

THE EFFECT OF INTENSITY OF MEMORIZE THE QUR'AN ON THE LEVEL OF ACADEMIC STRESS AND ACADEMIC ACHIEVEMENT AT QUR'AN MEMORIZERS OF THE QUR'AN IBNU MASYKUR HALIMATUSSA'DIYAH'S BOARDING SCHOOL IN CENTRAL LOMBOK

¹ PRASETYA UTAMA ² MOHAMMAD FAKHRI

¹Lecturers, Human Resources Development Agency of West Nusa Tenggara Province, Mataram, Indonesia

²Lecturer, Islamic State University Of Mataram, Mataram, Indonesia

¹prasetya35@gmail.com, ²moh.fakhri66@gmail.com

Abstract: *The expected goals of the research was to study the effect of intensity memorize the Qur'an on the level of academic stress and academic performance of students penghafal Qur'an Pondok Pesantren Al Qur'an Ibn Masykur Halimatussa'diyah, Central Lombok. Research type used is quantitative research. This type of research is based on collecting and analyzing data in numerical form. The design of the study is a cross-sectional study. The subjects of this study were all Boarding School Qur'an Ibn Masykur Halimatussa'diyah, Central Lombok class VII, VIII and IX both men and women were 106 people. The tools used in data collection was questionnaire. The collected data were processed and analyzed by Structural Equation Model Analysis of Partial Least Square (PLS-SEM) with the help of the program SmartPLS 3.0 for Windows. From the research that has been done, it can be concluded as follows: (1) There is a significant influence on the intensity of the Qur'an Memorization of the Academic Stress. (2) There is a significant negative effect on the intensity of the Qur'an Memorization against Academic Achievement. (3) There is a negative effect but not significant from Academic Stress on Academic Achievement. (4) There is a positive effect but not significant from Motivation to Academic Achievement.*

Key Words: *Intensity Memorizing the Qur'an, Academic Stress, Learning Motivation, Achievement.*

1. INTRODUCTION:

The Qur'an is the greatest miracle of the Prophet Muhammad that guide human life to achieve happiness in this world and hereafter. Muslims have a duty to preserve and maintain the Qur'an. Keeping the Qur'an is done in several ways, by reading with tartil, understand and mentadabburi meaning, practice in real life, preaching and memorize it. The Companions and the righteous ones started studying with learning and memorizing the Qur'an that has scored many scholars who have multiple disciplines and build and lead the civilized world more than twelve centuries.

Memorizing the Qur'an a great significance and benefit to a Muslim spiritual aspect, because memorizing the Qur'an in order to become an expert (family) of God and a special place in his side, leaving the heart is always wrapped up with the Koran so it will not tortured by God, give intercession in the tomb and the end of the day later, memorize the Qur'an so that both parents wear a crown of glory at the end of the day later, memorize the Koran in order to achieve the highest degree in heaven, memorizing the Qur ' an order to be a bidder and all sorts of diseases that afflict, memorize the Koran in order to help to always perform the night prayer, memorizing the Qur'an to be the dhikr of Allah (Muhsin, 2013: 23).

Based on the results of the study showed that most teenage students penghafal Qur'an capable of regulating themselves well. This means that students are able to regulate itself properly, it will get maximum results in the field of memorizing the Koran and able to perform despite a lot of activities, both at school and in the cottage. In other words, students who memorize the Qur'an has been a change of morals previous devastating negative into a certain character better, than the less worship became more sholih worship, and of which previously did not have meaning and purpose in life becomes better understand the meaning and purpose life (Eryzka, 2017: 157).

