

Motivation of students with learning disorders in memorizing alfiyah ibn malik at imadutthulabah islamic boarding school

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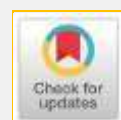
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ABSTRACT

This research examines the motivation of students with learning disorders in memorizing the Alfiyah Ibnu Malik book verses at Pondok Pesantren Imadutthulabah. The study aims to understand both intrinsic and extrinsic motivation, as well as the supporting and inhibiting factors faced by these students. Using a phenomenological approach and descriptive qualitative method, this research collected data through interviews with the head of the boarding school, the Alfiyah book verse listeners, Nahwu Shorof subject teachers, and students with learning disorders. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, with data validity checks using source triangulation and method triangulation. Intrinsic motivation, such as personal satisfaction, a sense of achievement, personal development, and responsibility, plays a crucial role in supporting students. This motivation comes from an internal drive to understand and master knowledge, encouraging students to keep trying even though it requires more effort and time. Extrinsic motivation is also important, including external support like praise, expectations from others, and rewards, which encourage students to be more enthusiastic and persistent in their learning. The inhibiting factors faced include genetic, neurobiological, and environmental factors. This study reveals that despite the challenges, students with learning disorders demonstrate resilience and adaptability through various coping strategies. The findings highlight the need for tailored educational interventions and continuous support systems to maximize the students' potential in Islamic boarding school environments.



Introduction

At Imadutthulabah Islamic Boarding School, students are required to memorize the nadzom (verses) of Alfiyah Ibn Malik, a classical Arabic grammar text, even though some of them are diagnosed with learning disorders. Learning disorders refer to conditions that cause significant difficulties in acquiring fundamental academic skills such as reading, writing, and arithmetic (Creswell, 2016; Moleong, 2019). Students with learning disorders often face additional challenges that require greater effort and specialized strategies to succeed in their studies.

Students with learning disorders need additional motivation to overcome the barriers they face in the learning process. Motivation, which consists of needs, drives, and goals, acts as a crucial factor that pushes individuals to act and think toward achieving their objectives (Al-Abrasyi, 1970; Daradjat, 2008; Langgulung, 2000). For students struggling with learning disabilities, both intrinsic and extrinsic forms of motivation play an essential role in sustaining their learning efforts, especially in demanding tasks such as memorizing complex Arabic grammatical texts (Khairunnisa et al., 2025; Firdaus, 2020).

Recognizing these challenges, Imadutthulabah Islamic Boarding School provides special attention and tailored support to students with learning disorders. The institution adopts an individualized approach, offering targeted assistance that addresses each student's specific needs (Maskur & Anwar, 2021). In addition to teaching religious sciences, the school emphasizes the cultivation of life values such as simplicity, hard work, discipline, and solidarity (Al-Abrasyi, 1970; Aliwan, 2024), which further strengthen the students' perseverance and social integration.

Strong motivation, especially from ustadzah (female teachers) and the surrounding environment, plays a vital role in supporting students with learning disorders in memorizing the nadzom of Alfiyah Ibn Malik. Encouragement, patience, continuous monitoring, and emotional support provided by teachers and peers create a conducive learning atmosphere that fosters resilience and commitment among the students (Amiruddin et al., 2022; Daulay, Dahlan, & Angelina, 2023).

The role of the boarding school community in nurturing both academic and personal development is critical in helping students with learning disorders achieve their goals. Through a combination of spiritual, educational, and emotional guidance (Aliwan, Hakim, & Choirudin, 2025; Aliwan & Zen, 2025), Imadutthulabah Islamic Boarding School ensures that students, regardless of their learning difficulties, have the opportunity to succeed and internalize not only the knowledge but also the noble values taught through their educational journey (Hidayati et al., 2020).

Method

This study employs a phenomenological approach and utilizes field research as its methodological framework (Creswell, 2016; Moleong, 2019). The phenomenological approach emphasizes a deep understanding of human experiences within a specific context, aiming to explore phenomena from the subjective perspective of individuals without prior theoretical interpretation (Creswell, 2016). The researcher collected data through in-depth interviews, observation, and reflective note-taking, then analyzed the data by considering the structures and meanings that emerged from the informants' experiences (Moleong, 2019). In this research, phenomenology is used to describe the motivation of students with learning disorders in memorizing the nadzom of Alfiyah Ibn Malik at Imadutthulabah Islamic Boarding School, with direct observation of the students' attitudes in responding to motivational efforts (Aliwan, Hakim, & Choirudin, 2025; Maskur & Anwar, 2021). This study adopts field research with a qualitative method, obtaining firsthand data and information to provide a clear and accurate depiction of the motivation of students with learning disorders in memorizing the verses of the book, while also

considering the educational principles emphasized in Islamic education such as patience, sincerity, and individual attention (Al-Abrasyi, 1970; Daradjat, 2008; Langgulong, 2000).

