



Self-Intention in Mediating Self-Competence and Memorization Methods on Intensity of Memorizing the Qur'an: PLS-SEM Approach

Lia Alfi Kamila^{1*}, Afif Syaiful Mahmudin², Rihab Wit Daryono³

¹²³State Islamic Institute Ponorogo, Indonesia

¹lia.alfikamila@iainponorogo.ac.id, ²mahmudin@iainponorogo.ac.id,

³rihabwit.daryono@iainponorogo.ac.id

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Abstract

Considering the various factors faced by students in the Tahfidz program, this research aimed to explore the role of self-intention as a mediator in the influence between self-competence, memorization methods, and the intensity of memorizing the Qur'an. This research used a quantitative approach with a survey research method to collect data based on purposive sampling with 45 out of 50 students in the tahfidz program at Pondok Pesantren Tahfidzul Qur'an Al-Hasan Ponorogo. Data collection was carried out using a questionnaire consisting of a Likert scale with four alternative answers. PLS-SEM analysis was used to analyze the data and test the conceptual model. The results of the analysis showed that self-competence and self-intention had no significant effect on the intensity of memorizing the Qur'an. However, this finding has practical implications, as it highlights the importance of self-intention in increasing the intensity of memorizing the Qur'an through self-competence and memorization methods. This underscores the need for setting clear goals and increasing motivation to instill an attitude of never giving up and trying to achieve memorization targets. Consistency and discipline are the primary keys to increasing the intensity of memorizing the Qur'an. In addition to self-competence and memorization methods, other factors can affect the intensity of memorizing the Qur'an, such as motivation, social support, and learning environment.

Keywords: memorization methods, PLS-SEM, self-competence, self-intention, the intensity of memorizing the Qur'an

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*** Correspondence Address:**

Email Address: lia.alfikamila@iainponorogo.ac.id

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A. Introduction

The existence of the Tahfidz program affects the intensity with which students memorize the Qur'an. Intensity refers to the level of measurement of intensity. While intense denotes tremendous or extremely strong, high, bubbling, and full of energy, it is also characterized as earnestness and a persistent effort to get the best possible outcomes. Intensity is also defined as a concept connected to "energy expenditure," or the quantity of activity performed by a person at a given period. The intensity in this study refers more to the frequency level and how long a person uses, in this case, its relation to memorizing the Qur'an. However, not everyone has a high level of intensity in memorizing the Qur'an (Arif et al., 2022; Ishak et al., 2021).

Furthermore, two elements influence the intensity of memorizing the Qur'an: internal and external. One of the internal elements is self-efficacy in memorizing the Qur'an. The term "able" refers to the ability to perform something. Meanwhile, competence encompasses ability, proficiency, and strength. Thus, self-competence refers to a person's capacity to do a task as part of their work. If it is related to remembering the Qur'an, then the capacity to learn or recall passages of the Qur'an without glancing at the Mushaf (Hapidoh et al., 2019; Mufidah et al., 2022).

However, many students are not confident in their abilities because the amount of memorization differs from that of other students. Self-competence in memorizing is not measured because everyone's ability must vary. However, it can be measured through good Qur'an reading skills by paying attention to tajweed and understanding the meaning of the verse to be memorized. In addition, a suitable memorization method is also needed to increase student confidence in self-competence when memorizing. This is why each boarding school that implements the Tahfidz program must use a memorization method to make it easier for students to memorize the Qur'an effectively and efficiently (Rahim et al., 2018; Ridwan & Fanny, 2023).

The usage of memorization methods is one of the external elements that influences the intensity of memorizing the Qur'an. The term "method" refers to an ordered and well-thought-out approach to achieving a goal (in science, for example), or a systematic manner of working to assist the implementation of an activity to reach a certain aim. According to Amjad Qosim, using and applying suitable methods will make it easier for someone to memorize the Qur'an. Among some of these methods are *bin nazhar* (looking at the mushaf), *talaqqi* (listening to each other's memorization between teacher and student), *takrir* (repeating memorization), and *tasmi'* (listening to memorization). In memorizing the Qur'an, students must be able to apply one method that includes all of these methods, namely the muroja'ah method. Muroja'ah is an activity of repeating memorization continuously to maintain memorization. Indirectly, this method trains the mouth and hearing of the students in pronouncing and hearing their reading (Abdullah et al., 2021; Priyono et al., 2019). As a result, the students will be more enthusiastic and continue to try to correct their reading when they mispronounce a verse of the Qur'an.