According to the study, memorize the Qur'an can improve your health and peace of mind to 98%. (Salman, 2017: 74) It can be seen from the results Eriyudhani et al (2017), tested the effects of reading and mentadabburi Qur'an to reduce anxiety or stress in school exams, but the result was no difference concerns the experimental group with the control group $p = 0.0045$ ($p < 0.05$). This means that reading and mentadabburi Qur'an can be used as one way to reduce anxiety or stress student school exams (Yudhani, 2017: 23)

Other studies have identified that the activity of memorizing the Holy Qur'an and significant positive effect also on students' academic achievement (Gina, 2017)

In the Qur'an there are some hints that if followed the instructions, will promote good health and healing, as in the verses of the Qur'an "(They are) those who believe and whose hearts find satisfaction in the remembrance of Allah. Remember, only the remembrance of Allah do hearts find satisfaction ". (QS. Ar Ra'du: 28). Next, "And We send down from the Koran a bidder and a mercy to those who believe the Koran and it does not add to the people who do wrong other than loss of (Al-Isra ': 82) ".

Al-Quran is a guide, a source of knowledge. In mental health, the Qur'an is a method that makes a Muslim be quiet, comfortable, harmonious, peaceful and serene. With recitations of the Qur'an can be achieved serenity and tranquility of the soul, then every time a Muslim reading means every time it is also a Muslim gain serenity and peace of soul. If a Muslim is often read the Qur'an, then he will escape from the depression and feeling pressed. All the problems of life experienced by a Muslim, complained to his Lord, so that remembrance, prayers and recitations of the Qur'an answered by God. From here, would emerge inner peace and tranquility of the soul (Rajab, 2010: 96).

Memorizing the Qur'an is an act which is very commendable and noble. History records that during the progress of the great Islamic scholars of Islam is a row of names that have started life by memorizing the Quran since the age of the children. among them Imam Shafi'i, memorized the Qur'an at the age of seven (7) years. Ibn Sina is famous for the title of world's the father of medicine, memorized the Quran at the age of 10 (ten) years and Ibn Khaldun memorized the Qur'an at the age of seven (7) years. (Ashary, 2013: 83)

However in reality, the process of memorizing the Quran is not an easy thing. Moreover, the students or students in educational institutions with a comprehensive modern learning burden far heavier than the Traditional Tahfidz Institute, which focuses on memorization. Not infrequently students experience stress in the process of memorizing the Qur'an.

Based on the results, level of academic stress SMA Negeri Padang, classified in the category of medium-level academic stress that is equal to 71.80%. While 13.20% are in high-level academic stress and the remaining 15.00% is at a low stress level. (Taufik, 2013: 143) Another study, conducted in India from three (3) public and private schools showed almost 63, 50% of high school students experiencing academic stress, whereas no significant differences regarding the influence of age, gender, class and some other personal factors. (Deb and Sun, 2015: 26) Approximately 66.00% of the students said that they felt pressure from their parents related academic demands for better academic quality. Furthermore, approximately 32.60% of the students had psychiatric symptoms and 81,

A preliminary survey conducted in Ponpes Qur'an Ibn Masykur Halimatussa'diyah, Central Lombok by taking a sample of 30 students memorizers of the Qur'an, the results obtained are not much different from previous studies. Of the 30 samples studied 75.31% experiencing moderate academic stress, high stress of 13.27% and the remaining 11.42 low stress. (Prasetya) In addition, they also experience stress memorization marked by the emergence of boredom on the part of students, the concentration of decreasing power, the attitude of haste, quickly surrendered and even some of them declining physical condition which is characterized by the emergence of feeling tired, lethargic, no passion, fever and no appetite. However, the incidence of stress-memorization is not the case on the overall students,

Pondok Pesantren Al Qur'an Ibn Masykur Halimatussa'diyah is conceptually a modern boarding school that combines the development of students in terms of general knowledge and science and technology (science) which dianungi by the Ministry of National Education and the development of Islamic faith and piety (imtak) shaded by the Ministry of Religious Affairs as well as some special development agency that is shaded by the Qur'an Tahfidz program required by the school.

