THE IMPACT OF QURANIC MEMORIZATION ON CLASSROOM DISCIPLINE AMONG MIDDLE SCHOOL STUDENTS: A COMPARATIVE STUDY

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Abstract: This study examined the impact of Quranic memorization on classroom discipline among middle school students in El Oued, Algeria. A causal-comparative design was employed to investigate differences in classroom discipline between students who memorize the Qur'an and those who do not. The Classroom Discipline Scale (Aref Matar Al-Muqaddin, 2009) was administered to 180 students from Said Belabidi Koinin Intermediate School. Data were analyzed using SPSS version 25 through descriptive and inferential statistics, including means, standard deviations, and independent-samples t-tests. Results indicated significant differences at the 0.01 level, with students who memorize the Qur'an exhibiting higher classroom discipline than non-memorizers. No significant gender differences were found among memorizers. These findings suggest that Quranic memorization positively influences students' self-discipline, focus, and adherence to classroom rules, highlighting its role in promoting effective classroom behavior.

Keywords: Memorization ،Holy Qur'an, Classroom Discipline, Behavioral Regulation, Middle School Students.

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1- Introduction:

Allah (SWT) has distinguished the Holy Qur'an as the only divine book preserved from distortion, alteration, or omission, in accordance with His divine decree, as stated in the verse: "Indeed, it is We who sent down the Reminder, and indeed, we will be its guardian" (Al-Hijr, 15:9). One of the means through which Allah has facilitated the preservation of the Qur'an is by making it easy to memorize, as affirmed in His words: "And We have certainly made the Qur'an easy for remembrance, so is there any who will remember?" (Al-Qamar, 54:17).

Given the importance of Qur'anic memorization in shaping the distinguished personality of the Muslim individual, early Muslim scholars emphasized the necessity of initiating children in reciting and memorizing the Qur'an from an early age. Ibn Khaldun affirmed in his Muqaddimah that "The Qur'an has become the foundation of education upon which all subsequent learning is built. The reason is that learning at a young age becomes deeply rooted, as early learning forms the foundation of intellectual development." (Ibn Khaldun, n.d., p. 52). This emphasis on early memorization led generations of Muslims, past and present, to teach their children the Qur'an from early childhood, producing many great scholars who had memorized the Qur'an before the age of ten, such as Imams Al-Shafi'i, Ibn Hanbal, Al-Nawawi, and others.

Numerous empirical studies have confirmed the importance of memorizing the Holy Qur'an. For instance, Al-Suwaidi (1994), Al-Arifi (1991), Al-Ghamdi (1994), Al-Maghamsi (2003), and Fever (2016, 2021) found that Qur'anic memorization enhances cognitive functioning and memory capacity among students. Similarly, Al-Sana'a (2008) and Abdullah (1996) highlighted the positive impact of memorization on mental health and psychological stability. Furthermore, Al-Malik (2004) demonstrated the positive influence of religious commitment on moral behavior among Malaysian adolescents. Collectively, these findings suggest that learning and memorizing the Qur'an foster spiritual awareness, moral integrity, and personal self-discipline.

From this perspective, the Holy Qur'an exerts profound educational and developmental influences on its readers through recitation, memorization, and reflection. One of the most significant educational outcomes of Qur'anic memorization is classroom Discipline. Abdullah (2018) defined classroom Discipline as à set of rules and procedures designed to regulate student behavior within the school and encourage adherence to institutional norms to achieve an effective learning environment. Similarly, Hassan (2015) defined it as "compliance with the rules and regulations established by the school to ensure the smooth and orderly progress of the educational process, including respect for teachers, peers, and school property."

Effective classroom Discipline creates a positive learning climate that supports academic and social development, enhances students' sense of responsibility and self-control, and contributes to the overall quality of education. Moreover, it strengthens relationships among students, teachers, administrators, parents, and the broader community—building trust and respect while fostering an environment conducive to holistic student development.

Therefore, this study seeks to explore the role of memorizing the Holy Qur'an in promoting classroom Discipline and behavioral regulation among middle school students. Specifically, it aims to address the following research questions:

- Are there significant differences in classroom Discipline among middle school students who have memorized the Holy Qur'an and those who have not?
- Are there significant differences in classroom Discipline among Qur'an-memorizing students based on gender?

2. Study Hypotheses:

- There are statistically significant differences at the **(**0.01**)** level in classroom Discipline among middle school students between those who memorize the Holy Qur'an and those who do not, in favor of students who memorize the Holy Qur'an.
- There are statistically significant differences at the 0.05 level in classroom Discipline among students who memorize the Holy Qur'an due to gender.

3. Importance of the Study:

The study of Qur'anic memorization and its relationship to classroom Discipline holds significant scientific, psychological, educational, and moral value. It provides insights beneficial to educators, students, and society at large. The importance of this research lies in its contribution to revealing the educational and psychological benefits associated with memorizing the Holy Qur'an and its influence on behavior regulation, discipline, and cognitive development.