Meanwhile, after applying the memorization method, the students will be more focused on their respective memorization and actively submit it to the teacher or ask other students to listen before it is submitted. This makes students more intense or serious about memorizing the Quran. Previous research shows that self-competence and memorization methods positively influence the intensity of memorizing the Qur'an (Fadillah, 2019).

To increase the intensity of memorizing the Qur'an, a student must have a strong intention to memorize the Qur'an. In simple terms, intention is the heart's

movement towards the goal of obtaining benefits or preventing harm. In other words, intention is a will accompanied by action. This means that every effort will be realized if there is an intention to do something (Abdullah et al., 2022; Fadilah & Dewi, 2023). For example, a student who intends to memorize the Qur'an will focus his attention more than other students. Then, because they often focus on memorizing the Qur'an, their memorization will be even stronger.

Self-intention is an essential internal factor in determining one's behavior. Self-intention can also help a person overcome obstacles and difficulties memorizing the Qur'an. That is also a problem in memorizing the Qur'an because if the students' intention decreases, they will get too lazy to improve or repeat their memorization. One sign that a Santri has strong self-intention is when they have a target to complete their memorization. However, a student with a memorization target must not always have a high level of self-intention because many other factors might influence it (Pohan et al., 2023; Rahman et al., 2018). This study aimed to examine the role of self-intention as a mediator between self-competence and memorization methods on the intensity of memorizing the Qur'an. In other words, this study explores whether self-intention can strengthen the relationship between self-competence and the method of memorizing the Qur'an with the intensity of memorizing the Qur'an.

B. Literature Review

1. The Influence of Self-Competence on Self-Intention and Intensity of Memorizing the Qur'an

Self-competence refers to an individual's belief in their ability to perform an action or achieve a particular goal. Self-competence can increase the intensity of memorizing the Qur'an through increased self-confidence in the ability to remember and understand the verses of the Qur'an, seriousness to complete memorization, resilience in the face of obstacles or failures, more effective learning quality, and maintaining one's motivation to continue learning and also memorizing the Qur'an (Asy'ari & Syam, 2024; Hapidoh et al., 2019). Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-DIR₁: *Self-competence has the effect of increasing the intensity of memorizing the Qur'an*

Improving self-competence is highly urgent in improving self-intention because when individuals are confident in their abilities, they will be more motivated to take action and complete tasks. In addition, self-competence helps individuals overcome self-doubt and fear of failure to stay focused and determined to achieve goals. Individuals with high self-competence are more willing to take risks and try new things, so self-competence increases self-intention to achieve the desired goals (Hurriyati et al., 2022; Latipah, 2022). Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-DIR₃: *Self-competence has the effect of increasing self-intention*

2. The Influence of Memorization Method on Self-Intention and Intensity of Memorizing the Qur'an

Memorization methods play an essential role in increasing the intensity and effectiveness of the Qur'an memorization process, as appropriate memorization methods that suit the individual can increase motivation and enthusiasm for memorizing the Qur'an. In addition, effective methods help individuals memorize

Qur'an verses more easily and quickly and can improve the memory and retention of Qur'an verses. A structured method helps minimize errors in memorization, and the proper method also helps improve accuracy and fluency in reciting Qur'anic verses (Hanafi & Sarafuddin, 2023; Jannah et al., 2023). Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-DIR₂: *The memorization method has the effect of increasing the intensity of memorizing the Qur'an*

Self-intention is essential in determining a person's success in achieving their goals, including memorizing the Qur'an. The proper memorization method can help increase self-intention because the proper method makes the memorization process easier and more directed, and a fun and interactive method makes the memorization process more enjoyable. In addition, a structured method with clear targets helps individuals feel a sense of achievement after completing each memorisation stage. This sense of accomplishment increases self-intention to continue and complete the memorization (Febriyanti et al., 2022; Rizki, 2023).

Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-DIR₄: *The memorization method has the effect of increasing self-intention*

3. The Influence of Self-Intention on Intensity of Memorizing the Qur'an

Self-intention is an essential factor in determining the intensity and success of a person in memorizing the Qur'an because self-intention encourages individuals to be more diligent and enthusiastic in memorizing the Qur'an and helps individuals overcome laziness, boredom, and fatigue that often arise in the memorization process. In addition, self-intention helps individuals consistently set aside time and energy to memorize the Qur'an (Faidah, 2020; Ishak et al., 2021). Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-DIR₅: *Self-intention has the effect of increasing the intensity of memorizing the Qur'an*

4. The Mediating Role of Self-Intention on the Influence of Self-Competence and Memorization Method on Intensity of Memorizing the Qur'an

Self-competence towards the ability to memorize the Qur'an and self-intention to memorize the Qur'an are two critical factors that are interrelated and mutually reinforcing. Individuals who are confident in their abilities will be more motivated to memorize more often and longer. Individuals with high self-confidence and strong intentions will be more motivated and diligent to memorize the Qur'an, so the intensity of their memorization will increase. It is crucial to cultivate self-competence and self-intention in individuals who want to memorize the Qur'an to increase their memorization intensity and achieve their goals in memorizing the Qur'an (Anoum et al., 2022; Nasier, 2018). Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-IND₁: *Self-intention mediates the positive effect of self-competence on the intensity of memorizing the Qur'an*

The proper method of memorizing the Qur'an can help individuals memorize more efficiently and effectively. However, the effectiveness of

memorization methods can also be influenced by an individual's self-intention to memorize the Qur'an. It is crucial to choose the proper memorization method that suits the individual, as well as cultivate self-intention in individuals who want to memorize the Qur'an so that they can increase the intensity of their memorization and achieve their goals in memorizing the Qur'an (Abdullah et al., 2022; Arifin, 2019).

Regarding the continuity between the concept and the results of previous research, we formulate the following hypothesis:

H-IND₂: *Self-intention mediates the positive effect of the memorization method on the intensity of memorizing the Qur'an*

C. Method

1. Research Design and Participants

This study uses a survey research methodology with a quantitative approach (Apriliani et al., 2023; Putra et al., 2022; Widayanto et al., 2021). This study only used primary data collected using questionnaires as a data collection technique because it is a type of multivariate research using SEM. The method of surveys was used since the study's goal was to retrospectively investigate the creation of the variable intensity of memorizing the Qur'an. This study methodology employed an explanatory and correlational approach utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM), a method for investigating the connection between variables in a conceptual model. PLS-SEM is a multivariate statistical tool for examining a structural model's link between latent or measurable variables. This study employs this method, combining explanatory and correlational features to better comprehend the complexities of the interactions between variables in a conceptual model. PLS-SEM enables researchers to evaluate models holistically, including discovering cause-and-effect links and correlations between variables, resulting in a better understanding of the observed phenomena. This study employed non-probability sampling utilizing a purposive sampling technique. The study's population was 50 persons, so they got a sample of 45 Tahfidz students at Al-Hasan Ponorogo Islamic Boarding School.

2. Instruments

The data-gathering approach utilized was a questionnaire with four variables. This study employed a Likert scale with four possible replies, ranging from never (1) to always (4) (Daryono et al., 2020; Widyastuti et al., 2023). The research instrument variables are shown in Table 1.

Table 1. The Construct of the Research Variables

Variable	Indicators	Construct	References
Self-Competence (X ₁)	Remember memorized verses	SC1	(Mumtazah et al., 2023; Nasier, 2018; Rahim et al., 2018)
	Make new memories	SC2	
	Understanding the meaning of verses	SC3	
	Reading with tartil	SC4	
	Make new memories	SC5	
	Consistent memorization	SC6	
	Tajweed rules	SC7	
Memorization Method (X ₂)	Relationship between teachers and students	MM1	(Arifin, 2019; Fadillah, 2019; Priyono et al.,
	Exam every juz	MM2	

Variable	Indicators	Construct	References
	Communication between students and other students	MM3	2019; Tumangger & Junaidi, 2024)
	Motivation from the teacher	MM4	
	Muroja'ah (Repeating memorization)	MM5	
	Test of each juz	MM6	
	Fluency of memorization	MM7	
Self-Intention (Z)	Sincerity	SI1	(Anoum et al., 2022; Hurriyati et al., 2022; Latipah, 2022; Sabrina, 2022)
	Have a memorization target	SI2	
	Truthfulness	SI3	
	Disappointed when memorization is not smooth	SI4	
	Recording the date of memorization	SI5	
	Increase interest in memorization	SI6	
	Setting a memorization goal	SI7	
Intensity of Memorizing the Qur'an (Y)	Time division	IMQ1	(Arif et al., 2022; Aslan, 2022; Asy'ari & Syam, 2024)
	Frequency of memorization time	IMQ2	
	Proactive in memorization	IMQ3	
	Focus level	IMQ4	
	Sharing time	IMQ5	
	Active in memorization	IMQ6	
	The extent of focus	IMQ7	