However, because the existence of this institution is still relatively new (5 years) of course there are still many shortcomings in terms of infrastructure and facilities. Unavailability of adequate room for the students memorize the process as well as the unavailability of modern tools to facilitate the memorization process can be a source of stress in itself.

The learning method in boarding Qur'an Ibn Masykur Halimatussa'diyah using Boarding system where all students to stay in the cabin during the process of education. In the morning until the afternoon they attended the Integrated Islamic Junior High School (SMP IT) located within the cabin environment with the learning load follow Isam school curriculum in general. After school they entered the hostel in which applied modern pesantren curriculum such as book reviews, foreign language (Arabic / English) and also Life Skill. There was also a major liability for them is to memorize the Koran. It could be said that for 24 hours they are bound by the rules of the school and boarding routines ranging from waking to sleep again.

The burden of learning, facilities and infrastructure as well as differences in social background of individual students can be a trigger of stress memorization and academic stress. So far the average academic achievement of the students can be said is still the standard, no one has won the competition prominent example scientific achievement of students in certain subject areas. Even still there are some of those who have academic ability substandard.

The phenomenon of stress memorize the Qur'an and academic stress that occurs in students at Pondok Pesantren Al Qur'an Ibn Masykur Halimatussa'diyah be interesting to do research to examine the relationship between the two (2)

above by sharpening the intensity influence memorize Al Qur'an to stress academic and academic achievement of the students. The study was to determine whether the intensity of high memorize the Qur'an which could lower the level of academic stress and improve the academic achievement of students.

2. RESEARCH PURPOSES:

Based on the background of the study, the researchers suggested some expected goals of the research is to study the influence of intensity memorize the Qur'an on the level of academic stress and academic performance of students penghafal Qur'an Pondok Pesantren Al Qur'an Ibn Masykur Halimatussa'diyah, Lombok Central.

3. THEORETICAL FRAMEWORK:

3.1. The intensity of Memorizing the Quran

The intensity was great or the strength of a behavior amount of physical energy required to stimulate one of the senses, the physical size of energy or sense data. (Kartono, 1987: 233)

Besides understanding the intensity of the efforts deployed with full force to conduct a business. (Drafting Team dictionary, 2005: 438)

The aim is an activity earnest and in-depth can be increased and sometimes diminished or weakened.

Understanding Memorizing the Qur'an

Memorizing is an activity to impart a verbal material in the memory, so that later can be reproduced (in mind) back literally, in accordance with the original material. Events memorize a mental process to imbibe and storing impressions that will be a time when needed can be recalled to consciousness. (Bahri, 2011) Memorizing the Qur'an is an act which is very commendable and noble (Alawiyah, 2013: 139),

There are several factors that support in memorizing the Holy Qur'an Health Factors, Psychological Factors, Factor intelligence, motivation factors, factors of age.

Some rules of supporters memorize the Qur'an as follows: (Muhsin, 2014: 94)

- 1) Make a clear plan and it helps if the time limit is necessary to memorize the Qur'an is for 5 (five) years.
- 2) Need to join the group penghafal Qur'an.
- 3) Always carry a small Manuscripts.
- 4) Trying to listen to readings of faith in prayers jahriyah.
- 5) Started from juz-Juz easy.
- 6) Using a Mushaf only.
- 7) Do not add rote before settling
- 8) Making the letter as a whole before switching to another paragraph.
- 9) Paying close attention to the verses that have similarities.
- 10) Following the race memorizing the Qur'an.

There are some norms that need to be used as guidelines in memorizing the Qur'an as follows: (Izzatul and Irfan, 2010: 127)

- 1) leaving immoral
- 2) Reading the Qur'an is right
- 3) Intentions are sincere and true understanding fadhilah
- 4) rote practice
- 5) Understanding the meaning of the verse correctly.

