

The Effectiveness of Spritual Emotional Freedom Technique (SEFT) Therapy to Increase Motivation to Memorize the Quran and Reinforcement of Students at the Baitul Ilmi Tahfidz Putri Islamic Boarding School in Bima City

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ABSTRACT

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This study explores whether the application of Spiritual Emotional Freedom Technique (SEFT) therapy can effectively enhance the motivation and reinforcement of students in memorizing the Qur'an at the Baitul Ilmi Female Tahfidz Islamic Boarding School in Bima City. To investigate this issue, the study utilized a quantitative research approach with a one-group pretest-posttest design. The participants consisted of 16 ninth-grade students from the Baitul Ilmi Female Tahfidz Islamic Boarding School. Data were gathered using standardized instruments measuring motivation and reinforcement, and subsequently analyzed through a series of statistical procedures, including normality testing, paired samples t-test, and Pearson correlation analysis. The findings revealed that the data were normally distributed, and there was a statistically significant increase in both motivation and reinforcement after SEFT therapy was applied ($p < 0.001$). Descriptively, students showed greater enthusiasm in attending tahfidz activities, became more confident in memorizing, and were more emotionally resilient. Reinforcement was reflected through improved self-perception, responsiveness to praise, and consistency in memorization practices. However, the correlation analysis showed no significant relationship between motivation and reinforcement ($r = -0.079$; $p = 0.771$), indicating that while both improved independently, they were not directly linked statistically. These results suggest that SEFT therapy is effective in enhancing students' psychological and emotional readiness for Qur'anic memorization, though the effects on motivation and reinforcement function separately.

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INTRODUCTION

The Qur'an is the last holy book revealed by Allah SWT to the Prophet Muhammad PBUH through the angel Jibril as a guide and guideline for Muslims.¹ The Qur'an contains laws, advice, and exemplary women who provide peace for anyone who studies and practices them. Therefore, every Muslim is obliged to know, learn, understand, and practice the values of the Qur'an from an early age. One way to maintain the purity of the Qur'an is to memorize it, and those who are able to memorize and practice it are those who are very noble before Allah.

The Putri Baitul Ilmi Tahfidz Islamic Boarding School in Bima City is a non-formal educational institution under the auspices of the Bani Mas'ud Ilmi Foundation, which focuses on Qur'an tahfidzul education. This pesantren aims to produce a generation of Qur'ans who have noble character and are able to apply the values of the Qur'an in personal and social life. In addition to focusing on memorizing the Qur'an, this pesantren also combines general and religious education through an integrated curriculum, including learning the yellow book, foreign languages (Arabic and English), and life skills.

The activities of the students are very dense, starting from formal school in the morning to pesantren activities in the evening, including the main obligation to memorize the Qur'an. However, these intense activities often cause physical and mental fatigue, reduced rest time, and lack of motivation to memorize. This is especially felt by grade IX students who have to prepare for the final exam and experience a decrease in enthusiasm in adding or repeating memorization (*muroja'ah*). This situation can cause mild stress due to great stress and responsibility.

One of the proposed solutions to overcome this obstacle is to apply the Spiritual Emotional Freedom Technique (SEFT) method. SEFT is a therapy technique that combines spiritual and psychological approaches to overcome emotional stress such as stress, anxiety, and lack of confidence that often hinder the learning process, including memorization of the Qur'an.² With tapping techniques at specific points in the body, SEFT helps to remove emotional barriers and increase motivation and enthusiasm for learning.

Research on the effectiveness of SEFT is important to help students increase motivation to memorize the Qur'an, strengthen mental endurance, and achieve the memorization targets that have been set. Thus, this method is expected to be able to be an alternative therapy that supports the success of the tahfidz program in Islamic boarding schools.

In this study, the author took some previous literature that was used as a reference to get novelty from previous research and current author's research.

