

The Influence of Parents' Democratic Parenting Patterns on Students' Memorizing the Qur'an

Riza Ayu Lestari¹, Sigit Dwi Laksana², Lilis Sumaryanti³
^{1,2,3} Muhammadiyah University of Ponorogo
[*rizaayulestari16@gmail.com](mailto:rizaayulestari16@gmail.com)

Abstract

This study aims to investigate the effect of democratic parenting on students' achievement in memorizing the Qur'an. It specifically explores how parenting styles characterized by support and autonomy contribute to children's motivation, concentration, and consistency in Qur'anic memorization. Employing a quantitative approach with a survey method, data were obtained from 87 students of Islamic boarding schools and their parents using structured questionnaires. The data were analyzed through simple linear regression to determine the relationship between parenting style and memorization outcomes. The findings reveal that democratic parenting has a statistically significant positive influence on students' success in memorizing the Qur'an. Parents who practice open communication, provide emotional support, and engage their children in decision-making processes tend to enhance the consistency and intrinsic motivation of their children in memorization. These results underscore the importance of external factors, particularly parenting styles, in reinforcing students' internal perseverance and religious commitment. The study suggests that educational institutions and religious educators implement targeted parenting programs to promote effective democratic parenting practices in support of students' religious learning, particularly in Qur'anic memorization.

Keywords: Democratic Parenting Patterns, Memorizing the Koran, Parenting Patterns, Role of Parents

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INTRODUCTION

Islamic religious education has very important aspects (Nabila, 2021), not only including a conceptual understanding of Islamic teachings, but also includes activities that must be carried out in daily activities. Apart from that, another important aspect of Islamic religious education is memorizing the Koran. Memorizing the Koran is one step to get closer to Allah and to know more about His teachings (Azlansyah & Sriyanto, 2021). Memorizing the Qur'an is not just memorizing verse by verse but also understanding the meaning of each verse of the Qur'an in order to achieve the noble goal of memorizing the Qur'an itself (Firmansyah, 2019); (Kosim, 2020); (Najizah, 2021); (Siradjuddin et al., 2021).

The aim of memorizing the Al-Qur'an is to establish the Al-Qur'an as a very valuable reading and can bring rewards in every letter for those who read it (Sholihah & Kartika, 2018). This statement explains that the main purpose of

memorizing the Qur'an is to gain reward and gain a position with Allah. After understanding the purpose of memorizing the Al-Qur'an, memorizers of the Al-Qur'an must also pay attention to the process of memorizing the Al-Qur'an which requires persistence, patience and high dedication in the process (O'Brien et al., 2020; Geffen, 2021). However, apart from the process of memorizing the Qur'an, memorizers of the Qur'an also need supporting factors, namely internal factors or within a person and external factors or factors from outside a person. Such that emphasized by (Nasution et al., 2024) that memorizing the Al-Qur'an requires several supporting factors.

The first supporting factor is internal factors or factors within a person. Internal factors are psychological factors originating within the individual (Mutakin, 2021). Factors that originate from within a person include emotional, cognitive, self-perception and motivation (Hanif & Barokah, 2025). This factor can significantly influence a person's interest and focus, especially when it comes to memorizing Al-Qur'an. The second factor is external factors or factors from outside a person (Herman et al., 2022; Hidayat & Nizar, 2021; Kadek, 2022; Syafrin et al., 2023; Tiarna Fitri Br. Malau et al., 2024). External factors also play an equally important role. Specifically, the important role of external factors is that they are able to have a strong influence, especially on the development of a person's interests, however, their influence is not always consistent (Febryanti et al., 2024). Likewise, memorizing the Al-Qur'an really requires the important role of external factors, one of which is parental parenting. Parents are the first and foremost container for the growth and development of children (Saetban, 2020). Children, first learn to know and understand life, both individually and socially, through parenting patterns (Firdausi & Ulfa, 2022).