3.2. Academic stress

Stressful events are at least three (3) of interrelated elements, namely a source of stress (stressor), people who experience stress (The stressed or stress response) and the relationship between people who are stressed by the situation becomes a source of stress (interaction). (Mahfud, 2003: 7) Stressors are situations or stimuli that threaten the livelihoods of people. Stress response is a reaction that occurs while the process of interaction mechanisms that stress is starting from the arrival of the stressor to the emergence of stress response.

Began to approach the stress response to stress, understanding the stress associated with an event that is pressed so that a person in a state of inaction will cause negative effects, such as dizziness, high blood pressure, irritability, sadness, difficulty concentrating, increased appetite, difficulty sleeping, or smoke continue. The second approach to the definition of stress is connected in terms of stressors (sources of stress). Stress in this case is described as a force that causes the pressure inside, stress in this approach appears if the pressure faced exceeding the optimum limit. The third approach is an approach that focuses on the definition of stress intraksional with the transaction between the pressure from the outside to the individual characteristics, which determine whether the pressure is stressful or not.

According to research, there are four (4) types of stress reactions, that psychological reactions, physiological, thought processes, and behavior. The fourth kind is in perwujudnya reaction can be positive, but also can be either negative. Negative reactions include the following. (Hawari, 2011: 37)

- a) Psychological reactions, usually attributed to the emotional aspects, such as irritability, sadness, or irritability.
- b) Physiological reaction, usually appears in the form of physical complaints, such as headache, nape pain to high blood pressure, stomach pain, itching of skin, or hair loss.
- c) The reaction of the process of thinking (cognitive), symptoms usually appear in difficulty concentrating, forgetfulness, or difficult decisions.
- d) Reaction actor in the teens looked from perilaki-deviant behavior such as drunken, pill jamming, frequency of smoking increases or avoid meeting with friends.

Meru academic stressfeed one part of the kind of stress that is felt by the students for the students / students and students who are marked by stressful situations experienced by a person where there are academic demands are characterized by a wide range of reactions include physical reactions, emotional, cognitive and behavioral. (Adawiyah , 2016) it can also be caused by psychological factors of individuals, as well as some types of stressors psikologis namely pressure (pressure), frustration and conflict. Kebanyak stress experienced by children is not considered important by adults. This is because children have little experience to learn, then even situations that lead to small changes also had effect on the child's feelings.

Academic stress is the stress that comes from the learning process or matters related to learning or better known as the academic pressure and peer pressure. Academic pressure in the form of pressure bersumberkan of grade, length of study, cheating, many tasks, receive test scores, bureaucracy-kan get a scholarship, a decision determining the direction and career as well as exam anxiety and time management.

3.3. Academic achievement

Definition of Academic Achievement is a change in terms of capability due to the learning process. Forms of learning outcomes can be either written or oral solution, and problem-solving skills that can be measured and assessed using a standardized test. (Anwar, 2005)

Academic achievement is the result obtained from the learning activities in schools that are cognitive and are usually determined through measurement and assessment. Academic achievement is the mastery of the subjects that are determined by the value or the number provided by the teacher. Based on this, academic achievement can be explained as follows:

- a) Academic achievement is the (output) learning outcomes are achieved when following, tasks and learning activities in schools.
- b) The academic performance is primarily measured cognitive aspect as it relates to the ability of students in knowledge or memory, comprehension, application, analysis, synthesis and evaluation.
- c) Demonstrated academic achievement and demonstrated through the value or number of the results of the evaluation conducted by the teacher.
- d) So the academic achievement of focusing on value or number reached in the learning process in schools. This value is assessed in terms of cognitive because teachers often use it to see the mastery of knowledge as a student achievement.

It has become the nature and naturalness in human life for results in accordance with what is desired. The desire to become a successful man and managed to continuously sought forever because humans are creatures who are never satisfied and unlimited desires.

For achievement and success need to be equipped with the knowledge, expertise and specific skills. (Afifah, 2012)

This relates to the word of Allah in Surah Al Mujadalah verse 11 "O believers, if ye be told:" Berlapang-lapanglah in the majlis', then Allah will give lapangkanlah spaciousness for you. and when it is said: 'Stand ye', then stand it, Allah will exalt those who believe among you and those who were given some degree of knowledge. and Allah knows what you do.