¹ Salim Said Daulay et al., "Pengenalan Al-Quran," *Jurnal Ilmiah Wahana Pendidikan* 9, no. 5 (2023): 472–80.salim

² Hawwin Huda Yana and Ahmad Sopian, "Kontribusi Pendidikan Islam Dalam Membangun Kesehatan Mental Menurut Perspektif Al-Qur'an," *Jurnal Pengembangan Dan Penelitian Pendidikan* 7, no. 1 (2025).

First, research by Amalia Rahmawati and Moh. Prasetyanto at the University of Muhammadiyah Kudus showed that SEFT therapy was effective in increasing the learning motivation of class X students in high school. This study used a quasi-experimental design with a control group and an experimental group, involving 50 students. The results showed significant differences in motivation before and after SEFT therapy, with a value of $p = 0.000$, indicating that SEFT can unlock students' intrinsic motivation.³

Second, a study by Wadhatul Adawiyah Ni'matuzahroh at the University of Muhammadiyah Malang investigated the effectiveness of SEFT in reducing academic stress in students in Islamic boarding schools. Although the main focus of this study was on stress, a decrease in stress may contribute to increased motivation to learn. The results showed that the group receiving SEFT therapy had lower academic stress scores than the control group, which indicates the potential for SEFT to increase learning motivation indirectly.⁴ Third, a study at the tahfidz nurul quran Islamic boarding school also explored the influence of SEFT on students' academic stress. This study used a quasi-experimental design with 36 respondents, and the results showed that SEFT therapy had a positive effect on reducing academic stress levels, which could have an impact on students' motivation to learn.⁵

From some of the previous studies above, in parallel, both the previous research and the author's research used the SEFT therapy method as a psychological and spiritual intervention approach. In addition, both used a quasi-experimental approach to measure the effectiveness of interventions on adolescent subjects (students/students) with a focus on increasing learning motivation or memorization. Previous results also provide a theoretical basis for SEFT to improve the psychological aspects that support the learning process.

However, there are quite fundamental differences. The author's research focuses more specifically on the motivation to memorize the Qur'an, not just the motivation for general learning. This makes a new contribution in the realm of Islamic education, especially in the tahfidz Islamic boarding school. This study not only looks at motivation in general, but also associates it with reinforcement in maintaining and increasing memorization, which is the main target in Qur'anic tahfidzul education. In addition, this research was conducted contextually at the Tahfidz Putri Baitul Ilmi Islamic Boarding School, Bima City, which has a special

³ Amalia Rahmawati and Moh Aris Prasetyanto, "Peningkatan Motivasi Belajar Berbasis Terapi Seft (Spiritual Emotional Freedom Technique)," *Jurnal Edukapreneur Sains Dan Humaniora* 4, no. 2 (2023).

⁴ Wardatul Adawiyah, "Terapi Spiritual Emotional Freedom Technique (Seft) Untuk Menurunkan Tingkat Stres Akademik Pada Siswa Menengah Atas Di Pondok Pesantren," *Jurnal Ilmiah Psikologi Terapan* 4, no. 2 (2016): 228–45.

⁵ Prasetya Utama Prasetya, "Pengaruh Intensitas Menghafal Al Qur'ân™ an Dan Motivasi Belajar Terhadap Prestasi Akademik Melalui Mediasi Stres Akademik Santri Di Pondok Pesantren," *Jurnal Kewidyaiswaraan* 5, no. 2 (2020): 12–25.

tahfidz curriculum and a busy daily schedule, which makes students vulnerable to mental pressure and decreased motivation.

Thus, this research is expected to be able to fill the gap in previous research by providing empirical evidence on the effectiveness of SEFT more specifically in the context of tahfidzul Qur'an education and providing practical recommendations for Islamic boarding schools in helping students maintain the spirit of memorization in the midst of various challenges of busy daily activities.

Based on the background described above, the research problem in this study is formulated as follows: "Is the Spiritual Emotional Freedom Technique (SEFT) therapy effective in increasing the motivation to memorize the Qur'an and the reinforcement of students at the Baitul Ilmi Female Tahfidz Islamic Boarding School in Bima City?"