Parenting is an interaction between parents and children, where parents have the opportunity to guide children towards maturity according to community norms through education, guidance and discipline (Wibowo & Oktafira, 2024). Hurlock groups parenting patterns into several types, one of which is democratic parenting patterns. Democratic parenting is a parenting style that prioritizes a balance between freedom and (Fathia et al., 2023). Parents who use this parenting style will give children the opportunity to express their ideas and make their own choices but still provide the help and support they need. On the other hand, democratic parenting has a different impact on children (Dhiu & Fono, 2022) including in terms of discipline, motivation, and involvement in religious matters such as memorizing the Al-Qur'an. Apart from that, democratic parenting is an effective parenting pattern and has a big influence on a child's abilities (Novita & Nopriansyah, 2024).

Several studies have confirmed that effective parenting is characterized by a democratic style in which parents provide emotional support, consistent guidance, and clear direction, all of which contribute to the development of children's potential and character (Adpriyadi & Sudarto, 2020). This is consistent with the findings of Maulida, (2023), who reported a significant positive influence of democratic parenting on students' achievement in mathematics at SDN Sudimara Timur. Similarly, (Liandari et al., 2020) found a significant relationship between parenting style and the ability of children to memorise the Qur'an at Sekolah Tahfidz Al-Qur'an Ruhama, Bogor. (Wirareja & Sa'adah, 2023) also showed that parental involvement influences children's success in Qur'anic memorization.

Although previous research has explored the influence of parenting styles on Qur'an memorization, few studies have specifically examined the role of democratic parenting in supporting memorization outcomes at Islamic elementary schools. This study aims to address that gap by focusing on democratic parenting and its contribution to students' Qur'anic memorization achievements at MI Tahfizh Al-Furqon Ponorogo. The novelty of this study lies in its attempt to systematically analyse the link between democratic parenting and varying memorization results among students in a formal Islamic education setting, an area that remains under-researched.

Democratic parenting is selected as the central focus because it is considered a critical factor in shaping the consistency and motivation of children in memorizing the Qur'an. A supportive home environment, characterized by mutual respect, positive communication, and parental involvement, is believed to play an essential role in enabling students to meet or exceed their memorization targets. Therefore, this study seeks to provide empirical evidence on how this parenting style supports memorization outcomes and contributes to students' religious development.

Although previous studies have explored the impact of parenting patterns on students' Qur'an memorization, this study focuses on analyzing democratic parenting patterns that support students' memorization efforts, which has not been widely explored in the context of MI in Indonesia. Democratic parenting, which emphasizes open communication, emotional warmth, and structured guidance, is believed to significantly contribute to the development of discipline and motivation in children two traits essential in memorizing the Qur'an. Effective parental democratic parenting is a key factor in the success of students' Qur'an memorization. Therefore, this study aims to analyze how this factor is managed and contributes to the achievement of Qur'an memorization goals in MI Tahfizh Al-Furqon Ponorogo. This research is important because it highlights how parenting style, particularly democratic approaches, can be optimized as an educational support strategy. MI Tahfizh Al-Furqon Ponorogo is a unique institution that integrates formal primary education with intensive tahfizh (Qur'an memorization) programs. The school is known for producing students who achieve high memorization targets at an early age. This uniqueness makes it a valuable case for examining how parenting, especially of the democratic type, influences memorization outcomes. By focusing on this context, the study seeks to provide new insights and practical implications for both educators and parents in similar educational environments.

MI Tahfizh Al-Furqon Ponorogo was selected as the research site because it offers a distinctive educational programme that integrates Qur'anic memorization with formal elementary education. Students at this school are expected to achieve structured memorization goals each semester, starting from the early grades. Preliminary observations reveal that students demonstrate various levels of achievement: some meet the targets, others fall short, while several surpass the expected memorization milestones. These differences raise questions regarding the external factors that influence students' performance, particularly parental support and parenting style (Sholihah & Kartika, 2018). For this reason, the study holds practical significance for educators and parents in understanding how parenting can contribute to achieving memorization targets more effectively.