Furthermore, this study aims to raise public awareness regarding the benefits of Qur'anic schools in promoting discipline and positive behavior among students. It highlights memorization of the Holy Qur'an as a foundational and essential step toward developing successful educational practices and effective behavioral control.

4. Objectives of the Study:

- To identify the importance of memorizing the Holy Qur'an and its role in classroom Discipline.
- To examine the differences in classroom Discipline between students who memorize the Holy Qur'an and those who do not.
- To investigate the differences in classroom Discipline among Qur'an-memorizing students according to gender.

5. Research Limitations:

- **Objective Boundaries**: The role of memorizing the Holy Qur'an in classroom Discipline among middle school students.
- **Temporal Boundaries**: The study was conducted from April 8, 2025, to April 15, 2025.
- **Spatial Boundaries**: Saïd Belabidi Middle School, Kouinine, El Oued, Algeria.
- **Human Boundaries**: Middle school students aged 11–15, divided into two groups:
- Students who memorize the Holy Qur'an.
- Students who do not memorize the Holy Qur'an.

THEORETICAL FRAMEWORK OF THE STUDY

6. THE HOLY QUR'AN:

The Qur'an has been defined in various ways. Al-Asnawi (1999) described it as "the revealed, miraculous words of Allah contained in its surahs" (Rafida, 1999, p. 25). Al-Sabouni (1986) provided a more comprehensive definition: "It is the miraculous speech of Allah, revealed to the Seal of the Prophets and Messengers through Gabriel (peace be upon him), recorded in the Qur'anic text, transmitted through successive generations, and recited as an act of worship, beginning with Surah Al-Fatihah and ending with Surah Al-Nas." This definition integrates the main characteristics recognized by scholars of Islamic jurisprudence.

6.1. Procedural Definition of Memorizing the Holy Qur'an

After consultations with Qur'an teachers in mosques and Qur'anic schools, the researchers determined that for the purposes of this study, a student is considered a memorizer of the Holy Qur'an if they have memorized at least two ajzab' (parts) of the Qur'an. This criterion aligns with the definition adopted by Abdul Basit Metwally Khidr (1991).

6.2. The Importance and Virtue of Memorizing the Holy Qur'an in Upbringing

a. Religious Perspective:

Teaching and memorizing the Holy Qur'an in childhood is one of the most significant religious practices, strengthening faith and belief. The Qur'an—being the word of the Lord of the Worlds—is a source of divine guidance, spiritual light, and healing for believers.

b. Educational Perspective:

Memorizing the Holy Qur'an plays a crucial role in developing a child's cognitive, linguistic, and moral faculties. Ibn Khaldun described it as "the foundation of education upon which all subsequent learning is built" **(Ibn Khaldun, p. 404)**. For this reason, many Arab and Islamic countries include Qur'anic recitation and memorization in school curricula to enhance linguistic proficiency and strengthen character formation.

- Empirical studies have confirmed numerous benefits of Qur'anic memorization:
- It enhances motivation for learning and academic achievement (**Al-Thubaiti, 2003).**
- It improves reading fluency and comprehension (**Jameel, 2001).**
- It promotes mental health and psychological stability **(Al-Sana'a, 2008).**
- It develops linguistic richness and mastery of Arabic (Al-Maghamsi, 2004).
- It strengthens innovative and reflective thinking abilities (**Al-Thubaiti, 2003).**
- Students who memorize the Qur'an often outperform their peers in scientific and mathematical fields (**Latrash, 2008).**
- It supports the development of Islamic values and moral conduct **(Al-Maghamsi**, 2004).
- Thus, memorizing and reflecting on the Holy Qur'an enhances various academic, linguistic, and moral skills, ultimately contributing to the holistic development of students.

CLASSROOM DISCIPLINE:

Classroom Discipline (or classroom control) refers to "adherence to the rules and regulations established by the school to ensure the smooth and orderly conduct of the educational process, including respect for teachers, peers, and school property" (Hassan, 2015, p. 112). It also encompasses students' ability to regulate their behavior and maintain discipline, thereby creating a safe and productive learning environment (**Abdul Rahman, 2020, p. 78).**

7.1. Procedural Definition

Classroom Discipline is operationalized in this study as the total score obtained by a student on the Classroom Control Scale developed by **Aref Matar Al-Muqeed (2009).**

7.2. Importance of Classroom Discipline:

The continuity and progress of society depend on citizens who value order and uphold the common good. Accordingly, education must nurture not only intellectual growth but also social responsibility. Schools serve as social institutions where students develop the behavioral foundations of citizenship. Teachers play a central role in guiding students toward self-discipline and prosocial behavior **(Al-Khasawneh, 2006).**

7.3. Objectives of Classroom Discipline

In the past, classroom control was primarily associated with maintaining order and respect for authority **(Shwiat, 2000).** In modern educational contexts, however, classroom Discipline emphasizes promoting understanding, positive attitudes, social responsibility, and intrinsic discipline—encouraging students to regulate their behavior voluntarily rather than through fear or external pressure.