This study is significant as it contributes to the development of a psychospiritual approach in Qur'anic memorization education, particularly in addressing the psychological challenges faced by students such as stress, low self-confidence, and declining motivation. It also fills a gap in previous studies by examining the relationship between motivation and reinforcement after SEFT therapy, specifically within the contextual environment of an Islamic boarding school.

First, Abraham Maslow's Motivation Theory (Need Theory). Abraham Maslow stated that basically all humans have basic needs. He showed it in 5 levels that are pyramid-shaped, people start the push from the bottom level.⁶ These five levels of need are known as Maslow's Hierarchy of Needs, ranging from basic biological needs to more complex psychological motives; which will only matter once basic needs are met.

Second, Herzberg's Theory of Motivation (Two-factor theory). According to Herzberg, there are two types of factors that drive a person to strive to achieve satisfaction and distance themselves from dissatisfaction. He called the hygiene factor (extrinsic factor) and motivator factor (intrinsic factor).⁷ Then the third is Mc Clelland's Achievement Motivation Theory (Achievement Needs Theory). The theory put forward by Mc Clelland, states that there are three important things that are human needs, namely: need for achievement, need for affiliation (need for social relations/almost the same as Maslow's social need), need for Power (the drive to regulate).⁸

Methods

This study uses a type of quasi-experimental research where this research is carried out by manipulation or pseudo-research. The type of experimental

⁶ Siska Armawati Sufa, "Tren Gaya Hidup Sehat Dan Saluran Komunikasi Pelaku Pola Makan Food Combining," *Jurnal Komunikasi Profesional* 1, no. 7 (2017): 105–20.

⁷ Widayat Prihartanta, J I Perpustakaan, and D Komunikasi, "Teori-Teori Motivasi," *Jurnal Adabija* 1, no. 83 (2015): 1–14.

⁸ Muhammad Ridha, "Teori Motivasi Mcclelland Dan Implikasinya Dalam Pembelajaran PAI," *Palapa* 8, no. 1 (2020): 1–16.

design used is ONE group pretest–posttest design because this design is measured against the bound variables that the subject has. After being manipulated, the variables were re-measured with the same measuring tool in two groups with two different situations. Then, the approach used in this study is a quantitative approach with experimental methods. This approach was chosen because the purpose of the study was to measure the effectiveness of Spiritual Emotional Freedom Technique (SEFT) therapy in increasing motivation to memorize the Qur'an in students of the Tahfidz Putri Baitul Ilmi Islamic Boarding School in Bima City. The experimental method used is a quasi-experiment with a pretest-posttest control group design.

The population in this study is grade IX students of the Tahfidz Putri Baitul Ilmi Islamic Boarding School, Bima City with a total population of 16 students aged 14-15 years. The research subjects were 16 students in class IX, aged 14-15 years, who had the status of students at the Tahfidz Putri Baitul Ilmi Islamic boarding school in Bima City and were willing to take part in training. Then, the free variable symbolized by X is Spiritual Therapy Emotional Freedom Technique (SEFT). And the bound variable symbolized by Y1 is Increasing Motivation to Memorize the Qur'an at the Tahfidz Putri Baitul Ilmi Islamic Boarding School. Y2 is a reinforcement student at the Tahfidz Putri Baitul Ilmi Islamic Boarding School.

The data collection technique in this study is a questionnaire technique or questionnaire distributed to respondents directly so that respondents can answer the questions on the questionnaire directly. The researcher gains an understanding of the data related to the problem being studied. The data obtained from the results of the distribution of the questionnaire is stated as research data.