Result and Discussion

Analysis of Intrinsic Motivation in Students with Learning Disorders for Memorizing the Nadzom of Alfiyah Ibn Malik

According to Kusumawaty Matara, students with learning disorders encounter greater challenges in the learning process, particularly in tasks requiring memorization. These difficulties arise from limitations in memory retention, concentration, and the ability to understand complex material. Learning disorders affect the cognitive processes involved in receiving, processing, and storing information, making academic achievement significantly harder (Aliwan, Hakim, & Choirudin, 2025; Daradjat, 2008). Based on interviews with several ustadzah and students at Imadutthulabah Islamic Boarding School, it was found that intrinsic motivation plays a crucial role in helping students overcome these barriers. Strong intrinsic motivation drives students to persist despite difficulties, fueled by factors such as personal interest, the pursuit of a sense of accomplishment, personal growth, and a deep sense of responsibility (Al-Abrasyi, 1970; Langgulong, 2000).

Personal Interest and Satisfaction

Personal interest serves as a key driver for students with learning disorders in memorizing the nadzom. When students feel genuine curiosity or attachment to the content, particularly religious texts like Alfiyah Ibn Malik, their engagement increases naturally. This intrinsic enjoyment leads to greater perseverance and a positive emotional connection to the learning process, resulting in higher motivation levels even in the face of significant cognitive challenges (Firdaus, 2020).

Sense of Achievement

A strong sense of achievement further reinforces students' efforts. Each successful memorization, even if small, brings a sense of pride and accomplishment. This internal reward system strengthens their self-efficacy, which is crucial for students who may otherwise struggle with self-doubt due to their learning difficulties (Amiruddin et al., 2022; Khairunnisa et al., 2025). Celebrating these achievements helps maintain their commitment and encourages continuous improvement.

Personal Development

Students with learning disorders often view the process of memorizing nadzom as a path toward personal growth. Beyond acquiring academic knowledge, the act of memorization builds discipline, patience, focus, and resilience. These character traits are essential for their broader personal development, helping them to navigate challenges not only in academic contexts but also in life beyond the pesantren (Aliwan, 2024; Daulay, Dahlan, & Angelina, 2023).

Sense of Responsibility

A strong sense of responsibility toward religious duties, family expectations, and personal goals is another key factor. Students internalize the belief that their memorization efforts contribute to their spiritual growth and fulfill their obligations as members of the Islamic community. This sense of duty motivates them to persist, even when faced with significant obstacles (Al-Abrasyi, 1970; Langgulong, 2000).

Analysis of Extrinsic Motivation in Students with Learning Disorders for Memorizing the Nadzom of Alfiyah Ibn Malik

Extrinsic motivation also plays a pivotal role in assisting students with learning disorders in their memorization efforts. Interviews with ustadzah and students revealed that external factors such as rewards, social expectations, and parental support significantly contribute to sustaining the students' motivation (Amiruddin et al., 2022; Samadi, Hasibuan, & Zulaiha, 2023; Purnomo & Abdi, 2019). While intrinsic motivation is critical for long-term commitment, extrinsic motivators serve as important supplementary forces

that keep students engaged, especially during moments of frustration or fatigue (Prilianto, Kurahman, & Rusmana, 2024; Mufidah & Hufron, 2023).

External Rewards

Rewards such as certificates, small gifts, and verbal praise are strategically used to reinforce positive learning behaviors. These tangible incentives provide immediate gratification for the students' efforts, boosting their morale and encouraging them to persist (Nashif Kanz & Ardela Mubarak, 2024; Firdaus, 2020). Recognition ceremonies or public acknowledgment of achievement further elevate students' self-esteem and reinforce a positive learning cycle (Purnomo & Abdi, 2019).

External Pressure

Structured expectations from teachers and peers create a form of positive external pressure. While it may appear stressful, when managed appropriately, this pressure motivates students to strive harder and meet communal standards. Knowing that their efforts are being observed and valued by their community fosters a sense of accountability that strengthens their learning commitment (Sulaiman & Aripin, 2022; Maskur & Anwar, 2021).

External Goals

The aspiration to achieve social recognition, fulfill family expectations, and attain academic success represents powerful external goals. Students are motivated to work harder when they perceive that their accomplishments will bring honor and pride to their families and communities (Nur & Hasnawati, 2020; Panuntun, 2024). These goals provide a broader context for their personal efforts, linking individual achievement to collective pride (Nata, 2020).

