The Influence of Al-Qur'an Memory Level and Learning Motivation on Student Academic Achievement

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ABSTRACT

The ability to memorize the Qur'an affects one's cognitive intelligence. The students felt the influence of the program provided by UNIRES, which gave birth to a feeling of difficulty in dividing their time between memorizing the Al-Qur'an and following the lecture process in achieving their academic achievements. This situation is also influenced by the motivation to learn. The purpose of this research is; 1) To find out the level of student Al-Qur'an memorization, 2) To find out student learning motivation, 3) To find out student academic achievement, 4) To find out "the mutual influence between the level of Al-Qur'an memorization and learning motivation on the academic achievement of UNIRES students at the University of Muhammadiyah Yogyakarta class of 2021/2022." This research is a quantitative research approach with multiple linear regression research. The research location was at UNIRES UMY. The population is 188 UNIRES students consisting of 70 male students and 118 female students, with a sample of 101 UMY UNIRES students class of 2021/2022. The instrument used is a learning motivation questionnaire and supporting data using interviews. Validity and reliability tests were carried out before the questionnaire was given to the research subjects. Data were analyzed using a multiple linear regression analysis test. The results of this study indicate that there is a simultaneous influence between the level of memorization of the Qur'an and learning motivation on the academic achievement of 2021 UMY UNIRES students. With this research, it is increasingly understood that improvements are needed in the program implementation system, improving the quality of Islamic internalization, the values of Al-Qur'an-based education, and the development of motivation to learn in students.

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INTRODUCTION

In the current era, there are many educational institutions that have implemented the Al-Qur'an Tahfidz program. However, the process of implementing the Al-Qur'an memorization program faces different challenges and dynamics. Universitas Muhammadiyah Yogyakarta (UMY) itself supports its students in Islamic knowledge and understanding by providing several facilities and advantages in the form of Islamic programs which are carried out every day at the UMY student dormitories or what is commonly called UNIRES (University Residence). The existence of an Islamic program at UNIRES has an influence on student development.

The ability of students to memorize the Qur'an has enormous potential and contribution to achieving success in their education. Ideally, as stated by Ishak, memorizing the Al-Qur'an will provide many advantages and can have a positive effect on oneself, while memorizing the Al-Qur'an has relevance to one's cognitive intelligence which includes Intellectual Intelligence (IQ) and Emotional Intelligence. (EQ), and Spiritual intelligence (SQ) (Ishak I, 2021: 206). This is in line with Djamarah's opinion that memorizing will instill associations in the human soul because memorizing is the ability of the soul to input (learn), store (retain), and recall (remember) things that have passed (Djamarah, 2008: 44).

Memorizing the Al-Qur'an is also an effort to maintain the authenticity of the verses of the Al-Qur'an so that it is not falsified or distorted by the enemies of Islam. A book that is easy to memorize, the word of Allah SWT QS. Al-Qomar verse 17: "And verily, we have made the Qur'an easy for lessons, so there anyone who takes lessons?" (Departement Agama RI, 2015: 529).

Memorizing the Al-Qur'an can trigger students to be more active in achieving their achievements. In addition to memorizing the Qur'an, learning motivation also has relevance to the self-development of students with high learning motivation and better learning behavior of students in achieving academic achievement. This is in line with Tokan's opinion in his research which states that motivational factors play an important role in academic achievement because student academic achievement is closely related to one's self-development (Tokan, M. K., & Imakulata, 2019: 4).

Students who live at UNIRES have different memorization abilities and motivations because they don't only focus on memorizing the Al-Qur'an, but they also take part in various programs and lectures. Seeing this, of course, students have a lot of responsibility. So with the density of activities and the added burden of memorizing the Al-Qur'an, student academic achievement is less than optimal. In addition, students living at UNIRES have different educational backgrounds. This is what causes differences in the results of the level of memorization of the Qur'an and in student learning motivation. Therefore, if there are problems in the program implementation process, proper handling is needed by improving the program implementation system, developing Al-Qur'an memorization methods and student learning motivation, and also improving the quality of Islamic internalization and Al-

Quran-based educational values. The impact of this problem will be low student learning motivation and not achieving program goals which will cause student academic achievement to be less than optimal and decrease output in the implementation of the program. In this study, the basic objective was to find out whether the learning motivation and the Al-Qur'an memorization program applied had a good effect on academic achievement or whether both would become obstacles for students to excel.