This study uses an instrument in the form of a closed questionnaire, which is a questionnaire that is prepared by providing a complete choice of answers so that respondents only choose one of the available answers. The instrument was used to measure learning motivation variables. The instrument uses a likert scale that has answers with gradations from Strongly Agree (SS), Agree (S), Doubt (R), Disagree (TS), and Strongly Disagree (STS). The type of answer used is in the form of a check list (√). The score of each alternative answer given by the respondent on the positive (+) and negative (-) statements is as follows:

Table 1. Alternative Answer Score

Positive Statement (+)		Negative Statement (-)	
Alternative Answers	Score	Alternative Answers	Score
Strongly agree	5	Strongly agree	5
Agree	4	Agree	4
Doubtful	3	Doubtful	3

Don't agree	2	Don't agree	4
Strongly Disagree	1	Strongly Disagree	5

The data in this study uses parametric statistical analysis, because this study uses a large subject, namely forty subjects. The first analysis used was the T-Test analysis, which is a parametric hypothesis test used on a single sample which is an experimental group only without a control group and does not meet the assumption test. The purpose of using paired sample 1 Test was to find out the magnitude of the difference in the experimental group at the time of the pretest and posttest. The data that has been collected in the analysis using the help of JASP software for windows with the Independent ONE Way ANOVA correlation method, This test is used when there is only one independent factor or variable affecting the data group.

RESULT

This research was carried out at the Tahfidz Putri Baitul Ilmi Islamic Boarding School, Bima City with the aim of finding out the effectiveness of the application of Spiritual Emotional Freedom Technique (SEFT) therapy in increasing motivation to memorize the Qur'an and reinforcement in students. The researcher uses a qualitative method with a case study approach. Data collection techniques are carried out through observation, in-depth interviews, and documentation. The general overview of students before the application of SEFT therapy. Before the application of SEFT therapy, based on the results of observations and interviews, most students experienced various obstacles in the process of memorizing the Qur'an. Based on the results of preliminary observations and informal interviews conducted with students and tahfidz instructors at the Baitul Ilmi Tahfidz Putri Islamic Boarding School, several obstacles were identified in the Qur'an memorization process. These include: 1) Lack of internal motivation, as shown by students' low enthusiasm in tahfidz activities; 2) Emotional disturbances such as boredom, anxiety during memorization, and frustration when facing difficulties; 3) Low self-confidence, especially when dealing with long or complex verses; and 4) Environmental factors such as peer influence and limited family support affecting their learning spirit.

This condition causes students' memorization results to be less than optimal, there are many repetitions due to forgetfulness, and in some cases, students experience mild stress due to the pressure of memorization achievements. So that there are several stages of SEFT therapy carried out by researchers together with Islamic boarding school supervisors for 2 weeks

intensively. Each session is carried out in the morning before the tahfidz activities begin. The stages of SEFT therapy include: 1) In the preparation and intention stage, students are invited to sincerely memorize the Qur'an because of Allah SWT., 2) In the setup and affirmation stages, students say positive affirmation sentences, such as "I am calm, I can memorize easily, Allah makes it easier for me to memorize", 3) In the tapping stage, students perform light taps on certain points on the body, such as the forehead, temples, chest, and wrists while reciting affirmations, 4) The stage of energy alignment, by reading prayers and dhikr as a form of spiritualization of the emotional healing process.

During this process, students are directed to convey disturbing emotional complaints, such as feelings of fear, laziness, stress, or lack of confidence, then guided to release these negative emotions through SEFT. After the implementation of SEFT therapy, researchers noted several significant positive changes, such: 1) Increased motivation to learn, students are more enthusiastic about participating in tahfidz, coming on time, and showing enthusiasm in the process of making a memorization deposit, 2) Improving emotions, students become more relaxed, less easily stressed, and calmer when facing new memorization, 3) Increasing their confidence, they are more confident in delivering memorization in front of their supervisors, and 4) Perseverance and consistency, memorization frequency increases and the quality of memorization tends to be better than before.

From the results of interviews with several students, it was revealed that they felt emotionally lighter, no longer burdened during memorization, and began to see the process as a joyful act of worship.