RESEARCH METHOD

This study employed a quantitative approach using a survey method. As stated by (Susanto et al., 2024), the survey method enables researchers to obtain a precise and representative depiction of the characteristics of a given population. The survey was designed to assess the correlation between democratic parenting styles and students' Qur'an memorization achievements.

The research was conducted at MI Tahfizh Al-Furqon Ponorogo, a private Islamic elementary school located in Ponorogo Regency, East Java, Indonesia. The institution was purposively selected due to its strong emphasis on structured Qur'an memorization as a core element of its curriculum, making it a relevant setting to explore the influence of parenting styles on students' memorization outcomes.

The target population consisted of all parents of students enrolled at MI Tahfizh Al-Furqon, totaling 183 individuals. The sample size was determined using the Slavin formula at a 5% margin of error, where "n = sample size"; "N = total population"; and "e = margin of error (0.05 in this case)". Substituting the values into the formula:

$$n = \frac{N}{1 + N(e)^2} \quad (1)$$

$$n = \frac{183}{1 + 183(0,05)^2} \quad (2)$$

$$n = \frac{183}{1 + 183(0,0025)^2} \quad (3)$$

$$n = \frac{183}{1 + 183(0,0025)} \quad (4)$$

$$n = \frac{183}{1 + 0,4575} \quad (5)$$

$$n = \frac{183}{1,4575} \quad (6)$$

$$n = 125,57 \quad (7)$$

The sampling in this study was a random sampling technique, where each parent of the student was given the same statement. The statement comes from two variables of parents' democratic parenting style (X) and the dependent variable is memorizing the Al-Qur'an (Y). The relationship between these variables can be illustrated through the following Figure 1.

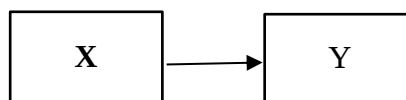


Figure 1. Constellation Model Between Variables

The questionnaire/questionnaire is a data collection technique in this research which is in Likert scale format to measure two variables. The variables of parental democratic parenting (X) and memorizing the Al-Qur'an (Y) were determined using a 4-point scale modified from a 5-point scale. According to (Hadi, 1991), this modification was carried out to eliminate the weakness of the 5-point scale, namely that there is an ambiguous middle answer category and respondents tend to choose it without consideration. So, the Likert scale used in this research uses four alternative answers, namely score 4 = SS (Very Often), score 3 = S (Frequently), score 2 = KK (Sometimes), and score 1 = TP (Never). Apart from that, this research also used several procedures before distributing the questionnaire. The procedures carried out by the researcher are described as follows: (1) validity test and reliability test of the research instrument, (2) distribution of questionnaires for testing the questionnaire on parents' democratic parenting style and memorizing the Al-Qur'an which consists of 25 statements, (3) distribution of questionnaires that have been validated and reliable to parents of students, (4) Data collection, checking the completeness of the instrument to ensure that all statements are answered and there is no missing data. Next, data tabulation was carried out to calculate the frequency of answers to each statement item related to the variables of parents' democratic parenting style (X) and memorizing the Al-Qur'an (Y). The data tabulation is as follows.

Table 1. Validity Test Results

Variable	Valid	Invalid	Reliable	No Reliable
Parenting Democratic	11	4	15	0
Memorizing Al Qur'an	10	0	10	0

Source: Researcher data processing, (2025)

Based on the following Table 1, there are 15 statements from the variable democratic parenting and 10 statements from the variable Memorizing the Al-Qur'an. The instrument regarding parents' democratic parenting style has 15 questions which are then checked using SPSS, there are 11 valid questions, and the other 4 questions are invalid. However, 4 questions were incorrect, 3 of which had their sentence structure corrected to make them clearer and easier to understand so they could still be included in the questionnaire. So, the final instrument that can be used as a questionnaire for the democratic parenting variable is 14 valid and reliable statements. The instrument for memorizing the Al-Qur'an contains 10 valid and reliable statements so that it can be used as a research questionnaire.