METHOD

This study uses a quantitative research approach with multiple linear regression research. There are two independent variables, namely, the level of Al-Qur'an memorization and learning motivation. At the same time, student academic achievement is the dependent variable. Respondents in this study were UNIRES students at Universitas Muhammadiyah Yogyakarta.

The population in this study was 188 students consisting of 70 male students and 118 female students. As for the sampling technique, the researcher used the random sampling method. Using the Slovin formula in calculating the number of samples because the degree of confidence is 95%, and the error rate is 5% or 0.05, which produces a sample of 101 UNIRES UMY students class of 2021. The data collection technique used is the questionnaire method. In this research, researchers used a questionnaire adopted from previous research by Maimunah in 2020, which examined "The Influence of Bidikmisi and Non-Bidikmisi Student Learning Motivation on Student Learning Achievement in the Economics Education Study Program, Sriwijaya University" which consisted of 32 statement items used to obtain data in the form of learning motivation student (Meimunah, 2020: 1). So, in this study the researchers did not test the validity and reliability tests on the questionnaire. In testing the validity of the questionnaire in this study through an expert validity test of 44 item items, there were several statement items that had to be deleted so that there were 40 item items. Then the external questionnaire validation test by correlating instrument item scores with the Pearson Product Moment formula and t-test. The questionnaire was tested on 20 students with a total of 40 questions. After calculation, 32 items were declared valid, and eight other items were declared invalid. Furthermore, in the reliability test, the researcher used the Alpha formula and obtained an r11 value of 0.941. Then, the r11 value was consulted with the table dk = 20-1 = 19, a significant level of 5%, and the table was 0.456. Because r11 is greater than the table, all data analyzed is reliable (Meimunah, 2020: 23-26). In addition, the researcher also used the documentation method to obtain factual data on the variable level of Al-Qur'an memorization and student academic achievement. Such as collecting the results of memorizing the Al-Qur'an residence and data on the cumulative grade point average or GPA. The supporting data uses open standard interviews aimed at UNIRES supervisors, senior residents, and residence class 2021. This research was conducted to determine the score for the level of Al-Qur'an memorization, learning motivation, and student academic achievement. The average scores of

the three variables obtained from this study were then tested for analysis requirements using descriptive statistical techniques, normality tests using the Kolmogrov-Smirnov test and normal P-plot test, linearity test, multicollinearity test, heteroscedasticity test, and multiple linear regression hypothesis testing.

RESULTS AND DISCUSSION

Universitas Muhammadiyah Yogyakarta University Residence commonly abbreviated as UNIRES, is a UMY student residence or dormitory. The existence of UNIRES originated from the desire of Universitas Muhammadiyah Yogyakarta to have a representative student dormitory for student development. The aim is to provide personality and Islamic coaching for UMY students. UNIRES was inaugurated by the Minister of Public Works of the Republic of Indonesia on February 29, 2008. After that, it was officially used for male students in one building in the north and female students in two south buildings. The UNIRES programs and activities are carried out in order to provide guidance and care for residents according to the vision and mission that was built. The UNIRES coaching process is carried out thoroughly by leaders, staff, caregivers, supervisors senior residents, and assistant senior residents. The coaching program compiled by UNIRES consists of an annual program, academic program, habituation program, and personality development program.