"Before the SEFT sessions, I often felt stressed when reviewing my memorization. But now I feel more relaxed and motivated. Memorizing the Qur'an has become easier for me."⁹

The tahfidz instructor also observed positive changes, stating:

"Students who were previously slow in memorizing are now more confident and enthusiastic. They look calmer during their memorization sessions."¹⁰

Reinforcement given after therapy, such as praise, focused attention, and small rewards, further strengthened the students' motivation. Another student commented:

"I feel happy when my teacher praises me after reciting correctly. It makes me want to memorize more."¹¹

⁹ Ainun Rahima, Wawancara, 8 Mei 2025

¹⁰ Zainab Ilmira, Wawancara, 8 Mei 2025

¹¹ Izzatunnisa, Wawancara, 8 Mei 2025

The results of the normality test on the pre-test motivation data showed that the Shapiro-Wilk value was 0.936 with a significance value (p) = 0.307, while for the post-test motivation the Shapiro-Wilk value was 0.926 with p = 0.212. Second, the $p >$ value was 0.05, so it can be concluded that the motivation data before and after the treatment were distributed normally. The same was done for the reinforcement data, with the Shapiro-Wilk result for the pre-test being 0.920 and p = 0.167, and for the post-test being 0.834 with p = 0.179. These values also show that the reinforcement data both before and after SEFT therapy met the assumption of normality because the $p >$ value was 0.05.

Table 2. Descriptive Statistics

Total pre-test Motivasi	
Valid	16
Missing	0
Mean	79.000
Std. Deviation	5.715
Shapiro-Wilk	0.936
P-value of Shapiro-Wilk	0.307
Minimum	70.000
Maximum	91.000

Table 3. Descriptive Statistics

Total post-test Motivasi	
Valid	16
Missing	0
Mean	103.438
Std. Deviation	5.573
Shapiro-Wilk	0.926
P-value of Shapiro-Wilk	0.212
Minimum	95.000
Maximum	112.000

These results strengthen the feasibility of using parametric statistical methods in this study, especially the paired sample t-test that will be used at the hypothesis analysis stage. In accordance with the opinion of Hair et al, the t-test can only be used if the assumption of normality is met. If not, then the researcher should use a non-parametric method such as the Wilcoxon Signed Rank Test, which does not require the assumption of normality but is less sensitive to small differences. Furthermore, normal distribution is also important to ensure that the effect of SEFT therapy on motivation and reinforcement actually comes from treatment, not from unnatural or distorted data distribution patterns. Therefore, normality tests are crucial in intervention-based experimental research like this.

In the context of Islamic boarding schools, SEFT therapy approaches that touch on spiritual and emotional aspects are expected to provide positive psychological effects that can be measured statistically, and the validity of such statistical analysis is highly dependent on the validity of the assumption of normality. In other words, the normality assumption provides a solid basis that changes in motivation and reinforcement after SEFT are not just the result of chance or data fluctuations. In line with research by Lubi, SEFT therapy performed on college students showed statistically valid results after a normality test with Shapiro-Wilk.¹² Similar results were also found by Putri & Mahardika in a study on increased motivation to learn with SEFT among high school students.¹³ In both studies, the success of the normality test is an important prerequisite for stating that SEFT has a significant impact quantitatively.

Similarly, research by Widiyanto states that normality tests are not only a procedural step, but also a validation tool for psychometric assumptions, especially in the context of interventions on behavior and motivation.¹⁴ In this experimental research approach, the accuracy of the initial data (pre-test) and the data of treatment results (post-test) is very decisive in the statistical decision-making process.

Research by Yuliana on the influence of spiritual therapy on madrasah students also confirms that without the normality of the data, the results of high-risk research produce biased conclusions.¹⁵ He emphasized the importance of maintaining internal validity through normality testing as a form of control against systematic and non-systematic threats. Mulyadi & Suryani added that the normality test can also be used to evaluate the homogeneity of the sample population, especially in studies involving relatively homogeneous age groups and religious backgrounds, such as Islamic boarding school students.¹⁶ The normal distribution reflects that the sample group has no outliers that could affect the results in an extreme.

