

Islamic Parenting and Motivation from Parents and Its Influence on Children's Ability to Read the Quran

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Islamic Parenting and Motivation from Parents and Its Influence on Children's Ability to Read the Quran

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ABSTRACT

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The motivation of learners to learn the Qur'an in this day and age is very low, learners at the time to learn the Qur'an choose television activities, play games and others, therefore motivation from parents is needed to minimize the activities of learners who are less useful. Previous studies show that external factors affect Islamic children's development and ability to read the Quran. Therefore, this study aimed to determine how parenting techniques and motivation influence children's ability to read the Quran. A quantitative approach with a sample population of 100 persons was used, while data was collected through questionnaires and examining the existing documents. The results showed that 1) Islamic parenting has a 78% contribution to the children's ability to read the Quran, 2) the motivation by parents affect the children's ability by 1.5%, 3) the combination of parent motivation and parenting techniques accounts for 79.5% of the effect, and 4) parenting style and motivation from parents simultaneously influence children's ability. Based on the description of existing data it can be concluded that parents have a fundamental role in providing motivation for learners to learn the Qur'an.

Keywords: Islamic Parenting; Motivation; Reading The Quran

ABSTRAK

Motivasi peserta didik untuk belajar Al-Qur'an di zaman sekarang ini sangat rendah, peserta didik pada saat belajar Al-Qur'an memilih kegiatan televisi, bermain game dan lain-lain, oleh karena itu diperlukan motivasi dari orang tua untuk meminimalisir aktivitas peserta didik yang kurang bermanfaat. Studi sebelumnya menunjukkan bahwa faktor eksternal mempengaruhi perkembangan dan kemampuan anak-anak Islam untuk membaca Al-Quran. Oleh karena itu, penelitian ini bertujuan untuk menentukan bagaimana teknik dan motivasi pengasuhan mempengaruhi kemampuan anak membaca Al-Quran. Pendekatan kuantitatif dengan populasi sampel 100 orang digunakan, sementara data dikumpulkan melalui kuesioner dan memeriksa dokumen yang ada. Hasil penelitian menunjukkan bahwa 1) pengasuhan Islam memiliki kontribusi 78% terhadap kemampuan anak-anak untuk membaca Al-Quran, 2) motivasi oleh orang tua mempengaruhi kemampuan anak-anak sebesar 1,5%, 3) kombinasi motivasi orang tua dan teknik pengasuhan menyumbang 79,5% dari efek, dan 4) gaya pengasuhan dan motivasi dari orang tua secara bersamaan mempengaruhi kemampuan anak-anak. Berdasarkan uraian data yang ada dapat disimpulkan bahwa orang tua memiliki peran mendasar dalam memberikan motivasi bagi peserta didik untuk belajar Al-Qur'an.

Kata-kata Kunci: Parenting Islam; Motivasi; Membaca Al-Quran

INTRODUCTION

Every Muslim is expected to know how to read the Quran. However, [Mahdali \(2020\)](#) stated that some believers and Muslims could not read the Quran. This makes it difficult for them to understand its content and leads to ignorance within the community and failure to adhere to the commands of Allah. According to [Nurlaili et al. \(2020\)](#), several factors, including the learning environment, will affect the ability to read the Quran and strictly follow Islamic laws ([Wodon, 2015](#)). The use of learning methods ([Sabiq et al., 2020](#)) and learning models ([Mustaqim et al., 2020](#); [Hakim et al., 2020](#)) has an impact on the ability to read the Quran. Furthermore, the basic learning abilities help students memorize and understand the Quran ([Fauziah et al., 2020](#)).

However, previous studies showed that parenting style in the family environment significantly affects the children's future success and learning ([Sarwar, 2016](#); [Masud et al., 2019](#)). Parenting techniques that consider the family environment will enable children to establish a good relationship with the wider environment ([Ghozali, 2020](#)). The family as an al-ula madrasah significantly contributes to building children's future ([Gadsden et al., 2016](#); [Ritonga et al., 2021](#)). The family unit is key in building children's future by developing their cognitive, psychological, and social aspects of life. However, previous studies did not explain the effects of Islamic parenting on children's ability to read the Quran. Therefore, the purpose of this study is to bridge this information gap.