The Al-Qur'an memorization program is one of UNIRES' mandatory mentoring programs for residents, Senior Residence (SR), Assistant Senior Residence (ASR), and Supervisors. The target for memorizing the residence is one juz, namely 30 juz, then SR, old ASR, and coaches can have three juz of Al-Qur'an memorization, and new ASR can have two juz of Al-Qur'an memorization starting from the initial year of living at UNIRES. The respondents in this study totaled 101 respondents and three supporting informants, consisting of 101 UNIRES students and supporting respondents, including one supervisor, one senior residence, and 1 UNIRES residence class of 2021.

Research conducted by researchers is to use quantitative methods. This study went through several stages. Namely, prerequisite testing, including descriptive statistical test, normality test, linearity test, multicollinearity test, heteroscedasticity test, and the final stage of hypothesis testing, multiple linear regression analysis includes The f test and coefficient of determination. Descriptive statistical testing is a test that explains or describes a description of the data that has been collected (Putri et al., 2020: 5). The purpose of conducting descriptive statistical tests is to provide an overview of research data seen through the average (mean), minimum, maximum, and standard deviation values. This is also understood to provide a clearer and easier-to-understand description of information.

Al-Qur'an Memorization Level

Variable data on the level of Al-Qur'an memorization was obtained by taking output documentation data for achieving the level of Al-Qur'an memorization, which totaled 101

students of the UNIRES UMY class of 2021. The results of descriptive statistical research have a minimum score of 4 and a maximum score of 25. The following is This table presents the range of categories for the level of memorization of the Qur'an by UNIRES students at the University of Muhammadiyah Yogyakarta:

Table 1: Category Range of Al-Qur'an Memorization Levels

No	Criteria Score	Frequency	Percentage	Category
1.	≥25	84	84.16 %	Pass/Good
2.	≤ 25	16	15.84 %	Not good / Not Passed
	Amount	101	100 %	

Based on the value of the data on the level of memorization of the Al-Qur'an, the researchers took a total of 101 students. Data on the level of Al-Qur'an memorization of 101 included 84 students with good grades or passed and 16 students with poor or failed grades. Through the results of these data, it is concluded that the data from the level of memorization are mostly in the category of good grades or passes.

The existence of students who have a low level of memorization or do not pass is caused by the presence of supporting and inhibiting factors in the implementation of memorizing the Al-Qur'an. Wahid, in his book, says that the supporting factors include health factors, psychological factors, intelligence factors, motivational factors, and age factors (Wahid, 2013: 139). As for Zaki, in his book, the inhibiting factors include laziness, impatience, easy despair, not being able to manage time, often forgetting, and lack of self-confidence (Zaki, 2014: 69-70).

Some students feel hampered and have difficulty completing their memorization according to the targets set by UNIRES. As for the inhibiting factors from the results of the interviews, such as lack of motivation from internal and external, lack of time, or not being able to divide time to memorize and carry out other activities. As for the obstacles in memorizing, some students still have difficulty reading the Qur'an. Because memorizers of the Qur'an will have difficulty memorizing if they cannot read or recite the Qur'an fluently and according to recitation. Keswara said in his journal that memorizing the Al-Qur'an is a very noble job in the eyes of Allah SWT; memorizing the Al-Qur'an is not like memorizing a dictionary or a book because in memorizing it, you have to pay attention to recitation and be fluent in reciting it (Keswara, 2017: 63). In accordance with Munjahid's opinion, he mentioned several basic rules for memorizing the Qur'an, namely: sincere, strong and unanimous determination, understanding the value of practice, practicing memorization, proficient in recitation, begging and praying to Allah SWT, and understanding verses and content of Qur'an (Munjahid, 2007: 150-162). In addition, the success rate of memorizing the Qur'an in UNIRES students is affected by the existence of various forms of support in the implementation of the program. Various supporting factors, one of which is external motivational factors; there is motivation from parents and facilitators who foster well and

provide motivation to each residence, such as supervisors, senior residents, and assistant senior residents. Not only that, students who live at UNIRES have different educational backgrounds, and this is one of the supporting and inhibiting factors in achieving the target of memorizing the Qur'an. Just as some students before entering UNIRES already have memorized the Qur'an, this will make it easier for students to achieve their target of memorizing so, when at UNIRES, students only need to repeat their memorization again.