3. Data Analysis Techniques

The PLS-SEM measuring technique was employed for the statistical analysis of this study. The objective of the measuring model testing step, known as the outer model testing stage, is to assess the reliability and establish the validity of indicators and constructs. The reflective construct AVE (>0.50) and the indicator loading factor ($\lambda > 0.70$) are two prerequisites that need to be fulfilled (Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). Cronbach Alpha, Rho A, and Cronbach's ratio (>0.70) were used to indicate reliability. The purpose of the goodness of fit model testing step is to evaluate the model's viability and predictive ability. Predicting relevance is one of the requirements that must be satisfied to observe the model's predicting ability on the blindfolding output (Daryono et al., 2023; Hariyanto et al., 2022). The inner model testing stage tests the significance of the direct (H-DIR₁₋₅) and indirect effects (the mediating role of H-IND₁₋₂).

D. Findings

1. Demographics of the Respondents

Table 2. Demographics of the Respondents

Characteristics	Σ	Average	Percentage (%)	Compare Means			
				t-value	df	t-table	Sig. (<0,05)
Gender (45)							
Male	17	3.569	89.233%	49.487	16	1.746	0.000
Female	28	3.402	85.045%	46.129	27	1.703	0.000
Age (45)							
19-20	10	3.500	87.500%	36.249	9	1.833	0.000
>20-21	14	3.559	88.967%	39.173	13	1.771	0.000
>21-22	12	3.300	82.500%	26.297	11	1.796	0.000

>22-23	9	3.429	85.714%	28.528	8	1.860	0.000
Amount of Memorization (45)							
1-5 Juz	6	3.577	89.435%	24.281	5	2.015	0.000
6-10 Juz	10	3.532	88.304%	40.852	9	1.833	0.000
11-15 Juz	17	3.418	85.452%	33.726	16	1.746	0.000
16-30 Juz	12	3.420	85.491%	31.552	11	1.796	0.000

Based on the demographic Table 2, when viewed from gender characteristics, men get an average of 3,569 and a percentage of 89.233%, while women get an average of 3,402 and a percentage of 85.045%. In addition, students who participate in this tahfidz program are primarily in the age range >20-21 years, with an average of 3,559 and a percentage of 88.967%. When viewed from the amount of memorization owned, the largest amount is in students who have memorized 11-15 juz with an average of 3,418 and a percentage of 85.452%. Thus, the comparison test on all characteristics of respondents obtained a significance value of 0.00 (<0.05). So, this states that there is no significant difference in respondents when assessing the research questionnaire variables on the characteristics of gender, age, and amount of memorization.

2. PLS-SEM Analysis: Evaluation of Measurement Model

To make sure that the indicators used to measure latent constructs or variables are high-quality and match the study objectives, it is imperative to evaluate measurement models. Measuring model assessment primarily aims to examine construct validity. To make sure the indicator accurately represents the desired element of the construct, the relationship between the indicator and the measured construct should be examined. Researchers can determine which indicators to include in the study and which to leave out by examining factor loadings, discriminant validity, and reliability.