4. RESEARCH METHODS:

Research type used is quantitative research. This type of research is based on collecting and analyzing data in numerical form. The design of the study is a cross-sectional study, the research carried out within a certain time and does not monitor changes over time. The subjects of this study were all Boarding School Qur'an Ibn Masykur Halimatussa'diyah, Central Lombok class VII, VIII and IX both men and women were 106 people. The criteria for the subjects in this study were as follows:

- a) Students aged between 12-18 years
- b) Old memorize minimal ≥ 6 (six) months.
- c) The health condition (based on a doctor's certificate).

The tools used in data collection was questionnaire. The academic stress questionnaire was adapted from the Educational Stress Scale for Adolescents (ESSA), while the questionnaire of Intensity Memorizing the Qur'an, motivation, and academic achievement were self designed. The collected data were processed and analyzed by Structural Equation Model Analysis of Partial Least Square (PLS SEM) with the help of the program SmartPLS 3.0 for Windows.

5. RESEARCH RESULT:

To determine the level of significance of the path coefficient, the value of t (t-value) and the p-value is generated by running a bootstrapping algorithm is used to determine whether the hypothesis is accepted. At the 0.05 level of significance, the hypothesis would be supported if the p-value below a critical value of the standard error of 5% (0.05). The significance level test results can be seen in Figure 4.1., Which summarizes the results of hypothesis testing PLS approach. Results significance smartPLS output image can be seen below,

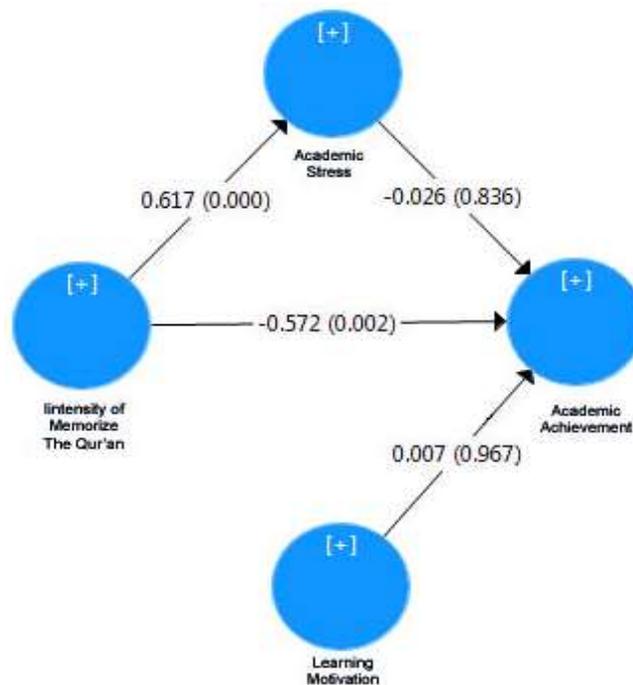


Figure 1. Test Results bootstrapping In SmartPLS

Based on the above tables and figures can be seen that:

- Intensity Memorizing the Qur'an has a positive influence on Academic Stress amounted to 0.617 with a significance level of 0.000, which means significant. That is a significant difference of intensity Memorizing the Qur'an against Academic Stress.
- Intensity Memorizing the Qur'an has a negative effect on academic achievement of -0.572 with a significance level of 0.002, which means significant. This means that there is a significant negative effect on the intensity of the Qur'an Memorization against Academic Achievement.
- Academic stress has a negative effect on the academic achievement of -0.026 with a significance level of 0,836. This means that there is a negative effect but not significant from Academic Stress on Academic Achievement.
- Motivation has a positive influence on the Academic Achievement of 0.007 with a significance level of 0.967. This means that there is a positive effect but not significant from Motivation to Academic Achievement.