Allah SWT has guaranteed that He will always protect the Qur'an at all times. Evidence of Allah SWT's care for the Qur'an is by involving His servants to participate in guarding the Qur'an. One of the real forms is to provide convenience in memorizing it. Hasan, in his book, says that if among mankind there are those who want to intend and try to memorize the Qur'an, Allah SWT will provide help and convenience to them. (Hasan, 2008: 13). Then, in surah Al-Hijr verse 9 explains that "Indeed, it was We who sent down the Qur'an, and indeed We really preserved it" (Departement Agama RI, 2015: 262). This verse guarantees the sanctity and purity of the Qur'an forever. Thus, memorizing the Qur'an is an important part of the life of Muslims. His role is very important in forming a pious and pious Islamic generation. Strategies in implementing Al-Qur'an memorization also need to be implemented so that the objectives of this memorization program are carried out and can achieve the desired targets.

However, the process for someone to memorize the Qur'an is not easy, and the process is long. Memorizing the Al-Qur'an is not just memorizing by relying on the power of memory but includes a series of processes that must be followed by memorizing the Al-Qur'an after being able to master memorization in quantity. Apart from requiring adequate cognitive abilities, the activity of memorizing the Qur'an also requires determination and straight intentions.

Motivation to learn

Data on learning motivation variables were obtained through 101 questionnaires that had been filled in by UNIRES UMY students. This learning motivation questionnaire contains 32 statement items with a score of 1 to 4. The descriptive statistical research results have a minimum score of 79, while the maximum score is 132. Decision-making on learning motivation is based on empirical data using the Range formula and then divided into three categories, namely: low, medium, and high.

Table 2: Category Range of Learning Motivation Values

No	Score	Frequency	Percentage	Category
1.	$79 \leq \times \leq 96$	10	9.9 %	low
2.	$96 < \times \leq 114$	40	39.6%	medium
3.	$114 < \times \leq 132$	51	50.4%	high
	Total	101	100 %	

The level of student learning motivation is seen from the results of the questionnaire, with 101 questionnaires. There are ten students in the low score category, 40 students in the

moderate score category, and 51 students in the high score category. Through the results of these data, it was concluded that most of the learning motivation questionnaire data were in the high score category. The following table presents the range of categories of student learning motivation values.

The theory, according to Achmad in his 2015 book, that learning motivation is a psychological drive for someone to take action to achieve learning goals (Meimunah, 2020: 5). In addition, the aspects and indicators in this study are from Uno's theory which consists of nine indicators from four aspects, namely: First, the urge to achieve something with the encouragement and need for learning and the existence of a conducive learning environment. Second, commitment to being active creative, and productive, having responsibility, and always trying to get good grades. Third, initiative by diligently finding solutions and tenaciously doing assignments. Fourth optimism with the existence of hopes and aspirations for the future and the existence of a tenacious and unyielding attitude (Uno, 2014: 23).

Motivation to learn is something that is closely related to the psychological aspect of experiencing development, meaning that it is influenced by the physiological conditions and psychological development of students. Gopalan explained that motivation and preferences are the fundamental factors for effective and beneficial learning and achievement. He mentioned that there are seven factors that support motivation, namely: challenge, curiosity, control, fantasy, competition, cooperation, and recognition, and many of them are present in the game. Today, the learning point of view not only draws attention to cognition but also to students' attention (Gopalan, V., Bakar, J. A. A.,dkk, 2017: 2). Students who have high learning interest and motivation are usually characterized by good academic grades, have structured study habits, have a good understanding of every reading (Moh Ghoizi Eriyanto, M.V.dkk, 2021: 462). Keller, in the journal Soedjarwo, said that one of the factors that determine the direction of attitude, the amount of will, and persistence of student behavior, learning motivation also refers to expectations and values, where students are able to solve problems and show strong beliefs to succeed in learning (Soedjarwo, 2021: 463). So, when students feel unable to carry out academic assignments or students encounter obstacles in this regard, they must be able to keep trying and never stop learning and developing themselves to be even better. With this, based on the results of this study show that there are students who have low and high learning motivation due to several factors that play a role in determining the size of the encouragement or even the presence or absence of motivational encouragement in learning.