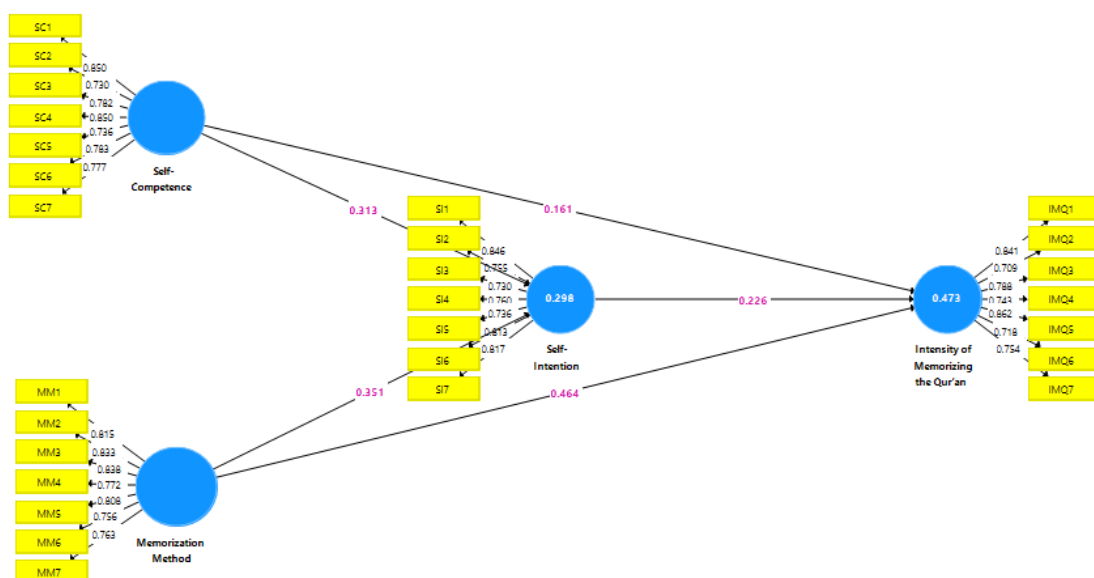


Figure 1. Evaluation of the Measurement Model

The convergent validity measurement uses a factor loading value limit of 0.70. Based on Table 3, the overall loading factor value for each subvariable is

>0.70 (0.718 for active memorization and 0.862 for time-sharing). This can be interpreted as indicating that the level of correlation between sub-variables and variables can be explained by 71.80% to 86.20%. The Average Extracted Variance (AVE) value on each variable has a value > 0.50 (0.601, Intensity of Memorizing the Qur'an (Y), to 0.638, Memorization Method (X₂). So, it can be concluded that each subvariable and variable on the instrument in the research model has supported the requirements of convergent validity. Based on the loading factor coefficient value, the most dominant statement item in measuring the intensity of memorizing the Qur'an is the time-sharing construct of 0.862 (IMQ5). This can be interpreted as meaning that the time-sharing construct can measure the intensity of memorizing the Qur'an by 86.20%. While the weakest item is the Active Memorization construct of 0.718 (IMQ6, or 71.80%).

Table 3. Outer Model: Convergent Validity and Reliability

Variable	Indicator	Conver Validity		Consistency Reliability		
		FL ($\lambda > 0.70$)	AVE (> 0.50)	CA ($\alpha > 0.70$)	rho_A ($\varphi > 0.70$)	CR ($\delta > 0.70$)
Self-Competence (X ₁)	SC1	0.850	0.621	0.900	0.915	0.919
	SC2	0.730				
	SC3	0.782				
	SC4	0.850				
	SC5	0.736				
	SC6	0.783				
	SC7	0.777				
Memorization Method (X ₂)	MM1	0.815	0.638	0.906	0.921	0.925
	MM2	0.833				
	MM3	0.838				
	MM4	0.772				
	MM5	0.808				
	MM6	0.756				
	MM7	0.763				
Self-Intention (Z)	SI1	0.846	0.609	0.894	0.915	0.916
	SI2	0.755				
	SI3	0.730				
	SI4	0.760				
	SI5	0.736				
	SI6	0.813				
	SI7	0.817				
Intensity of Memorizing the Qur'an (Y)	IMQ1	0.841	0.601	0.889	0.904	0.913
	IMQ2	0.709				
	IMQ3	0.788				
	IMQ4	0.743				
	IMQ5	0.862				
	IMQ6	0.718				
	IMQ7	0.754				

A variable is declared reliable if it has CA, Rho_A, and CR values > 0.70. SmartPLS output in Table 3 shows that all variables have CA values (0.889 to 0.906), rho_A (0.904 to 0.921), and CR (0.913 to 0.925). Thus, it can be concluded that the internal consistency of instrument reliability in 3 aspects has a value > 0.70, indicating that it is reliable in measuring the intensity of memorizing the Qur'an.

One technique in PLS-SEM for assessing the discriminant validity of a model's constructs is the Fornell-Larcker test. The purpose of this test is to confirm that the various model structures can be identified from one another. The variation explained by the construct and the variance explained by other constructs in the model are compared to achieve this. A concept has strong discriminant validity if its variance explanation is larger than that of any other construct. Based on Table 4, the correlation value of the intensity of memorizing the Qur'an (Y) → intensity of memorizing the Qur'an has a value of 0.775, which is greater than the correlation value of self-competence (X₁) with other variables (memorization method → 0.624; self-competence → 0.422; and self-intention → 0.509). And so on for the correlation assessment of other variables.