Parental Support

Emotional and practical support from parents is indispensable. Parents who show understanding, patience, and consistent encouragement significantly enhance their children's academic resilience (Nashihin, Efendi, & Salmiyatun, 2020; Hidayati et al., 2020). Regular communication between parents and teachers about students' progress further reinforces the students' perception that their efforts are meaningful and supported by their loved ones (Sugiyono, 2017; Creswell, 2016).

Supporting and Inhibiting Factors in Memorizing the Nadzom of Alfiyah Ibn Malik among Students with Learning Disorders

Students with learning disorders at Imadutthulabah Islamic Boarding School face various factors that either facilitate or hinder their memorization of the nadzom of Alfiyah Ibn Malik. Identifying these factors is crucial to developing effective strategies to support their learning journey.

Supporting Factors

One of the key supporting factors is the use of appropriate learning media. Utilizing audio recordings, visual aids, and interactive learning tools caters to the diverse cognitive needs of students with learning disorders, enhancing their understanding and retention. Additionally, building self-confidence through consistent encouragement and recognition of small achievements empowers students to take on greater learning challenges without fear of failure. Teachers' and parents' efforts to avoid blaming students for their dyslexia or other learning difficulties create a supportive emotional environment where students feel safe to try and fail without judgment. Finally, consistent accompaniment during study sessions ensures that students receive immediate feedback and guidance, helping them stay on track and remain motivated throughout the learning process.

Inhibiting Factors

Several factors also pose significant challenges. Genetic predispositions to learning disabilities can inherently limit students' cognitive processing abilities, requiring customized intervention strategies. Neurobiological conditions, such as attention deficits or

auditory processing disorders, further complicate the learning process by making it difficult for students to focus and retain information. Environmental factors, including a lack of supportive learning settings, insufficient resources, or negative peer influences, also contribute to diminished academic performance and lower motivation levels. Addressing these inhibiting factors requires a comprehensive approach that includes medical, educational, and emotional interventions.

In conclusion, the motivation of students with learning disorders at Imadutthulabah Islamic Boarding School in memorizing the nadzom of Alfiyah Ibn Malik is influenced by a complex combination of intrinsic and extrinsic factors. Intrinsic motivation, which arises from personal interest, a sense of achievement, self-development, and a sense of responsibility, plays a fundamental role in helping these students persist despite their cognitive limitations. According to educational theories presented by Al-Abrasyi (1970) and Langgulong (2000), intrinsic motivation is closely tied to the individual's internal drive to seek knowledge and personal growth, which is essential in Islamic education. At the same time, extrinsic motivation—through the provision of rewards, environmental pressures, and external goals—serves as a significant reinforcement for their perseverance. As noted by Daulay, Dahlan, and Angelina (2023), and supported by Firdaus (2020), reward and punishment mechanisms are critical tools in Islamic educational settings to strengthen student discipline and motivation, especially for those who face learning challenges.

Furthermore, support systems such as the appropriate use of learning media (Hidayati et al., 2020) and the cultivation of self-confidence without blame for learning disabilities are necessary to facilitate success. The findings also resonate with research by Khairunnisa et al. (2025), showing that external rewards and structured encouragement enhance students' commitment to their educational goals. However, inhibiting factors like genetic and neurobiological conditions, as explained by Creswell (2016) and Moleong (2019) regarding human diversity in qualitative studies, alongside environmental influences, remain significant challenges. Therefore, a holistic and empathetic educational approach that blends strong internal motivation with strategic external support, as advocated by Daradjat (2008) and operationalized through practices highlighted by Aliwan, Hakim, and Choirudin (2025), becomes crucial. Such an approach ensures that students with learning disorders are not only able to participate meaningfully in religious education but also achieve their fullest academic and spiritual potential.

Conclusion

In conclusion, the motivation of students with learning disorders at Imadutthulabah Islamic Boarding School in memorizing the nadzom of Alfiyah Ibn Malik is shaped by a complex interplay between intrinsic and extrinsic factors. Intrinsic motivation, driven by personal interest, a sense of achievement, personal development, and a strong sense of responsibility, plays a vital role in helping students persist in their memorization efforts despite cognitive challenges. At the same time, extrinsic motivation, through the provision of external rewards, positive external pressure, the pursuit of external goals, and the unwavering support of parents and teachers, significantly reinforces their perseverance and enthusiasm for learning. Supporting factors such as the use of appropriate learning media, efforts to boost students' self-confidence, the creation of a non-judgmental environment, and consistent learning companionship further facilitate the learning process. Conversely, inhibiting factors such as genetic predispositions, neurobiological conditions, and unfavorable environmental influences present considerable obstacles that require strategic intervention. Overall, a holistic approach that combines internal encouragement and external support, while systematically addressing the inhibiting factors, is crucial for enabling students with learning disorders to achieve success in memorizing complex religious texts and fulfilling their educational and spiritual

potential.

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