Academic achievement

Academic achievement variable data was obtained through 101-semester student achievement index data, which had been taken through the documentation method. The results of descriptive statistical research have a minimum value of 1.21 and a maximum value

of 4. Academic achievement decisions are based on empirical data using the Range formula and then divided into three categories, namely: low, medium, and high.

Tabel 3: *Category Academic Achievement Scope*

No	Score	Frequency	Percentage	Category
1.	$1.21 \leq \times \leq 2.14$	3	2.9%	low
2.	$2.14 < \times \leq 3.07$	7	6.9%	medium
3.	$3.07 < \times \leq 4$	91	90.09%	high
	Total	101	100 %	

Based on the value of the data on academic achievement results that the researchers took as a whole, namely 101 GPA data. Of the 101 academic achievement data, three students with low score categories, seven students with moderate score categories, and 91 students with high score categories. Through the results of these data, it is concluded that most of the academic achievement variable data are in the high-value category.

Learning achievement is the culmination of learning outcomes that can reflect the results of student learning success against predetermined learning objectives. Rafiola suggests that student learning outcomes can include cognitive (knowledge), affective (attitude), and psychomotor (behavior) aspects (Rafiola, R., dkk, 2020: 75). Meanwhile, according to Sidabutar explained that measuring the success rate of students in the learning process is done by evaluating study results (Sidabutar et al., 2020: 117-125). The measurement of student study success is determined by measuring the grade point average. At the end of each semester, an evaluation of all student academic activities in that semester is carried out in the form of a Semester Grade Point Average (GPA) to measure the success rate of student studies in one semester (Panduan Akademik Universitas Muhammadiyah Yogyakarta, 2019: 62).

Based on the results of the study, most students have good or high academic achievement categories. With this, academic achievement can be seen from the way students learn, which is influenced by two factors, namely internal factors and external factors. Jaya explained that internal factors themselves could simply be interpreted as factors originating from within the physical and psychological nature, such as attitudes, intelligence, interests, talents, independence, personality, and motivation, while external factors can be in the form of the social environment, the facilities provided, weather conditions and so on (Jaya, 2019: 13 – 23). The health condition of students greatly influences their learning abilities. Because when a person's physical condition is not good, he will get tired quickly, get sleepy easily, and it is more difficult to receive lessons.

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Before testing the multiple linear hypothesis, the researcher first conducted a normality test to assess the distribution of the data obtained. The following are the results of the normality test in this study.

Tabel 4: *Output Uji Normalitas (Kolmogorov-Smirnov Test)*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		90
Normal Parameters[,b]	Mean	.0000000
	Std. Deviation	.16981274
Most Extreme Differences	Absolute	.089
	Positive	.046
	Negative	-.089
Test Statistic		.089
Asymp. Sig. (2-tailed)		.078[c]
a. Test distribution is **Normal.**		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the normality test in Table 4, it show that the significance value of all variables is 0.78, so the value is 0.78 > 0.05, which means that the data is normally distributed. With these results, it can be concluded that the values of the data on the level of Al-Qur'an memorization and learning motivation are normally distributed.
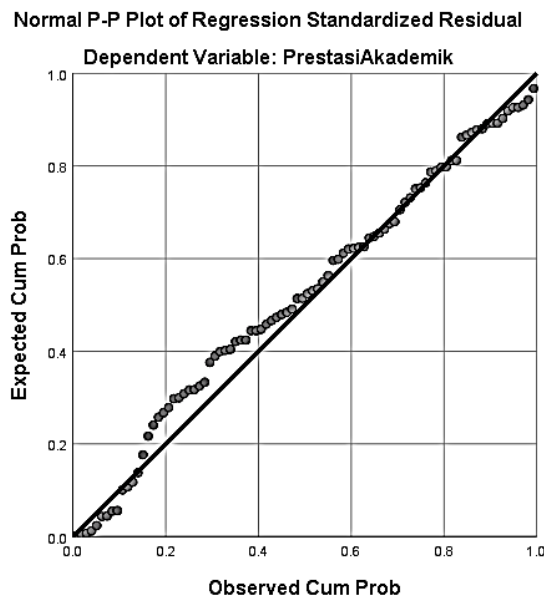
Figure 1: **P-Plot Normal Test Results**