Table 4. Discriminant Validity: The Fornell Larcker

Variable	Y	X ₂	X ₁	Z
Intensity of Memorizing the Qur'an (Y)	0.775			
Memorization Method (X ₂)	0.624	0.799		
Self-Competence (X ₁)	0.422	0.350	0.788	
Self-Intention (Z)	0.509	0.460	0.436	0.781

Measuring the model's discriminant validity is one of the main goals of HTMT testing. The HTMT assesses how well constructions indicated by various indicators correspond to the same or different model constructs. When evaluating the multicollinearity of the model's structures, HTMT is also useful. Strong relationships between constructs can lead to multicollinearity, which can complicate the estimate and interpretation of SEM analysis results. HTMT testing for all dimensions is <0.90 (0.437 to 0.664). So, based on the correlation of all variables in this study data instrument, it is possible to infer that Fornell-Larcker and HTMT pass the discriminant validity test in measuring the increase in the intensity of memorizing the Quran.

Table 5. Discriminant Validity: The HTMT

Variable	Y	X ₂	X ₁	Z
Intensity of Memorizing the Qur'an (Y)				
Memorization Method (X ₂)	0.664			
Self-Competence (X ₁)	0.442	0.381		
Self-Intention (Z)	0.520	0.444	0.437	

3. PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

The primary goal of structural evaluation in PLS-SEM testing is to gauge the suggested model's prediction accuracy. This is accomplished by assessing how well the model predicts endogenous variables and explains variance in actual data. The overall goal of structural assessment is to increase comprehension of the phenomena under study within the framework of the investigation. Through the analysis of variable interactions and the development of deeper insights into the dynamics involved, researchers can determine the components that contribute to the phenomena.

Table 6. Measurement of Structural Model: R², f², Q²

Variable	R ²		F ²		Construct Cross-validated (Q ²)				
	Value	Decision	Value	Decision	Redundancy		Communality		Predictive
					SSE	Q ²	SSE	Q ²	Power
Y	0.434	Weak	-	-	235	0.253	172.102	0.454	Strong
X ₂	-	-	0.311	Medium	315	-	155.272	0.507	Strong

Variable	R ²		F ²		Construct Cross-validated (Q ²)				
	Value	Decision	Value	Decision	Redundancy		Communality		Predictive
					SSE	Q ²	SSE	Q ²	Power
X ₁	-	-	0.038	Small	315	-	162.073	0.485	Strong
Z	0.265	Weak	0.068	Small	269	0.147	170.810	0.458	Strong

Based on Table 6, the R² coefficient on the intensity of memorizing the Qur'an variable obtained a value of 0.434. This means that self-competence, memorization method, and self-intention affect the intensity of memorizing the Qur'an variable by 43.40%, and other variables outside the research model influence the remaining 26.50%. The effect size output shows that the most dominant variable in influencing the intensity of memorizing the Qur'an is the memorization method ($f^2 = 0.311$ in the medium category), and the weakest variable is self-competence ($f^2 = 0.038$) in the small category.

Further testing by looking at the predictive relevance value (Q²) aims to validate the model's predictive ability by reality in the field. Based on the Table 6, all Q² values exceed the cut-off point (greater than zero). The results of the calculation of the predictive relevance of Q² obtained values of 0.147 to 0.253 on cross-validated construct redundancy and 0.454 to 0.507 on cross-validated construct community. So, the model for measuring the intensity of memorizing the Qur'an as a whole can explain the model analysis of 14.70% to 50.70% of the phenomenon under study. The results of the two procedures show that the intensity of memorizing the Qur'an has a strong predictive power.

4. Path Analysis and Hypothesis Testing

One of the primary goals of hypothesis testing is to investigate the connections among variables in the proposed model. This is accomplished by determining the strength and importance of the correlations between the variables listed in the model. Direct effect evaluation allows researchers to assess the compatibility of empirical data with the model's supporting theory. In addition, this test examines the importance of mediating effects in the study model. This is critical for understanding the process that underpins the link between variables and how specific factors might mediate or alter the interaction between other variables.

