

# Forms Of Interpersonal Communication Between Parents And Children In Motivating Children To Become Qur'an Memorizer At Islamic Boarding School Nurul Islam Jember

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**Abstract:** Abstracts This study explores the forms of interpersonal communication between parents and children in motivating children to become Hafiz Al-Qur'an at Islamic Boarding School Nurul Islam Jember. The research uses a qualitative descriptive approach and applies the Social Penetration Theory by Altman and Taylor to analyze the communication dynamics. Findings reveal four key forms of interpersonal communication: direct advice, interactive discussion, practical involvement, and symbolic appreciation. These forms demonstrate the progression of emotional closeness between parents and children, which in turn plays a significant role in strengthening the child's motivation to memorize the Qur'an. At the early stage, communication is more directive and formal, but over time, it becomes more reflective and emotionally engaging. The study shows that consistent and supportive communication fosters a strong parent-child bond, leading to better memorization outcomes. This research highlights the importance of emotionally rich and participatory communication in supporting children's success in the tahfidz program.

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**Keywords:** interpersonal communication, motivation, hafiz Al-Qur'an

## INTRODUCTION

Indonesia is the country with the largest Muslim population in the world, with more than 245 million people identifying as Muslim. As a result, Islamic education plays a central role in shaping the moral and spiritual foundation of Indonesian society.[1] One of the most respected achievements in Islamic education is to become a Hafiz Al-Qur'an, or someone who memorizes the entire Qur'an. Islamic boarding schools, or pesantren, have long been the backbone of religious learning in Indonesia, offering both formal education and spiritual development. Among them, Islamic Boarding School Nurul Islam in Jember is one of the leading institutions that integrates tahfidz (Qur'an memorization) programs with academic education.

Despite its importance, not all students succeed in completing the memorization process. Based on initial observations and interviews with the pesantren's tahfidz coordinators, a decline has been seen in the number of students who are able to reach the expected memorization targets. One of the key issues identified is the inconsistency in motivation among students, which is often influenced by the quality of communication between parents and their children. In many cases, students struggle to stay focused on their memorization goals due to a lack of emotional support or poor interpersonal communication at home.

Effective communication between parents and children is not only essential in daily life but also plays a vital role in maintaining motivation, especially in long-term commitments such as memorizing the Qur'an. Communication is more than just giving orders or instructions it involves emotional bonding, encouragement,

and mutual understanding. As students live in boarding environments, the limited time for interaction with their parents makes the quality of that communication even more crucial. Supportive and well-structured interpersonal communication can help children feel valued, encouraged, and emotionally secure, which directly influences their commitment to memorizing the Qur'an.

While several studies have discussed parenting in religious education, most of them have not deeply examined the actual forms or styles of communication used by parents in motivating their children to become Hafiz. Some research focuses on parental involvement in general, but there is a lack of studies that specifically investigate interpersonal communication as a motivating factor in the tahfidz process.

Therefore, this study focuses on exploring the specific forms of interpersonal communication between parents and children that support and enhance children's motivation in memorizing the Qur'an. This research highlights the importance of communication forms such as direct advice, interactive discussions, emotional involvement, and appreciation as essential tools in shaping students' motivation in Islamic boarding schools.

The purpose of this study is to describe how different forms of interpersonal communication between parents and children influence children's motivation to become Hafiz Al-Qur'an at Pondok Pesantren Nurul Islam Jember.

## METHOD

### Research Design

This study employed a qualitative descriptive design to explore the forms of interpersonal communication between parents and children in motivating Qur'an memorization at Pondok Pesantren Nurul Islam Jember. The qualitative method was chosen because it enables researchers to understand social phenomena in depth through naturalistic interactions.[2]

### Population, Sample, and Sampling Technique

The population in this study included students enrolled in the tahfidz program at Pondok Pesantren Nurul Islam Jember, their parents, and the coordinator of the tahfidz division. Participants were selected using purposive sampling, which involves selecting individuals based on specific criteria related to the study objectives [3].

The sample included:

1. coordinator of the Tahfidz Formal Education Body (BPF),
2. parents whose children are tahfidz students at MTs Nurul Islam Jember,
3. students enrolled in the tahfidz program.

These informants were chosen based on their relevance and their involvement in the communication dynamics of tahfidz learning.

### Instruments

Data collection involved three main techniques: in-depth interviews, non-participatory observation, and documentation. The interviews were guided by semi-structured questions focusing on interpersonal communication patterns, motivational strategies, and emotional support. Observations were made to identify natural interactions without interference. Document analysis (such as tahfidz progress reports) served to support the primary data.

### Data Collection Procedure

Interviews were conducted in-person and recorded with consent. Each session lasted around 30–60 minutes. Observations were conducted in tahfidz learning areas and during family visitations. All data were transcribed, coded, and organized into themes aligned with the research questions.

### Data Analysis

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Data analysis was performed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing [4]. Thematic analysis was used to categorize forms of communication and their impact. The theoretical framework was based on Social Penetration Theory by Altman and Taylor and Family Communication as Relationship by Manning and Allen to analyze the depth of interaction and emotional bonding.