The provision in decision-making is that if the points or data are near or follow the diagonal line, it can be said that the residual value is normally distributed, and meanwhile, if the points are farther away or spread and do not follow the diagonal line, this indicates that the residual value is not normally distributed (Ghozali, 2011: 160-166).

Based on the output chart above, we can see that the plotting points always follow and approach the diagonal line. Therefore, as a guideline for decision-making in the normality test of the probability plot technique, it can be concluded that the residual values are normally distributed.

A linearity test was conducted to find out whether there is a linear relationship or not in each variable. This is also included in the requirements in the linear regression analysis is the linearity test.

Table 5: Output Test of Linearity
(Level of Memorization of the Qur'an and Academic Achievement)

ANOVA Table			Mean Square	F	Sig.
PrestasiAkademik * **Tingkat Hafalan**	Between Groups	(Combined)	.065	2.414	.012
		Linearity	.200	7.459	.008
		Deviation from Linearity	.051	1.910	.056
	Within Groups		.027		
	Total				

Table 6: Output Test of Linearity
(Learning Motivation and Academic Achievement)

ANOVA Table			Mean Square	F	Sig.
PrestasiAkademik * **Motivasi Belajar**	Between Groups	(Combined)	.032	1.025	.457
		Linearity	.022	.694	.408
		Deviation from Linearity	.032	1.036	.444
	Within Groups Total		.031		

Based on the output test of linearity on the variable level of Al-Qur'an memorization and academic achievement, it shows that the significance value of 0.56 is greater than 0.05. So, the conclusion is that there is a linear relationship between the two variables. Furthermore, on the variables of learning motivation and academic achievement based on table 9, when viewed from the calculated F value and F table, it is known that the F count is 1.036 and based on the distribution of the F table value is 3.15. So, in conclusion, the F count is smaller than the F table, so there is a linear relationship between the dependent variable and the independent variable.

The multicollinearity test can be seen in the Coefficient table in the Collinearity Statistics column; there are Tolerance and VIF.

Table 7: Coefficients

Model		t	Sig.	Collinearity Statistics	
				Tolerance	VIF
1	(Constant)	19.629	.000		
	TingkatHafalan	2.662	.009	.996	1.004
	MotivasiBelajar	-1.028	.307	.996	1.004
a. Dependent Variable: PrestasiAkademik					

Based on the table above on the variable level of Al-Qur'an memorization on academic achievement, it shows that Tolerance is 0.996, greater than 0.1, and the learning motivation variable on academic achievement, seen from the VIF value of 1.004, which is less than 10, it can be concluded that no multicollinearity on the variable level of Al-Qur'an memorization and learning motivation on academic achievement in this study.