6. DISCUSSION:

6.1. Effect of Intensity Memorizing the Qur'an against Students Academic Stress

From a statistical calculation is known that the independent variable intensity memorize the Koran have a positive effect on the level of academic stress. a decrease in the intensity of memorizing the Quran by students / female students occurred will cause decreased the likelihood of stress experienced by students / female students. And vice versa the higher the intensity memorize the Koran the higher the academic stress experienced by students / female students.

This is in contrast with previous studies of Very Yulianto (2015) which shows that, recitation, intuitive reflective can reduce depression / stress significantly and improve immunity. Besides, it also contradicts Similarly Yudhani Ery research (2017) shows that training to read the Qur'an and the Qur'an mentadabburi quite effectively lowers the anxiety level of students when facing exams.

If the high-intensity students memorize the Koran academic stress is also high, it is necessary to explain that the stress here is the positive stress (*eustress*) instead of negative stress (*distress*). In a sense the stress that brings a positive influence for the students motivated and encouraged to do good or worship since received a reply reward from Allah. Among God's promised reward for good deeds is: "Allah has promised those who believe and do deeds of righteousness, (that) for them forgiveness and a great reward." (Al-Maidah: 9)

For that, only good deeds based on faith in God, belief in His justice and hope for the mercy that will bring benefits in the joy of living in this world and hereafter. Naturally, such a reply only to those who believe in Him. As for those who do not believe, like a mirage of charity alone.

In the academic environment has been found that there is a positive impact stress to the students. Stress can contribute positively if the amount of stress is normal. Rafidah (2009) states that the stress actually can affect a person's memory and learning activities. In the process of learning, the positive effects of stress can be felt if the amount of stress that students do not exceed their capacity, amount or normal stress enough that it is necessary because it can activate the brain's performance. In other words, their stress. Schawabe and Wolf (2012) found that stress can cause some memory on the functioning of the human brain. The study membuktikan that after a person receives the stress, based system can shift the nerve center of the limbic system in charge of storing the memory (hipocampus) to assist the performance of tasks in the brain. In other words, the stress is received, the ability of the existing systems in the brain could also work optimally.

From interviews conducted by researchers at several boarding school students most of the students have a high level of religiosity worship, especially in maintaining Qiyamullail and shaum sunnah prayers. Qiyamullail to pray on average almost a minimum of 3 (three) times a week later sunnah fasting average of at least 1 (one) times a week. This led to the strengthening of the spirit and jiddiyah (seriousness) them in undergoing the process of memorizing the Qur'an. This is consistent with research Aliah B Purwakania (2012), which states that the discipline of worship can provide peace when faced with academic stress, visible from a significant relationship between the two variables in this study.

6.2. Effect of Intensity Memorizing the Qur'an against Academic Achievement Students

From a statistical calculation is known that the intensity memorize the Koran negatively affect academic achievement. In other words, the greater the motivation to learn students more likely to achieve good academic performance by students / female students.

This contrasts with research Jamil et al (2016) stated that there are positive and significant impact memorize the Qur'an to mathematics achievement. In other words, a growing number of students memorizing Qur'an higher the mathematics achievement of students is concerned. Likewise, research Hidayatullah Ismail, 2016 can be concluded no influence memorizing the Koran to academic achievement boarding school students in Kampar on a positive level is indicated by a score of 72.94%.

This is because of the different variables studied investigators with previous studies. When researchers examined variables analyzed memorize the Qur'an intensity of the process of memorizing the Qur'an itself by looking at the aspect of motivation of students in memorizing, discipline students in memorizing and support parents / manager at students in memorizing the Holy Qur'an memorization variable Whereas previous research Qur'an is analyzed from the aspect of output that number memorized the Qur'an juz students, so that different results with study investigators. Besides, because in memorizing the Qur'an it is the target of a manager in a few time required to have memorized so many chapters, this is what causes the stress of academic students.