### **Ethical Approval**

Research related to humans must go through ethical approval from the Health Research Ethics Commission (KEPK). The researcher must convey how the ethical approval of the research was conducted, the number of the ethical approval letter, and which ethics commission was given approval. The minimum number of pages is 6 pages and the maximum is 10 A4 size pages.

## **RESULTS AND DISCUSSION**

### **Result**

#### **1. Foundational Communication through Direct Reminders**

In the early stages of Qur'an memorization, the parent-child communication pattern is generally straightforward and instructional. Parents often remind their children in simple and clear terms to stay consistent with their daily recitation. These reminders, though seemingly minimal, play a foundational role in building discipline. For example, a mother might say, "Don't forget to review today's verse," which acts as a steady nudge toward routine and responsibility. This kind of communication provides a basic structure to help children maintain their focus. It sets clear expectations while also showing parental involvement. Despite being one-way in nature, these messages are crucial in reinforcing the importance of memorization. Children interpret this consistency as a form of care, which indirectly contributes to their internal motivation. According to Iswari (2022), in character education at school, effective communication strategies that include direct advice and habituation are highly relevant in shaping student discipline.[5] Even without emotional depth, this communication fosters a habit of accountability. Over time, children grow accustomed to being reminded and develop a sense of independence as they begin to initiate their own memorization sessions. This foundational communication acts as a stepping stone to deeper interaction in the future. As familiarity and trust grow, these basic reminders evolve into more interactive forms of communication that reflect a stronger emotional connection between parent and child.

#### **2. Deeper Engagement through Reflective Conversations**

As the child progresses in their memorization journey, parents often begin to take a more involved approach, fostering open-ended discussions. These conversations go beyond technical corrections and tap into the values and meanings behind each verse. Parents might ask reflective questions such as, "What do you feel when reciting this verse?" or "How can this verse apply in your daily life?" This method invites the child to process not just the words of the Qur'an, but also the wisdom within them. As a result, memorization becomes more than just a routine it becomes a process of spiritual reflection. Children begin to internalize the teachings and connect them to real-life experiences, enhancing both their motivation and comprehension. Engaging in meaningful discussions also nurtures emotional intimacy. Children feel validated when their parents listen to their perspectives. This builds a supportive atmosphere where children feel encouraged to express themselves, ask questions, and share struggles. This aligns with Fitri Isnaini and

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Rubino (2023), who emphasize that positive communication patterns contribute significantly to children's motivation in Qur'an memorization.[6] These reflective dialogues contribute greatly to the child's personal growth. They help children understand that memorizing the Qur'an is not just about the quantity of verses but the quality of understanding and the values they absorb along the way.

### 3. Active Parental Involvement in Memorization Activities

At a more advanced stage of parent-child interaction, the role of parents extends beyond giving instructions to actively engaging in the memorization process. Parents often choose to accompany their children during recitation sessions, offering direct feedback, correcting mistakes, and providing encouragement when their child feels stuck. This direct involvement fosters not only better memorization outcomes but also emotional reassurance. Sari (2023) also highlights how collaborative and supportive communication builds emotional security and mutual trust.[7]

Children become more confident when their parents are physically and emotionally present during their learning. This hands-on approach gives children the sense that they are not alone that their parents are walking with them in their spiritual journey. Parental participation enhances the learning environment. When a parent takes time to listen to their child's progress, it reinforces the value of the child's effort. It transforms the act of memorizing into a shared family goal rather than an individual task. Furthermore, this kind of partnership often helps build trust. Children feel more supported and are more open to constructive feedback, which leads to continuous improvement. This mutual commitment between parent and child strengthens not just the memorization process but the family dynamic as a whole.

### 4. Recognition and Reward as Emotional Reinforcement

Another essential form of communication identified in this research is the expression of appreciation for the child's efforts. Parents often create rituals or celebrations to recognize milestones in the memorization journey. For instance, some families organize a small gathering or give a thoughtful reward when a child completes a chapter of the Qur'an. Rosmalinda and Zulyanty (2019) confirm that parental recognition and a supportive learning environment greatly enhance children's motivation in memorization.[8] These moments of recognition contribute to a sense of accomplishment for the child. They feel seen and appreciated, which reinforces their drive to continue. The gesture doesn't have to be grand a verbal acknowledgment or shared meal can be just as meaningful in strengthening motivation. When children feel emotionally rewarded, their engagement with the memorization process deepens. They associate positive feelings with their efforts, making the task less of an obligation and more of a source of pride and identity. These celebrations also become part of the family culture. They reflect shared values and build emotional closeness. Over time, the child develops not only academic progress but also a deeper spiritual bond with the family and the Qur'an itself.

## CONCLUSION

This study shows that communication between parents and children is very important in helping children stay motivated to memorize the Qur'an. From the results, four main types of communication were found: direct advice, interactive discussions, practical involvement, and appreciation. These forms of communication help children feel supported, understood, and encouraged during the memorization process. The closer and more involved the parents are, the more motivated the children become. This research adds insight to how family

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communication can support religious education in Islamic boarding schools. For future research, it is suggested to include other roles like teachers or supervisors to get a more complete view of the support system in tahfidz programs.

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