2- Method and Tools:

2 .1. Study Methodology:

This study employs the causal-comparative (ex post facto) design, which seeks to identify the causes of differences between groups—in this case, between students who memorize the Holy Qur'an and those who do not—regarding classroom Discipline behaviors.

2.2. Study Sample:

The research population included all **(**978**)**male and female students enrolled in Saïd Belabidi Middle School (Kouinine, El Oued) during the 2024–2025 academic year. A subsample of 180 students (both genders) was selected using simple random sampling:

Group 1: Students who memorize the Holy Qur'an.

Group 2: Students who do not memorize the Holy Qur'an.

2.3. Study Instruments:

A. Classroom Control Scale (Aref Matar Al-Muqeed, 2009)

Table 2: The scale consists of (**31**) **items distributed across three dimensions:**

No.	Dimension	Items
1	Problems related to pupils	1–10
2	Administrative issues	11–23
3	Curriculum issues	24–31
Total	31	

Scoring:

Responses are scored on a 3-point scale: Always (3), Sometimes (2), Rarely (1). Total possible scores range from 31 to 93.

B. Psychometric Properties:

Validity: Internal consistency coefficients were statistically significant at levels between **(**0.05**)** and (0.01), indicating acceptable construct validity.

Reliability: Cronbach's alpha = 0.82, reflecting high reliability.

2.4. Statistical Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS v25). Descriptive statistics (means and standard deviations) were used to summarize data, while t-tests were employed to examine group differences across study variables.

3- Results and Discussion

3.1. Results of the First Hypothesis:

The first hypothesis states: There are statistically significant differences at the (0.01) significance level in classroom control among middle school students between those who have memorized the Holy Qur'an and those who have not, in favor of students who have memorized the Holy Qur'an.

To analyze and interpret this hypothesis, the researchers used arithmetic means, standard deviations, and the t-test to determine the significance of the differences between the means, using the SPSS software package. The results were as follows:

Table 2: Significance of differences between the mean scores of students who have memorized the Holy Qur'an and those who have not on the classroom control scale.

Scale	Sample	Medium Arithmetic	Standard Deviation	dDf	t-value	Significance (sig)
Classroom Control	Students who memorize the Holy Qur'an	71.92	2.18	178	9.63	0.01
Classroom Control	Students who do not memorize the Holy Qur'an	21.52	3.09			

a standard deviation of **(**2.18**)**, while the mean score of those who have not memorized it was **(**21.52**)** with a standard deviation of **(**3.09**)** on the classroom control scale. Given the calculated t-value (9.63) at 178 degrees of freedom, this difference is statistically significant at the (0.01) level.

This finding indicates that there are statistically significant differences between the mean scores of the two groups on classroom control, in favor of students who have memorized the Holy Qur'an.

3.2. Results of the Second Hypothesis

The second hypothesis states: There are statistically significant differences at the **(**0.05**)**significance level in classroom control among students who have memorized the Holy Qur'an, attributed to the gender variable.

To determine the differences between the means of the two groups, the t-test was applied. The results are presented in the following table:

Table 3: Differences between the mean scores of male and female students who have memorized the Holy Qur'an on the classroom control scale according to gender.

Scale	Sample	ssue	Medium Arithmetic	Deviation Standard	DF Freedom Degree	Value T	Significance Statistics
Classroom Adjustment	Male	1	68.39	2.05	88	0.63	Non-Function At 0.05
	Females	9	70.01	1.68			

As shown in Table (3), the mean score of male students who have memorized the Holy Qur'an was **(**68.39**)** with a standard deviation of **(**2.05**)**, while the mean score of female students was **(**70.01**)** with a standard deviation of **(**1.68**)**. Considering the t-value (0.63) at **(**88**)** degrees of freedom, the result is not statistically significant at the **(**0.05**)** level.

This finding suggests that there are no statistically significant differences in classroom control among students who have memorized the Holy Qur'an that can be attributed to the gender variable.

3-3-DISCUSSION OF THE RESULTS

The findings of the current study can be discussed as follows:

The results revealed statistically significant differences at the (0.01) level between the mean scores of students who have memorized the Holy Qur'an and those who have not on the classroom control scale, in favor of the students who have memorized the Holy Qur'an. This indicates that students who have memorized the Holy Qur'an demonstrate a higher level of classroom control compared to their peers who have not memorized it. Such a result confirms that memorization of the Holy Qur'an plays an important role in enhancing students' classroom self-regulation and behavioral discipline.