¹² Fajri Ilhami Yuni Nur, "Pengaruh Terapi Seft Terhadap Post Dural Puncture Headache (Pdph) Post Sectio Caesarea Dengan Spinal Anestesi Di Rsi Muhammadiyah Kendal" (Poltekkes Kemenkes Yogyakarta, 2021).

¹³ Fazal Ahad, Fithria Fithria, and Syarifata Atika, "Asuhan Keperawatan Pada Keluarga Dengan Anak Usia Remaja Di Kecamatan Darussalam Aceh Besar," *Indonesian Journal of Health Science* 5, no. 2 (2025): 231–39.

¹⁴ Eriana Cahyaningtyas, Bayu Widiyanto, and Mobinta Kusuma, "Penguatan Sikap Peduli Lingkungan Peserta Didik Melalui Pendekatan Jelajah Alam Sekitar (JAS) Berbasis Model Problem Base Learning (PBL)," *Cakrawala: Jurnal Pendidikan* 13, no. 2 (2019): 56–63.

¹⁵ and Indah Umiyati Suryani, Delina, Asep Kurniawan, "IT Self Efficacy, IT Anxiety Dan Minat Menggunakan E-Money," *Jurnal Riset Akuntansi Dan Keuangan* 8, no. 1 (2020): 89–108.

¹⁶ Suryani, Delina, Asep Kurniawan.

In this study, the students who are the subjects have fairly uniform characteristics, so that the normality test becomes increasingly relevant in ensuring that the data obtained reflects a valid psychological reality. Thus, it can be concluded that the normality test has been carried out appropriately and the results support the continuation of the analysis to the next stage, namely the hypothesis test using parametric techniques.

The paired sample t-test is used to find out if there is a significant difference between the pre- and post-treatment values (pre-test and post-test). In the context of this study, a test was conducted to determine the effectiveness of SEFT in increasing motivation to memorize the Qur'an and reinforcement in students.

Motivation

The test results show the following values:

$$- t = -25.763 \quad - df = 15 \quad - p < 0.001$$

A p-value much smaller than 0.05 indicates that there is a very significant difference between motivation scores before and after SEFT therapy. This means that SEFT therapy has been statistically proven to be effective in increasing motivation to memorize the Qur'an in students of the Tahfidz Putri Baitul Ilmi Islamic Boarding School.

Reinforcement

The test results show:

$$- t = -13.948 \quad - df = 15 \quad - p < 0.001$$

Just like the motivation variable, these results showed a significant difference in the reinforcement score before and after treatment. This indicates that SEFT therapy is also effective in increasing student reinforcement, which includes strengthening external and internal motivation for memorization activities.

Based on the results of data analysis obtained from the research document, the results of the paired sample t-test for motivation variables produced the following values:

$$t = -25.763 \quad df = 15 \quad p < 0.001$$

A very small p-value (< 0.001) indicates that there is a very significant difference between motivational values before and after SEFT treatment. This means that SEFT therapy is statistically effective in increasing the motivation of students to memorize the Qur'an.

This is in line with the results of Rahmawati and Hidayat's research which shows that SEFT is able to increase students' motivation to learn by removing emotional barriers and increasing spiritual enthusiasm. The SEFT approach

combines tapping on the body's energy points with positive affirmations, so that it is able to balance the emotional and spiritual aspects of a person. For the reinforcement variable, the results of the paired sample t-test show:

$$t = -13.948$$

$$df = 15$$

$$p < 0.001$$

These results reaffirm that there is a very significant difference between reinforcement scores before and after SEFT therapy interventions. This indicates that students have experienced an increase in terms of support, self-esteem, and positive responses to Qur'an memorization activities after receiving therapy.