Children's learning ability is affected by motivating factors in the environment ([Vuslat, 2010](#); [Realyvásquez-Vargas et al., 2020](#); [Kovas et al., 2015](#)). The children's desire to learn is motivated by their environment ([Bellieni, 2016](#); [Ng et al., 2010](#); [Gherasim et al., 2011](#); [Gopalan et al., 2017](#)). This research focuses on how parental motivation affects children's ability to read the Quran. Parenting style and motivation affect the cognitive and psychological roles of children. However, this view has divided experts' opinions, with some agreeing and others thinking otherwise. The initial observations of the study established that students in several Al-Quran Learning Places (TPQ) in Pasaman cannot read the Quran. For example, TPQ al-Hidayah has students with less interest in participating in the Quran program due to poor parenting styles and lack of motivation from parents.

These parents work long hours to meet the needs of their children, spending less time with them. Therefore, children stay with their grandmother or brothers, and are hardly motivated by their parents to read the Quran. The less time parents spend with their children, the less attention and motivation they get to carry out maghrib readings. The study also found that some of these children leave home but do not reach the TPQ. Parents who neglect parental attention and the motivation of their children make them lazy to study at TPQ. Instead of studying, these children pick other bad behavior such as smoking, sucking glue, and others.

It is vital to examine the influence of family parenting and the motivation for children to read the Quran. Therefore, this study examines the role of the family as the main educational institution in building a generation that loves the Quran. Furthermore, the findings will help encourage parents to create quality time for their children and motivate them to learn things.

METHOD

The research material involves three variables, including parenting style (X1), motivation from the parent (X2), and the ability to read the Quran (Y), as shown in figure 1.

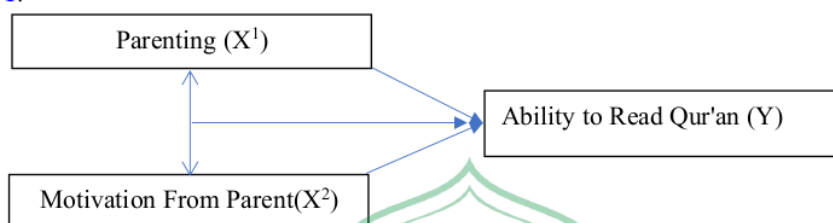


Figure 1. Research Materials

This study was conducted in several Al-Quran Learning places in Pasaman, namely TPQ Mustafa Faridah, TPQ Al Hidayah, TPQ Khairul Huda, TPQ Al Ikhlas. These areas were selected due to their suitability with the research problems. The study was conducted for three months, from October to December 2020. A quantitative approach based on the type of data to be collected and analyzed was used. Since the all the 100 people are used as the sample, they constitute the study population.

The data was obtained using questionnaires and documentation. Specifically, questionnaires were used to obtain the data relating to the parenting style of their families and the forms of motivation given by parents. Several statements were distributed to the children with alternative answers showing 4. Strongly agree, 3. Agree, 2. Disagree, 1. Strongly Disagree. Apart from questionnaires, documentation was also used to collect relevant data related to students' ability to read the Quran. The study employed SPSS 26 in analyzing validated data collected from documents and questionnaires, thus ensuring the data used in the study is free of errors.

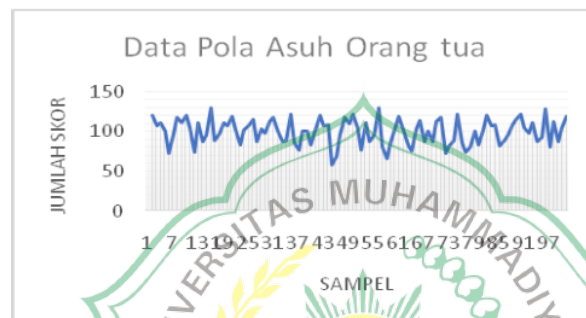
RESULTS AND DISCUSSION

1. Description of Parenting Style Data (X¹)

The results show that statistical data on the parenting style form questionnaire had the highest score of 130, with a frequency of two, while the lowest was 58 with a frequency of one. However, the data from the documents had the highest score of 87 with a frequency of six.

Table 1. Descriptive analysis of parenting style questionnaire results

| Statistics | | |
|-----------------|---------|---------|
| Parenting X^1 | | |
| N | Valid | 100 |
| | Missing | 0 |
| Mean | | 99,89 |
| Median | | 102,00 |
| Mode | | 87 |
| Std. Deviation | | 15,925 |
| Variance | | 253,594 |
| Range | | 72 |
| Minimum | | 58 |
| Maximum | | 130 |

**Figure 2.** Graph of parenting style data

The frequency of the score data on the parenting style instrument results above can be seen in **figure 2** below.