The collected data were analyzed using descriptive statistics to provide a comprehensive overview of the research findings. Subsequently, several statistical tests were conducted to ensure the validity of the data analysis. The Kolmogorov-Smirnov test was employed to examine whether the data followed a normal distribution. A linearity test was applied to assess the presence of a linear relationship between the independent and dependent variables. Furthermore, a simple regression test was conducted to determine the influence of the independent variable, namely parents' democratic parenting style, on the dependent variable, which is students' Qur'an memorization achievement.

RESULTS AND DISCUSSION

This study uses a quantitative survey method involving two variables, namely democratic parenting patterns of parents (X) and the ability to memorize the Qur'an of students (Y). The population in this study were all parents of students at MI Tahfizh Al-Furqon Ponorogo, totaling 183 people. The determination of the number of samples was carried out using the Slavin formula with a margin of error of 5% (0.05), so that the number of samples was 126 respondents. The sampling technique used was random sampling, so that each member of the population had an equal opportunity to be selected.

Data collection was carried out by distributing questionnaires with a Likert scale, which had been tested for validity and reliability. The instrument for the democratic parenting variable consists of 14 valid and reliable statements, while the instrument for the Quran memorization variable consists of 10 statements that are also valid and reliable. Data analysis was carried out using SPSS, including descriptive statistical tests and classical assumption tests to ensure the feasibility of the data in further analysis.

Results

The normality test aims to see whether there are confounding factors in the regression model has a normal distribution (Sahir, 2022). Through the Kolmogorov Smirnov formula, the criteria for decision making is that the data is normally distributed if significance value > 0.05 (Solihah et al., 2023).

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		126
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.03646761
Most Extreme Differences	Absolute	.069
	Positive	.060
	Negative	-.069
Test Statistic		.069
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Researcher data processing, (2025)

The results of the normality test above, primary data has a sig value of $0.200 > 0.05$, meaning that the data is distributed normally with the reception area as in the histogram graph in Figure 2.

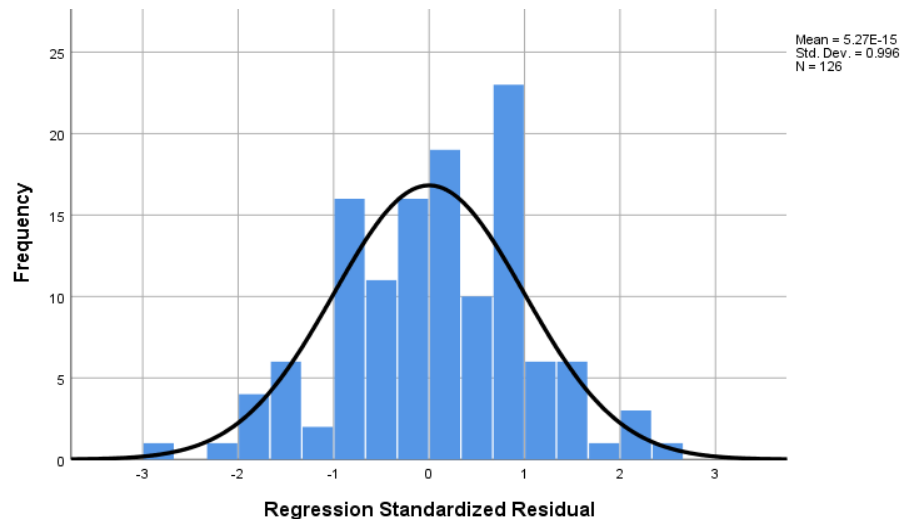


Figure 2. Histogram and Frequency Data on Parents' Democratic Parenting Patterns and Memorizing the Al-Quran

Linearity Test to determine whether transitions in variables cause linear transitions in other variables (Rozaq et al., 2023). This test uses the Test for Linearity with a crucial level of 0.05. If the crucial value of Linearity is <0.05 , then the two variables have a linear relationship, and vice versa (Hisbullah & Izzati, 2021).