In addition, in making decisions, there is a heteroscedasticity problem, which can be seen based on the results of the Scatterplot graphical test, which can be described as follows:
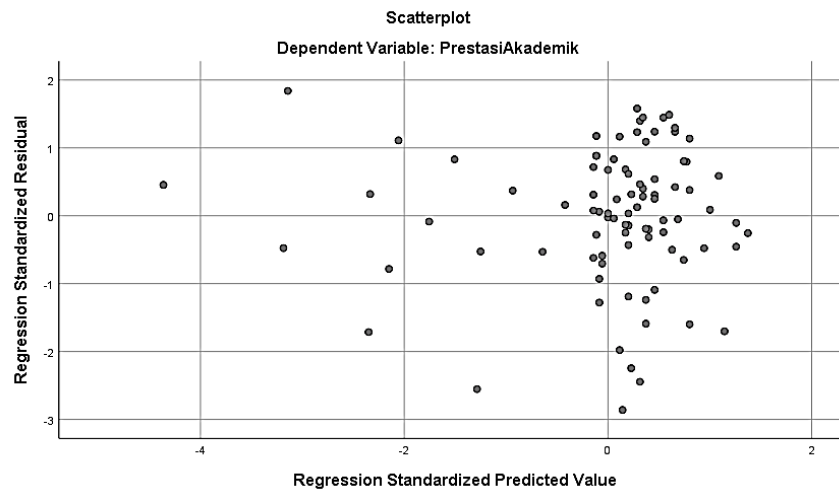
Figure 2: Scatterplot Graph

The Scatterplot graph above shows the processing results between ZPRED (Standardized Predicted Value) and SRESID (Standardized Residual), which shows no specific pattern in the plots (small circles). Because the plots are spread above and below the number 0 on the Y-axis without forming a specific pattern, it can be concluded that there is no heteroscedasticity problem in the data for each variable in this study.

After the prerequisite test is carried out, further testing the hypothesis is a multiple linear regression test which aims to find out whether there is an effect on the two independent variables (X1 and X2) on the related variable (Y). This study concluded the effect simultaneously on the dependent variable of academic achievement. Thus, there are two kinds

of analytical tests performed in this multiple regression analysis, namely the F test and the coefficient of determination. The following is an ANOVA table to determine the significance value and Fcount of the data studied:

Table 8: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.231	2	.115	3.91	.024[b]
	Residual	2.566	87	.029		
	Total	2.797	89			
a. Dependent Variable: PrestasiAkademik						
b. Predictors: (Constant), MotivasiBelajar, TingkatHafalan						

Based on the table above, it can be concluded that H0 is rejected and H1 is accepted. This can be seen from the calculated F value of 3.91. At the same time, the resulting significance value is 0.024, which is smaller than 0.05. Thus it can be concluded that the multiple regression model is feasible to use, and the independent variables, which include the level of Al-Qur'an memorization and learning motivation, have a simultaneous influence on the dependent variable of academic achievement.

The coefficient of determination is carried out to measure the model's ability to explain what percentage of influence the independent variables X1 and X2 simultaneously (together) influence on the dependent variable Y which can be indicated by the Adjusted R-Squared value. Below, the researcher displays the output of the analysis in the form of a Model Summary table to determine the coefficient of determination.

Table 9: Multiple Linear Regression Test (Model Summary)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.287[a]	.082	.061	.17175
a. Predictors: (Constant), MotivasiBelajar, TingkatHafalan				

Based on the results of the coefficient test in Table 13, it is obtained that the Adjusted R-Squared value is 0.082 or equal to 8.2%. This means that the ability of the independent variables at the level of memorization of the Qur'an (X1) and learning motivation (X2) has a positive influence simultaneously or both have an effect on the dependent variable of academic achievement (Y), which is equal to 8.2%, while the remaining 91.8% (1-0.082) is explained by other variables not tested in this study. Meanwhile, based on the analysis of the results of the questionnaire on the T-test, it was found that the significance of the learning motivation variable was less than 0.05, and the T count was smaller than the T table. So, this change in learning motivation does not significantly affect student achievement as a respondent.