In previous research data collected seem simple there are only 2 (two) variables only is the data amount of memorization of the Qur'an students and academic achievement, then both dicross by using statistical test, then see the result is meaningful or not. Researchers study is the variable intensity of memorizing the Quran students not only the number of chapters of the Qur'an memorized it is the level of persistence of students in undergoing the process of becoming a Haafiz / Hafidzah. In this study, the measured intensity of 3 (three) aspects of motivation of students in memorizing the Koran, students discipline and deposit rote memorization of the Qur'an, and the support of parents and administrators on students in memorizing the Qur'an. So it is not the same as previous studies, students memorize variables, who see only the aspect of the number of chapters memorizing the Qur'an. In the questionnaire the researchers there are as many as 17 (seventeen) point lattice intensity pertanyaan as a reference tool to memorize the Quran. Achievement of the maximum score is 68 (sixty eight), and 17 (seventeen) the lowest score.

6.3. Academic Stress Influence on Academic Achievement Students

From the statistical calculations academic students known that stress has a negative affect on the academic achievement of students. In other words, decrease the stress experienced by the students will have an impact on the amount of academic achievement of students / female students.

This is consistent with research Mufadhhal Barselli et al. (2017) on academic stress Siwa SMAN 10 Padang, said that, there was a significant effect (0.009) and negative (-0.220) between academic stress to student achievement so that it can be interpreted, the higher the students academic stress, the lower the academic achievement of students, Factors

that affect academic stress are internal factors and external factors. One of the external factors that affect the students academic stress is very pressured to perform well in their trials. This pressure came mainly from parents, relatives, teachers, neighbors, peers and themselves. It will be a burden for students to excel in school.

Besides the stress experienced by these students is negative stress (distress) is not positive stress (eustress) that have a negative impact on the condition of learning and cognitive abilities of students. Conditions such as these in the Qur'an described by al halu a condition in which a person experiences stress that comes from learning or matters related to learning activities that lead to psychological or emotional stress affecting academic achievement in school. Within this framework, the Qur'an explains: "Truly man was created to be groaning again miserly. When he was in distress he lamented, and when good he Amat miserly ", (Al Ma'arij: 19-21)

Research Stallman (2010), involving 6479 students in Australia revealed that the distress associated with disability and decrease in academic achievement in students. In addition, the results of interviews conducted by researchers at several boarding school students when students experiencing academic stress, the symptoms of which often appear marked by restlessness, anxious or sad because of academic demands, headache, insomnia, fatigue and loss of passion for learning. Note also that, most students do not always learn every day and only learned when approaching final exams or tasks when there are deadlines giving the task of Ustadz.

6.4. Effect of Motivation on Academic Achievement Students

From the statistical test states that there is influence positive motivation to learn about the academic achievement of students, in other words, the greater the motivation to learn students more likely to achieve good academic performance by students / female students. This reinforces previous studies conducted by Didik K (2014), which says that the motivation to learn a significant impact on student achievement Junior High School eighth grade as the city of Mataram with a contribution of 2.89%.

Hacyl of interviews conducted by researchers at several boarding school students related to the motivation of the aspects in question in the questionnaire of motivation to learn, most students more answered "often" and "always", it indicates the motivation to learn to give effect to the academic achievement of students.

Within the framework of this study motivation Qur'an explains: O believers, if ye be told: "Berlapang-lapanglah in the majlis', then Allah will give lapangkanlah spaciousness for you. and when it is said: 'Stand ye', then stand it, Allah will exalt those who believe among you and those who were given some degree of knowledge. and Allah knows what you do. (Al Mujadilah: 11)

7. CONCLUSION:

From the research that has been done, it can be concluded as follows

- Intensity of the Qur'an Memorization has a significant influence on of the Academic Stress.
- Intensity of the Qur'an Memorization has a negative and significant impact on Academic Achievement.
- Academic Stress has a negative effect but not significant influence on Academic Achievement.
- Motivation is a positive effect but not significant from to Academic Achievement.