Table 3. Linearity Test

ANOVA Table						
			Sum of Squares	df	Mean Square	F
Memorizing the Al-Qur'an* Parents' Democratic Parenting Patterns	Between Groups	(Combined)	87.905	9	9.767	9.706
		Linearity	70.352	1	70.352	69.91
						2
		Deviation from Linearity	17.553	8	2.194	2.180
	Within Groups		116.730	116	1.006	
Total			204.635	125		

Source: Researcher data processing, (2025)

Based on the results of the linearity test, a significance value of 0.000 was obtained, which is smaller than the threshold of 0.05. This indicates that there is a statistically significant linear relationship between the variables of parents' democratic parenting style and students' Qur'an memorization ability. Therefore, the data meet the assumption of linearity, meaning the relationship between the two variables follows a consistent linear pattern. This condition is essential to ensure the validity of further parametric analyses such as regression testing.

Table 4. Hypothesis Test Results

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

	B	Std. Error	Beta		
(Constant)	21.252	2.054		10.345	.000
Parents' Democratic Parenting Patterns	.321	.040	.586	8.060	.000

a. Dependent Variable: Memorizing the Al-Qur'an

Source: Researcher data processing, (2025)

The t-statistical test results obtained were $8,060 > 1.65704$ (t-table) at the degree freedom with an error rate of 5%, because the t-count value is greater than t-table then it is said that the null hypothesis is rejected, and the alternative hypothesis is accepted. So through the T test it can be stated that there is an influence of democratic parenting parents (X) by memorizing the Koran (Y). Additionally, calculations using the T test, a sig value was obtained. $0.000 < \text{probability value}$ 0.05. This matter states that the variables studied have a strong influence statistically.

Table 5. Results of Calculation and Testing of the Coefficient of Determination

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.586 ^a	.344	.338	1.041	

a. Predictors: (Constant), Parents' Democratic Parenting Patterns

b. Dependent Variable: Memorizing the Al-Qur'an

Source: Researcher data processing, (2025)

The results of the coefficient of determination test, namely the R Square value of the variable parental democratic parenting (X) towards memorizing the Al-Qur'an (Y), obtained a value of 0.344. Shows that parents' democratic parenting style contributes $0.344 \times 100\% = 0.344$ which is equivalent to 34.4% in influencing memorizing the Koran. In other words, most of the variations in memorizing the Al-Qur'an can be influenced by parents' democratic parenting patterns, the remaining 65.6% is influenced by other variables not examined by researchers.

Discussion

Democratic parenting is a parenting approach that balances giving children freedom and implementing clear and directed boundaries. Parents with this parenting pattern provide space for children to express their opinions, participate in decision-making, and have control over the learning process, including memorizing the Quran. However, this freedom remains within the corridor of mutually agreed rules, such as setting study times, memorization targets, and periodic evaluations. The effectiveness of this parenting pattern in the context of memorizing the Qur'an can be seen from the increase in intrinsic motivation, discipline time, and the child's higher enthusiasm for learning. Children who are raised democratically tend to feel appreciated and have responsibility for achieving their memorization targets.

The results of the spss calculation show that there is an influence of parents' democratic parenting style on memorizing the Al-Qur'an by 34.4%. This can be seen from parental involvement. Parents have a major role in children's lives. They are responsible for the life, development, education and upbringing of children. Parenting is a way for parents to educate children to have good manners, good

behavior, religious values, independence, respect, discipline and attention to the surrounding environment (Fatimah, 2024). Parenting patterns have been proven to have an influence on children's abilities, as in research (Mentari et al., 2021) that parenting styles have an influence on learning outcomes.