Pearson correlation analysis was used to look at the relationship between two numerical variables, in this case between motivation and reinforcement after the administration of SEFT therapy. The results of the correlation analysis showed:

$$\text{Pearson's } r = -0.079 \quad p = 0.771$$

Very low and near-zero Pearson values and p-values much greater than 0.05 indicate that there was no significant association between motivation and reinforcement after SEFT therapy.

These findings are interesting because they show that although SEFT effectively improves both variables separately, they do not have a significant correlation after treatment. This means that a high level of motivation to memorize the Qur'an is not necessarily followed by a high increase in reinforcement, or vice versa. This can be due to the internal characteristics of different students, including religious backgrounds, social supports, or memorization methods used by each individual.

This research is in line with the theory of Self-Determination by Deci & Ryan, which states that intrinsic motivation and reinforcement factors can coexist, but are not always directly related in the short term.¹⁷ Thus, SEFT therapy can be a flexible method and have an individual impact on different psychological aspects.

Correlation test is one of the statistical methods used to determine the degree of relationship between two variables.¹⁸ In this study, the Pearson Correlation test was used to find out whether there was a relationship between

¹⁷ and Khotna Sofiyah Damayanti, Hafsyah, Naulia Naulia Rizky, "Pengaruh Apresiasi Dan Motivasi Dalam Meningkatkan Minat Belajar Siswa Madrasah Ibtidaiyah Kelas Rendah," *LANCAH: Jurnal Inovasi Dan Tren* 2, no. 2 (2024): 829–34.

¹⁸ Yudi Eko Windarto, "Analisis Penyakit Kardiovaskular Menggunakan Metode Korelasi Pearson, Spearman Dan Kendal," *Jurnal Saintekom: Sains, Teknologi, Komputer Dan Manajemen* 10, no. 2 (2020): 119–27.

the motivation to memorize the Qur'an and the reinforcement of students after being treated with Spiritual Emotional Freedom Technique (SEFT) therapy. Pearson Correlation (Pearson Product Moment) is a technique used to measure the relationship between two interval variables or ratios that are linear and normally distributed.

According to Ghozali (2018), the Pearson correlation coefficient is denoted with r , and the value is between -1 to +1. A value of +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 indicates no relationship. In addition, significance (p -value) is used to determine whether or not the relationship occurred by chance.

The results of the Pearson correlation test in this study show that: Pearson's value $r = -0.079$

Value $p = 0.771$

From these results, it can be concluded that there is no significant relationship between post-test motivation and post-test reinforcement. An r -value close to 0 indicates a very weak or almost non-existent relationship, and a significance value well above 0.05 indicates that the relationship is not statistically significant.

DISCUSSION

This interpretation suggests that increased motivation to memorize the Qur'an is not automatically followed by increased reinforcement, and vice versa. These findings suggest that the two variables may increase independently as a result of SEFT treatment, but are not directly related to each other at a statistical level. This is in accordance with the opinion of Deci and Ryan in the Self-Determination Theory, that motivation (especially intrinsic) and reinforcement (especially extrinsic) are two systems that can work side by side, but are not always linearly correlated. In other words, a person can have high motivation without relying too much on external reinforcement.¹⁹

The absence of this significant relationship can also be influenced by other factors such as: Differences in students' perception of reinforcement, high levels of religious independence, differences in memorization methods and the influence of a homogeneous pesantren environment. Thus, it can be said that SEFT therapy provides a stand-alone effect on each of the variables, rather than an effect that is bound to each other. This reinforces the assumption that the

¹⁹ and Edward L. Deci. Ryan, Richard M., *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (Guilford publications, 2017).

influence of SEFT on motivation and reinforcement should be seen as two different domains, although both increase after treatment.