2. Description of Motivation from Parents Data (X^2)

The highest and lowest scores from the research sample are 83 and 30, each with a frequency of one. Additionally, the statistical data from documentation had the highest score of 67 with a frequency of 10.

Table 2. Descriptive analysis of parents' motivational data

| Statistics | | |
|-------------------------------|---------|---------|
| Motivation from parents X^2 | | |
| N | Valid | 100 |
| | Missing | 0 |
| Mean | | 57,00 |
| Median | | 58,00 |
| Mode | | 67 |
| Std. Deviation | | 11,670 |
| Variance | | 136,182 |
| Range | | 53 |
| Minimum | | 30 |
| Maximum | | 83 |

The graph in figure 3 also demonstrates how parental motivation affects children's ability to read the Qur'an using the above data.

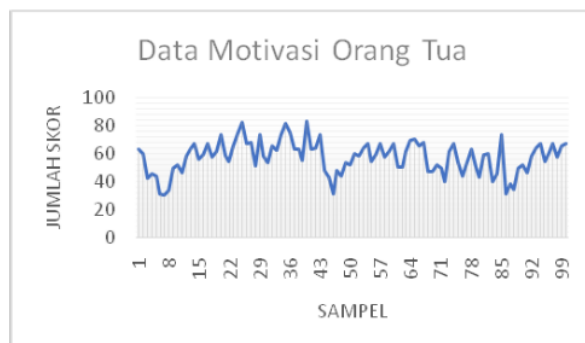


Figure 3. Graph of parents' motivation for children to read the qur'an

Figure 3 shows that the highest score from the research sample is 83, and the lowest score is 30. This result is obtained by one sample. The highest score obtained by the sample is 67.

3. Description of the Ability to Read the Qur'an (Y)

Table 3. Statistics of the results of the ability to read the Qur'an

| | Ability Y | | | |
|--------------|------------|------------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 12 | 2 | 2 | 2 |
| | 13 | 3 | 3 | 5 |
| | 14 | 5 | 5 | 10 |
| | 15 | 10 | 10 | 20 |
| | 16 | 8 | 8 | 28 |
| | 17 | 14 | 14 | 42 |
| | 18 | 12 | 12 | 54 |
| | 19 | 26 | 26 | 80 |
| | 110 | 20 | 20 | 100 |
| Total | 100 | 100 | 100 | |

Table 3 shows that the highest score from the validated data is 10, with a frequency of 20, while the lowest score was 2, with a frequency of 2. The data with the highest frequency of occurrence is 9, boosting a frequency of 26.

Table 4. Descriptive analysis of the students' ability to read the Qur'an

| Statistics | | |
|----------------|---------|-------|
| Ability_Y | | |
| N | Valid | 100 |
| | Missing | 0 |
| Mean | | 7,59 |
| Median | | 8 |
| Mode | | 9 |
| Std. Deviation | | 2,137 |
| Variance | | 4,568 |
| Range | | 8 |
| Minimum | | 2 |
| Maximum | | 10 |

The graph below depicts a distribution of statistical data on the children's ability to read the Qur'an.

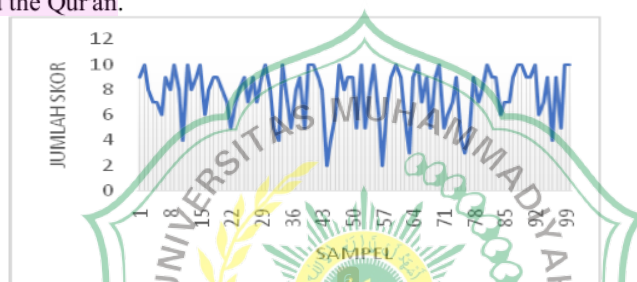


Figure 4. Graph of the statistical data on the ability to read the Qur'an

4. Normality test

Table 5. Normality test

| One-Sample Kolmogorov-Smirnov Test | | |
|--|--------------------------|-------------------|
| Unstandardized Residual | | |
| N | | 1100 |
| Normal Parameters ^{a,b} | Mean | 1,0000000 |
| | Std. Deviation | ,96443630 |
| | Most Extreme Differences | |
| | Absolutely | 1,078 |
| | Positive | 1,042 |
| | Negative | 1-,078 |
| Test Statistic | | 1,078 |
| Asymp Sig. (2-tailed) | | ,142 ^c |
| a. Test distribution is Normal | | |
| b. Calculated from data. | | |
| c. Lilliefors Significance Correction. | | |

The data reveal a significance value of 0.142, greater than the prerequisite significance value of 0.05 or 5%; therefore, it can be concluded that the data is normally distributed.