8. SUGGESTION:

- Pondok Pesantren Qur'an Ibn Masykur Halimatussa'diyah need to prevent academic stress by providing guidance and counseling services to students and provide optimal support facilities for students in memorizing the Qur'an such as the use of MP3 audio equipment and digital Qur'an.
- This research is still promoting cross sectioal (momentarily), then the next study is expected to strengthen the study of the design of research using experimental methods.
- For their next study, to consider taking a larger population and the use of other variables that have not been done by previous researchers.

REFERENCES:

1. Abdul Muhsin, Pun Busy People Can Memorize the Quran, (Solo: PQS Publishing, 2013).
2. Abu Salman Farhan Al Atsary, the Qur'an Effect, (Yogyakarta: PT.Sketsa, 2017).
3. AFIAH, I, M, Effect of Potential Learning and Motivation to Achievement, Graduate Thesis Maliki's Islamic State University (unpublished), Malang, 2012
4. Anwar, S, Test and Measurement Performance Achievement (Yogyakarta: Student Library, 2005)
5. Bahri, Syaiful, Psychology of Learning (Jakarta, Rineka Copyright 2011)
6. Budi Ashari, Module Kuttab, (Semarang: Foundation Kuttab al-Fatih. 2013)
7. Dadang Hawari, Management of Stress, Anxiety and Depression (Jakarta: FK UI Hall Publishers, 2011)

8. Deb, S, Strodl, E, & n, J. Academic Stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students, the International Journal of Psychology and Behavioral Sciences, 2015, 5 (1): 26-34
9. Yudhani Eri et al, Effectiveness of Reading the Qur'an and the Qur'an Mentadabburi Reduce Student Anxiety would Facing Exams, Psikomedia Journal of Psychology and Social Sciences Faculty of Islamic University of Indonesia Culture Vol.2, No. 1 April 2017.
10. Hidayat Gina, Activity Memorizing the Qur'an and Its Effect on Student Academic Achievement, Journal of Islamic Education Islamic Education Journal, Vol.06 11 January 2017
11. Izzatul Jannah and Irfan Hidayatullah, 10 Brothers Stars Qur'an, True Story of Raising Children Become Hafiz Qur'an and Achievement (Bandung: Sygma Publishing, 2010).
12. Kartini Kartono, Dictionary of Psychology (Bandung, Pioner Jaya, 1987)
13. Khairunnas Rajab, medicine Heart, (Yogyakarta: Pustaka Pesantren, 2010)
14. Mahfud AN, Help to Overcome Stress (Bandung: PT Sinar Baru Algensindo, 2003)
15. Mohsen Abdul, Pun Busy People Can Memorize the Quran, (Solo: PQS Publishing, 2014)
16. Taufik, High School Students Academic Stress Conditions State in Padang Journal of Counseling Education Vo.1 2, June 2013, 143-150
17. Drafting Team Dictionary, Dictionary of Inonesia (Jakarta, Central Library, 2005)
18. Eryzka holy Marza, Adolescent Self Regulatory Ponpes Qur'an memorizers of the Qur'an Jami'atul Qurro ', South Sumatra, Journal of the Faculty of Psychology UIN Intelektualita Raden Fatah Palembang, Vol.06, No. 01, 2017, 157-158
19. Main, Prasetya, Preliminary Survey Results Ponpes Qur'an Ibn Masykur Halimatussa'diyah, Central Lombok.
20. Wardatul Adawiyah, Spiritual therapy Emotional Freedom Technique (SEFT) to Reduce Stress Levels Academic (*Scientific Journal of Applied Psychology UMM* Vol.4.No.02 August 2016
21. Wiwi Alawiyah Wahid, How Fast Can Memorizing the Qur'an (Yogyakarta: Diva Press, 2013)