Learning outcomes are greatly influenced by parental parenting (Utami et al., 2022). The parenting style applied at school will have a wider impact, not only on student development, but also on societal harmony and ethical values (Sari et al., 2025). Parental parenting styles can also influence a child's progress, both physically, cognitively, socially and emotionally. The parenting style that has an influence on emotional intelligence according to (Nurjaya et al., 2025) is the parents' democratic parenting style.

Democratic parenting according to Diana Baumrind is a parenting style that involves parents encouraging children to be independent and make their own decisions but still providing clear and consistent boundaries. The aim of democratic parenting is to shape children into individuals who not only obey the rules, but also understand the reasons behind these rules (Erdaliameta et al., 2023). In this way, children will grow up to be individuals who are responsible, independent, and have a good understanding of moral and social values. Apart from that, the democratic parenting style applied by parents will show a warm, responsive and communicative attitude, so that it can have a good effect on the child's development. Through democratic parenting, parents can also improve their children's learning achievements (Kia. & Murniart., 2020).

Likewise, in efforts to memorize the Al-Qur'an, democratic parenting is needed to improve children's memorization of the Al-Qur'an. This can be realized by implementing a democratic parenting style carried out by parents by giving children the right to choose the time and memorization method that suits the child's wishes. There are several steps that parents can take to help children learn to memorize the Al-Qur'an, namely parents can invite children to memorize the Al-Qur'an, parents provide encouragement and motivation when children find it difficult, parents give appreciation for every achievement the child has achieved, and parents create a space that supports children in memorizing the Al-Qur'an (Syatina et al., 2021).

Apart from that, parents also need to provide an understanding of the importance of memorizing the Al-Quran as a means of getting closer to Allah SWT and improving self-quality. This understanding will foster intrinsic motivation in children, so that they memorize the Koran not only because of their parents' demands, but also because of awareness of the benefits for themselves and their relationship with Allah SWT. Democratic parenting patterns provide a real contribution to the achievement of students' memorization of the Qur'an. Children who are raised with this approach tend to be more confident, consistent in learning, and motivated without pressure. For example, parents who make it a habit to discuss with their children about memorization schedules, give simple rewards for achieving targets, or provide spiritual examples in everyday life will create a home environment that supports success in memorizing the Qur'an.

These findings indicate that democratic parenting patterns are not only important in shaping children's character in general but are also effective in supporting religious learning such as memorizing the Qur'an. Therefore, this study is important to conduct in order to provide a theoretical and practical basis for parents and Islamic educational institutions in designing parenting patterns that are

in accordance with children's needs and spiritual demands. Although providing flexibility, democratic parenting still emphasizes the importance of clear boundaries so that children remain directed and do not lose focus. The boundaries in question include setting special times for *murojaah* and memorization deposits, reducing access to distractions such as gadgets during study time, and routine evaluation of memorization progress. These boundaries are not intended to limit children's creativity, but to form productive routines and build disciplined character.

CONCLUSION

Based on the research findings, it can be concluded that parents' democratic parenting style has a positive influence on students' ability to memorize the Qur'an at MI Tahfizh Al-Furqon Ponorogo, with a contribution of 34.4%. This indicates that the greater the implementation of democratic parenting, the higher the students' achievement in Qur'anic memorization. This parenting style is characterized by the freedom given to children in determining their memorization schedule and methods, while still being accompanied by consistent supervision and guidance from parents. A supportive family environment, along with motivation and attention to the child's spiritual development, plays a crucial role in facilitating successful memorization. The implications of these findings highlight the importance of collaboration between educational institutions and parents in creating a conducive learning ecosystem, particularly in religious education. Schools may consider developing programs that actively involve parents, such as training on democratic parenting practices based on Islamic values. However, this study is limited in terms of its geographical scope and sample size, which focused solely on a single institution. Therefore, further research is recommended to broaden the coverage, including comparative studies across various madrasahs or regions, to gain a more comprehensive understanding of how parenting styles influence students' religious learning outcomes, especially in the mastery of Qur'anic memorization.

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