5. Linearity Test

a. Linearity of X^1 variable data against Y variable

Table 6. Linearity of parenting styles on the ability to read the Quran

| ANOVA Table | | | | | | | |
|--|----------------|--------------------------|----------------|----|-------------|---------|------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Read Qur'an Ability Y* Parenting_ X ¹ | between groups | (Combined) | 402,057 | 40 | 10,051 | 11,829 | ,000 |
| | | Linearity | 355,738 | 1 | 355,738 | 418,654 | ,000 |
| | | Deviation from Linearity | 46,319 | 39 | 1,188 | 1,398 | ,121 |
| Within Groups | | | 50,133 | 59 | ,850 | | |

Based on **table 6**, the significance value for the linearity test is 0.121. The value of $0.12 > 0.05$ means a linear relationship between the X^1 variable and the Y variable.

b. Linearity of data X^2 variable to Y variable

Based on Table 6, the linearity significance value between the data for the X^2 variable and those of the Y variable is 0.615. This value exceeds the set requirements for concluding the linearity test (0.05); therefore, it can be concluded that there is a linear relationship between the X^2 variable and the Y variable.

6. Multicollinearity Test

Table 7. Multicollinearity data

| Model | Coefficients | | | | t | Sig. | Collinearity Statistics | |
|----------------------------------|-----------------------------|------------|---------------------------|--|--------|------|-------------------------|-------|
| | Unstandardized Coefficients | | Standardized Coefficients | | | | Tolera ncel | VIF |
| | B | Std. Error | Beta | | | | | |
| (Constant) | 1-5,237 | ,760 | | | -6,892 | ,000 | | |
| Parenting X ¹ | ,118 | ,006 | ,880 | | 19,163 | ,000 | ,995 | 1,005 |
| Parent Motivation X ² | ,018 | ,008 | ,099 | | 2,145 | ,034 | ,995 | 1,005 |

a. Dependent Variable: Ability_Y

Table 7 gives a tolerance score of 0.995 and a VIF score of 1.005. The multicollinearity test's decision-making prerequisites for tolerance value are $0.995 > 0.10$ and the VIF score of $1.005 < 10.00$. Therefore, the study concluded that there are no symptoms of multicollinearity in the data, meaning the next testing stage can be carried out.

7. Heteroscedasticity Test

Table 8. Heteroscedasticity test using the glejser test

| Model | | Coefficients | | | t | Sig. |
|-------|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | ,900 | ,418 | | 12,154 | ,034 |
| | Parenting X ¹ | -,005 | ,003 | -,146 | -1,469 | ,145 |
| | Motivation X ² | ,007 | ,005 | ,148 | 1,483 | ,141 |

a. Dependent Variable: Abs RES

Table 8 shows that the parenting style variables had a significance level of 0.145, while parental motivation has a significance level of 0.141. The test value for comparison is 0.05. When these figures are compared the requirements for heteroscedasticity using the Glejser test (of 0.05), it is noted significance level for parenting style $0.145 > 0.05$ and the motivational significance value of parents is $(0.141 > 0.05)$. This test result shows the research data has no symptoms of heteroscedasticity, thus feasible for the next test.

8. Hypothesis test

a. Multiple linear regression test

Table 9. SPSS output table to determine the effect of each variable in multiple linear regression testing

| Model Summary | | | | | |
|---------------|-------------------|-----------|-------------------|----------------------------|--|
| Model | R | LR Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | ,892 ^a | ,796 | ,792 | ,974 | |

a. Predictors: (Constant), Motivation parents X2, Parenting X1

Based on the SPSS 26 output table above, the figure on the R square column indicates that each independent variable (X), which represents parenting style and motivation from parents, influences the dependent variable (Y), the ability to read the Qur'an by 79.6%.