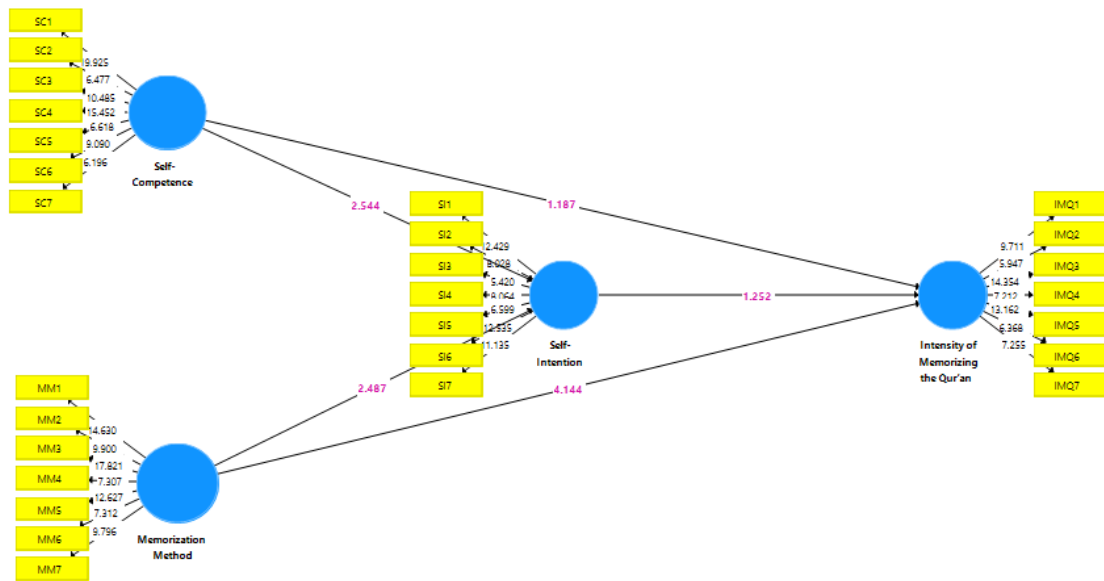


Figure 2. Evaluation of Path Analysis

The hypothesis can be accepted with significant criteria if it has a T-statistic value >1.96. Meanwhile, the hypothesis can be accepted with a positive or negative effect if the acquisition of the β -value coefficient value shows a positive or negative direction of influence. Based on Table 7, hypothesis H₁ (Self-Competence (X₁) → Intensity of Memorizing al-Qur'an (Y)) obtained β -values = 0.161 and P-values = 0.236 (0.05). This shows that the self-competence variable (X₁) has a positive but insignificant effect on the intensity of memorizing the Qur'an (Y). This can be interpreted as meaning that when the self-competence variable (X₁) increases, the intensity of memorizing the Qur'an variable (Y) will also increase, but not significantly. In hypothesis H₃ (Self-Competence (X₁) → Self-Intention (Z)), we obtained β -values = 0.313 and P-values = 0.011 (0.05). This shows that the self-competence (X₁) variable has a positive but significant effect on self-intention (Z). This means that when the self-competence (X₁) variable increases, the self-intention (Z) variable will also increase, and vice versa.

Table 7. Results of Path Coefficient: Dirrect Effects

Hypothesis	Path Analysis	β -Values (+/-)	Sample Mean	SDV	T-Statistics (>1,96)	P-values (<0,05)	Decision
H-DIR ₁	SC → IMQ	0.161	0.179	0.135	1.187	0.236	Rejected
H-DIR ₂	MM → IMQ	0.464	0.476	0.112	4.414	0.000	Accepted
H-DIR ₃	SC → SI	0.313	0.356	0.123	2.544	0.011	Accepted
H-DIR ₄	MM → SI	0.351	0.356	0.141	2.487	0.013	Accepted
H-DIR ₅	SI → IMQ	0.226	0.204	0.180	1.252	0.211	Rejected

Based on Table 8, in hypothesis H-IND₁, the results of testing the mediating effect of the self-intention variable (Z) can be concluded that there is a positive influence (β -values = 0.071) and an insignificant (T-statistic 0.958 > 1.96 and P values 0.338 < 0.05) between the self-competence factor (X₁) and the intensity of memorizing the Qur'an (Y). So, H-IND₁ states, "There is a positive influence, but not a significant role, of self-intention in mediating self-competence on the

intensity of memorizing the Qur'an". In hypothesis H-IND₂, the results of testing the mediating effect of the self-intention variable (Z) can be concluded that there is a positive influence (β -values = 0.075) and insignificant ($T_{\text{statistic}} 1.053 > 1.96$ and $P_{\text{values}} 0.293 < 0.05$) between the memorization method factor (X₂) and the intensity of memorizing the Qur'an (Y). So, H-IND₂ states, "There is a positive influence, but not a significant role, of self-intention in mediating the memorization method on the intensity of memorizing the Qur'an."