These results can be explained by the fact that memorizing the Holy Qur'an contributes to the development of classroom discipline. Students who memorize the Qur'an tend to achieve higher scores on the classroom discipline scale, which may be attributed to the educational and moral influence of the Qur'an. The Holy Qur'an instills comprehensive moral values such as integrity, respect for others, and adherence to rules and regulations—all of which foster greater discipline and self-control in school environments.

Several studies have affirmed that mental health positively influences student behavior, which is consistent with the present findings. Students who memorize the Holy Qur'an often internalize elevated moral values, which make them more disciplined and less prone to behavioral issues. Among these supporting studies are Al-Sana'a (2008), who emphasized the impact of Qur'anic memorization on mental health; Shah (2004), who explored the positive effect of self-religiosity on moral behavior among Malaysian adolescents; and Al-Maghamsi (2004), who highlighted the role of Qur'anic memorization in developing Islamic values, including classroom discipline.

Memorizing the Qur'an requires patience, perseverance, and emotional regulation, as well as the postponement of immediate desires—skills that enhance students' self-control. Consequently, students who memorize the Qur'an are better able to adhere to classroom rules and avoid negative behaviors, which supports a disciplined and well-managed classroom environment.

Furthermore, Qur'anic memorization demands a high degree of concentration and attention, thereby strengthening memory and cognitive functioning. This cognitive training enhances students' comprehension and attentiveness to classroom instructions, improving their adherence to school norms and promoting smoother, more organized classroom interactions. Such discipline also fosters positive relationships between students and teachers and helps protect school property.

These interpretations align with the findings of Al-Suwaidi (1994), Al-Arifi (1991), Al-Ghamdi (1994), Al-Maghamsi (2003), and Hami (2016, 2021), who found that memorizing the Holy Qur'an enhances brain function and improves memory capacity. Qur'anic memorization also imparts a sense of inner peace and tranquility, which contributes to creating a calm and orderly classroom atmosphere that minimizes behavioral problems. As stated in the Holy Qur'an:

"Those who believe and whose hearts are assured by the remembrance of Allah. Unquestionably, by the remembrance of Allah hearts are assured."

(Surah Ar-Ra'd, 13:28)

The results of the current study further indicated that there were no statistically significant differences in classroom control among students who have memorized the Holy Qur'an that could be attributed to the gender variable.

This finding can be explained by the fact that both male and female students develop self-control skills through similar socialization processes. In Arab societies, boys and girls are often exposed to comparable patterns of parental care, encouragement, and reinforcement of moral and behavioral standards such as respect for others, responsibility, and self-discipline. Consequently, both genders exhibit similar classroom behaviors, minimizing any differences related to gender in classroom control.

The researchers also believe that educators play a crucial role in shaping students' behavior. Teachers often employ consistent classroom Discipline approaches and apply the same rules and expectations regardless of gender, thereby reducing any differential effects of Qur'anic memorization on classroom behavior between males and females.

These findings—specifically the absence of gender-based differences—are consistent with the results of previous studies such as Khadrawi (2022), Alawneh (1995) in Bahrain, and Al-Harahasha & Khawaldeh (2009) in Iraq. However, they differ from the findings of Al-Hudairi (2003) in Jordan, who reported differences in classroom control favoring female students, within the limits of the researchers' knowledge.

4- Conclusion:

Based on the findings presented, the current study revealed the positive role of memorizing the Holy Qur'an in enhancing classroom control among middle school students. The Holy Qur'an possesses significant educational and developmental impacts that benefit its readers through recitation, memorization, and reflection one of which is improved classroom adjustment and behavioral regulation.

The analysis of the study data indicated statistically significant differences in classroom control between students who have memorized the Holy Qur'an and those who have not, in favor of those who have memorized it. Conversely, no significant differences were found between male and female students in classroom control.

These findings suggest that memorizing the Holy Qur'an plays a crucial role in modifying and guiding student behavior, fostering self-discipline, patience, and respect for classroom rules. The researchers emphasize the great educational value of Qur'anic memorization, aligning with Ibn Khaldun's view that Qur'anic learning constitutes the foundation of education, especially during the formative stages of a child's development.

SUGGESTIONS

Inlight of the study findings, the researchers propose the following recommendations:

- Conduct further studies similar to the present research to examine the impact of Qur'anic memorization on the development of students' mental abilities across various educational levels.
- Design field studies that explore the relationship between memorizing the Holy Qur'an and overcoming learning difficulties among students.
- Encourage parents to recognize the importance of Qur'anic memorization and its positive influence on their children's classroom discipline and behavior.

Urge educational policymakers and curriculum developers to incorporate strategies that promote Qur'anic memorization within educational programs, highlighting its constructive role in fostering classroom control and moral behavior

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