Table 10. SPSS output on the effect of the independent variable on the dependent variable

| ANOVA | | | | | | |
|-------|------------|----------------|----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 360,106 | 2 | 180,053 | 189,666 | ,000 ^b |
| | Residual | 92,084 | 97 | ,949 | | |
| | Total | 452,190 | 99 | | | |

a. Dependent Variable: Ability Y
b. Predictors: (Constant), Motivaton parents X2, Parenting X1

Table 10 shows that the ANOVA significance value obtained using the F score is 189,666. This figure is greater than the decision-making requirements for this test ($189.666 > 0.05$), meaning that the independent variables (the parenting style and parental motivation) have no significant effect on children's reading abilities.

b. Partial t-test

Table 11. The SPSS partial t-test analysis

| Model | Coefficients ^a | | | T | Sig. |
|-------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | Unstandardized Coefficients | | Standardized Coefficients | | |
| | B | Std. Error | Beta | | |
| 1 (Constant) | -5,237 | ,760 | | -6,892 | ,000 |
| Parenting X ¹ | ,118 | ,006 | ,880 | 19,163 | ,000 |
| Motivation of Parent X ² | ,018 | ,008 | ,099 | 2,145 | ,034 |

a. Dependent Variable: Ability Y

Table 11 shows that the significance value for parenting style on children's ability to read the Qur'an is 0.000. However, the significance value for motivation from parents is 0.034. This result show that the score for the X¹ variable is $0.0 < 0.05$ and the X² variable is $0.034 < 0.05$. Therefore, it can be concluded that parenting style and motivation from parents influence children's ability to read the Qur'an. Consequently, the hypothesis testing from the test is as follows:

- c. Hypothesis 1 (H_a) is accepted, meaning that parenting style has a significant effect on children's ability to read the Qur'an.
- d. Hypothesis 2 (H_a) is accepted, indicating that motivation from parents significantly influences children's ability to read the Qur'an.
- e. F test

Table 12. SPSS F test output

| ANOVA | | | | | |
|--------------|----------------|----|-------------|---------|------------------|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 Regression | 360,106 | 2 | 180,053 | 189,666 | ,00 ^b |
| Residual | 92,084 | 97 | ,949 | | |
| Total | 452,190 | 99 | | | |

a. Dependent Variable: Ability Y

b. Predictors: (Constant), Motivation parents X², Parenting X¹

The F test output table shows that the significance value of the test is 0.00. The test is $0.00 < 0.05$, which is the decision-making requirement of the F test. Based on the result, it can be concluded that the X¹ and X² have a significant influence on the Y variable. The decision from the result is to accept hypothesis (H_a) and reject (H_o). The test means that parenting style and motivation from parents significantly influence children's ability to read the Qur'an.

f. Correlation Test

Table 13. Product moment correlation test

| | | Correlations | | |
|-----------------------------------|-----------------------|--------------------------|-----------------------------------|-----------|
| | | Parenting_X ¹ | Motivation_parents_X ² | Ability_Y |
| Parenting_X ¹ | Pearsoni Correlationi | 1 | ,069 | ,887** |
| | Sigi (2-tailed) | | ,493 | ,000 |
| | N | 100 | 100 | 100 |
| Motivation_parents_X ² | Pearsoni Correlationi | ,069 | 1 | ,160 |
| | Sig (2-tailed) | ,493 | | ,113 |
| | N | 100 | 100 | 100 |
| Ability_Y | Pearsoni Correlationi | ,887** | ,160 | 11 |
| | Sig (2-tailed) | ,000 | ,113 | |
| | N | 100 | 100 | 100 |

** . Correlation is significant at the 0.01 level (2-tailed).

The data from **table 13** above indicate that the correlation coefficient of the parenting style variable on the children's ability to read the Qur'an is 0.887. The interpretation table of correlation values in the previous chapter indicate parenting style strongly influence children's ability to read the Qur'an.

Furthermore, the result for motivational from parents' variables is 0.16 (calculated with SPSS 26) and is considered very low. The calculations suggest that parenting style accounts for 78% of children's ability to read the Qur'an.

The effective contribution of the X2 variable to the Y variable

$$SE(x) = \text{Beta}_x \times r_{xy} \times 100\%$$

$$SE(x) = 0,099 \times 0,160 \times 100\%$$

$$SE(x) = 0,015$$

$$VSE(x) = 1,5\%$$

The calculations also indicate that the motivation from parents, accounts for 1.5% of children's ability to read the Qur'an.