Hidayat, in 2020, in his research Al-Qur'an Memorization Activities and Their Influence on Student Academic Achievement (Case Study on Scholarship Program Students at Ma'had Huda Islami, Tamansari Bogor), shows that there is a significant influence between the activities of memorizing the Al-Qur'an of someone with achievement learning outcomes (M. Hidayat, 2017: 56). This research is also in line with Kelvin's research entitled The Effect of Memorizing the Qur'an on Academic Achievement of FAI UAD Yogyakarta Students, showing that there is a positive and significant influence between memorizing the Qur'an and student academic achievement. It is suspected that this is supported by other factors. Such as external factors, internal factors of motivation, interests, talents, intelligence, and organization (Suwandi, 2020: 41). Based on the results of the interviews, the researcher concluded that students who have the motivation to memorize the Qur'an will be able to memorize the Qur'an well and will encourage themselves to try their best so that they get what they want. In this case, it will support them in achieving good academic and non-academic achievements. In addition to memorizing the Qur'an, learning motivation also has relevance to student learning achievement. With high learning motivation, better student learning behavior in achieving academic achievement.

Wiselly's research shows that the academic achievement of USU students shows that the majority are in the high motivation category (91.9%), and academic achievement is in the good category (77.4%). It is known that the r value is 0.623 and the p value (0.000) $<\alpha$ (0.05)), so Ha's decision failed to be rejected (Wiselly, 2020: 40). This means that there is a significant positive relationship between learning motivation and academic achievement in USU students. Someone who has high learning motivation indicates that he also has high motivation to succeed, which will also affect his learning outcomes. Learning motivation plays an important role in achieving good academic achievement because, with this, there will be conditions that encourage students to study in the hope of getting good performance too. Academic achievement is influenced by several other factors. As with Wijaya, his research shows that learning motivation factors, community factors, family factors, and school factors can be classified as good; besides that, family factors, school factors, and community factors partially have a positive and significant effect on learning outcomes, learning motivation has an insignificant effect on learning outcomes. So, learning motivation, family factors, school factors, and community factors simultaneously have a positive and significant effect on learning outcomes (Wijaya, O. P., 2017: 192-202).

Based on the explanation from previous research and the results of the researcher's analysis, there is a simultaneous and significant influence between memorizing the Qur'an and learning motivation on academic achievement. This shows that the level of Al-Qur'an memorization and learning motivation are closely related and can improve student academic achievement. The better the Al-Qur'an memorization and learning motivation, the better the academic achievement.

CONCLUSION

Based on the results of research on the effect of the level of Al-Qur'an memorization and learning motivation on academic achievement of UNIRES students at the University of Muhammadiyah Yogyakarta class of 2021, the researchers argued that the level of memorization of the Al-Qur'an by UNIRES students at Muhammadiyah Yogyakarta University as a whole was in the good category which indicated that students had pass according to the target set by UNIRES. Some students in the less category did not graduate due to several inhibiting factors. This has also been proven, based on supporting interview data, that the development of the Al-Qur'an memorization program has been getting better than the previous year. While the learning motivation of UNIRES students at Muhammadiyah Yogyakarta University is included in the fairly high category, many students have good learning motivation. The indicator of encouragement to achieve something in the aspect of encouragement and need in learning has the highest percentage value compared to other aspects. Then, the academic achievements of UNIRES students at Muhammadiyah Yogyakarta University were more dominant in the high score range, where there were 91 students who had high GPA scores. Based on the results of the F test, this study shows that there is a simultaneous positive effect between the level of memorization of the Qur'an and learning motivation on the academic achievement of the UNIRES Muhammadiyah University Yogyakarta students class of 2021. As for the percentage of influence, namely 8.2%, based on supporting data, it shows that there is an influence that good results from memorizing the Al-Qur'an and learning motivation variables do not significantly influence student academic achievement. So that they can support themselves in achieving good academic and non-academic achievements, thus. This study suggests that UNIRES institutions and Yogyakarta Muhammadiyah University to better monitor the achievement of memorizing the Qur'an and students' learning motivation as well as increase the motivation to memorize the Al-Qur'an and motivation in achieving academic and non-academic achievements, with the aim of forming students become better individuals, and can maintain a better program.

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