Table 8. Results of Path Coefficient: Indirect Effects

Hypothesis	Path Analysis	β -Values (+/-)	SDV	T-Statistics (>1,96)	P-values	Decision	Mediating Role
H-IND ₁	SC → SI → IMQ	0.071	0.074	0.958	0.338	Rejected	Partial mediation
H-IND ₂	MM → SI → IMQ	0.075	0.075	1.053	0.293	Rejected	No mediation

E. Discussion

The results of hypothesis testing H1 show a statistical T value of 1,187, which means that it is not significant because the statistical T value is > 1.96, so the first hypothesis is rejected. Self-competence has a positive influence on increasing memorization intensity. However, it is not significant due to various external and internal factors. The influence may be there, but it is not strong enough to significantly affect the students' decisions in the context of this test. Individuals need to be highly motivated, use effective strategies, and study in a conducive environment to increase the intensity of memorizing the Quran. This study is in line with the research of (Nasier, 2018), which states that self-competence is a factor that is not dominant in influencing the intensity of memorizing the Qur'an.

However, it is not in line with research conducted by (Sabrina, 2022), which states that self-competence can increase the intensity of memorizing the Qur'an due to certain factors that have been identified. Previous research may highlight certain aspects of self-competence that significantly affect the intensity of memorizing the Qur'an, such as increasing self-confidence, self-satisfaction, and fostering positive perceptions. This also aligns with research by Mumtazah et al., which states that in the study, the students indicated that self-competence was the main factor that encouraged them to memorize the Qur'an intensely.

One way to increase self-competence is to support students through positive affirmations and appreciate small achievements in the learning process. For example, they should not push themselves too hard when facing difficulties or failures but use them as opportunities to learn and grow. Self-support will help strengthen self-competence and use structured and realistic memorization methods to memorize the Qur'an to increase the intensity of memorizing the Qur'an (Mufidah et al., 2022; Rahim et al., 2018). The memorization method contributes to increasing the intensity of memorizing the Quran because it can help maximize learning time. It also involves dividing the Quranic text into smaller parts to make it easier to reach and strengthen memorization memory. This is supported by research by Fadillah (2019), which highlights that boarding schools that use the suitable memorization method will make it easier for students to memorize. So, the memorization method affects the intensity of memorizing the Qur'an.

Strong self-intention is required for the memorization method to be used to its full potential. Through self-intention, a person tends to focus more on their goals. They will be more likely to divert their attention from distractions and fully put their energy into memorizing the Qur'an. In addition, strong self-intention can help a person maintain a positive mental attitude while memorizing al-Qur'an. They will be more confident, optimistic, and sure of their ability to achieve their goals. So, self-intention affects self-competence and memorization methods (Pohan et al., 2023; Rahman et al., 2018).

However, self-intention is not a significant factor in increasing the intensity of memorizing the Qur'an because sometimes their goals in memorizing the Qur'an are not clear or well-defined. Without clear and specific goals, self-intention may not be enough to encourage someone to increase the intensity of memorizing the Qur'an. In addition, external factors such as environmental disturbances or personal problems can interfere with a person's self-intention, increasing the intensity of memorizing the Qur'an. This statement is supported by research by Hurriyat et al. (2022), which found that the intensity of memorizing the Qur'an is influenced by several other factors that make self-intention have a positive but insignificant effect. As such, although they strongly desire to learn, these distractions can hinder their ability to stay focused and consistent in their efforts.

Based on the results of the above research, it can be concluded that although self-intention as a mediating variable does not have statistical significance in influencing the increase in the intensity of memorizing the Qur'an, self-intention has an integral role. Here, self-intention as a mediating variable can affect self-competence and the intensity of memorizing the Qur'an, because if students have sufficient competence, their self-confidence will increase. However, self-intention does not mediate the effect of memorization methods on the intensity of memorizing the Qur'an because when the use of memorization methods is maximized, without high self-intention, the intensity of memorization will still increase.

F. Conclusion

This study highlights the critical role of self-intention in mediating the effect of self-competence and memorization methods on the intensity of memorizing the Qur'an. Self-intention plays a vital role by setting clear and measurable goals through structured memorization targets, divided into small parts to facilitate achievement and self-motivation. Setting deadlines for each memorization section also helps maintain consistency. In addition, increasing motivation by finding strong reasons, such as increasing faith, getting rewards and inspiration from the stories of the Qur'an memorizers, and joining the Qur'an memorization community, provides additional support and enthusiasm. Consistency and discipline are the primary keys to increasing the intensity of memorizing the Qur'an. In addition to self-competence and memorization methods, other factors can affect the intensity of memorizing the Qur'an, such as motivation, social support, and learning environment. Future research can examine the role of these factors in a more comprehensive model

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