The effective contribution of the X1 and X2 variables on the Y variable.

$$SE_{total} = SE_{x1} + SE_{x2}$$

$$SE_{total} = 78\% + 1,5\%$$

$$SE_{total} = 79,5\%$$

Parental style and motivation have a combined 79.5% influence on children's ability to read the Qur'an.

1) The Effect of Islamic Parenting Style on Children's Ability to Read Al-Qur'an (X¹ against Y)

The test on research data demonstrates that parenting style has the highest influence on children's ability to read the Qur'an. Additionally, the partial t-test shows that the significance value of parenting style on children's ability to read the Qur'an is 0.000 with a t-value of 19.163. Further analysis using the effective donation method by multiplying figures from the regression test with the product-moment correlation found that parenting style accounts for 78% of children's ability to read the Qur'an. Other factors influence the remaining 22%.

2) The Effect of Motivation from Parents on Children's Ability to Read Al-Qur'an (X² against Y)

As observed from the test result, the motivation from parents has a smaller contribution to children's ability to read the Qur'an than parenting style. The statistical data and SPSS 26 analysis in the partial t-test from the above table show that the significance value of motivation from parents on children's ability to read the Qur'an is 0.034 with a t value of 2.145. Further analysis was conducted using the effective donation method by multiplying the regression test values with the product-moment correlation. The results showed that parents' motivation only accounts for 1.5% of the children's ability to read the Qur'an.

3) The Combined Influence of Parenting Styles and Motivation from Parents on Children's Ability to Read Al-Qur'an (X¹ and X² on Y)

The R square column under the Model Summary section in the SPSS output table shown that the independent variable has a large influence on the dependent variable, contributing to a 79.5% effect. This means that the combined effect of parenting style and motivation accounts for 79.5% of the children's ability to read the Qur'an. These scores suggest a high correlation between variables. The remaining percentage (20.5) is a contribution of external factors on children's ability to read the Qur'an. These factors could include children's motivation and learning patterns in TPO itself.

The significance value of parenting style of 0.00, while that of motivation from parents is 0.034. These figures show that parenting style has a higher correlation and contribution to the children's ability to read the Qur'an than motivation. It means that parenting style determines children's ability to read the Qur'an than the motivation from parents. The F test score for this research data is 0.000, which means that the independent variables in this research jointly influence children's ability to read the Qur'an. The combined effect from parenting style and motivation accounts for 79.5% of the children's ability to read the Qur'an, as observed from the result.

In accordance with the data described above it can be affirmed that the role of parents is very important in realizing the success of learners in learning, these results corroborate Nudin's findings that parental collaboration with educational institutions greatly helps the formation of student character (Nudin, 2020). In this case found similarities in the aspect of parental involvement. This finding also reinforces the conclusion of Ritonga et al who state that parents as people who interact more with learners should increase attention, guidance and motivation to help achieve predetermined learning goals (Ritonga, 2021).

Based on the data that has been described it can also be explained that the motivation of parents towards children to learn the Quran has a great impact on the learning outcomes of learners, especially the field of the Quran. This finding is in accordance with the findings of Abdullah et al who stated that the role of parents and teachers is very influential on improving the learning outcomes of the Qur'an of learners (Nik Abdullah et al., 2021).

While the insignificant difference from the results of this study was found with research conducted by Muzahid et al who stated that the motivation of learners to study the Quran to the established purpose is dominated by

awareness of the position of the Quran as a holy book for Muslims (Muzahid et al., 2019). The difference can be understood because of the difference in the object of research, namely the object of research they do is people who have maturity of thinking, so they know what is best for them. While the object of this research that has been done is learners who still need direction from parents.

CONCLUSIONS

In accordance with the results and discussion of research data can be concluded that the ability of children to read the Quran is influenced by various factors, environmental conditions such as family have a significant influence. These findings prove that the position of parents in the successful education of children is very decisive, and therefore realizing the family as the "first and foremost madrassa" must be realized. From the conclusions outlined, researchers recommend that every parent babysit with Islamic patterns, and never get tired of motivating children to learn the Quran and read it. Based on the results of the research it can be suggested that every educational institution strengthens collaboration with the parents of inner learners. Parents of learners must increase attention and motivation to each learner in order to achieve targeted learning goals. Parental attention is needed considering that in time to learn the Quran many activities are more interesting for learners, therefore parents must be able to minimize the activities of children who are less useful.

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PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