In Islamic psychology, the motivation to memorize the Qur'an is often considered to be the intention of *lillahi ta'ala* (for Allah alone), which is not always influenced by external appreciation or reinforcement. Reinforcement in Islam is actually more *ukhrawi* (hereafter) and inner drive, as mentioned in Al-Ghazali that charity including memorizing the Qur'an is a form of heart worship whose motivation comes from spiritual awareness, not from the environment.²⁰

Based on these results, SEFT therapy remained effective in improving both variables separately, but the relationship between motivation and reinforcement did not show a linear pattern. This indicates that increased motivation is not a guarantee of statistically increased reinforcement, and vice versa. Despite this, the positive effects of SEFT were still proven through previous hypothesis tests.

The results of the study showed that Spiritual Emotional Freedom Technique (SEFT) therapy was effective in increasing the motivation to memorize the Qur'an and reinforcement students. This therapy overcomes emotional barriers, boosts confidence, improves mood, and strengthens motivation to learn. Reinforcement that is given consistently after therapy is able to strengthen positive behavioral changes that have occurred. So, SEFT can be a recommended method in fostering *tahfidz* students, especially in psychological and spiritual aspects.

The findings of this study, which indicate that SEFT therapy is effective in increasing students' motivation to memorize the Qur'an and reinforcement, can be examined through the lens of several motivation theories and relevant previous studies. According to Maslow, individuals are driven by a hierarchy of needs, starting from physiological needs up to self-actualization. In the context of this research, SEFT therapy helps students fulfill their psychological needs-such as emotional security, the need for belonging (through the reinforcement provided), and the need for esteem (through increased self-confidence and achievement in memorization). Ultimately, SEFT supports the students' journey toward self-actualization, which, in this case, is manifested through their success in memorizing the Qur'an as part of their spiritual goals.

Herzberg distinguishes between hygiene factors (external conditions such as praise and rewards) and motivator factors (internal drives like achievement and

²⁰ and Azin Sarumpaet Noer, Muhammad Ali, "Konsep Adab Peserta Didik Dalam Pembelajaran Menurut Az-Zarnuji Dan Implikasinya Terhadap Pendidikan Karakter Di Indonesia," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 14, no. 2 (2017): 181–208.

personal growth). The findings indicate that SEFT therapy primarily acts as a motivator factor, enhancing students' intrinsic motivation and emotional readiness. Meanwhile, the reinforcement strategies given after therapy—such as praise, personal attention, and simple rewards—function as hygiene factors, helping maintain motivation and reduce dissatisfaction in the learning process.

These results are consistent with the study by Rahmawati & Prasetyanto, which showed that SEFT significantly improved students' learning motivation by unlocking their intrinsic drive through emotional healing.²¹ Similarly, Adawiyah found that SEFT reduced academic stress among pesantren students, which is also reflected in the emotional improvements observed in this research.²² Prasetya emphasized that reduced stress positively affected motivation, further reinforcing the idea that psychological support plays a crucial role in academic success.²³

These three studies, along with the present research, consistently highlight the dual role of SEFT: enhancing internal motivation and providing emotional resilience, both of which are vital for students engaged in the cognitively and spiritually demanding process of memorizing the Qur'an.

CONCLUSION

Based on the results of statistical analysis and discussions that have been carried out, it can be concluded that Spiritual Emotional Freedom Technique (SEFT) therapy is effectively used as a psychospiritual intervention in increasing motivation to memorize the Qur'an and reinforcement in students at the Tahfidz Putri Baitul Ilmi Islamic Boarding School, Bima City. This is shown through the following important points:

First, the motivation and reinforcement variable data before and after SEFT therapy met the normality assumptions based on the Shapiro-Wilk test, which indicated that the data were normally distributed and worthy of analysis using parametric methods. This supports the validity of the research findings and ensures that the results obtained are a valid representation of the population.

Second, SEFT therapy has been proven to significantly increase the motivation of students in memorizing the Qur'an. This is evidenced by the results of the paired sample t-test which showed a very significant difference between the motivational pre-test and post-test scores ($t = -25,763$; $p < 0.001$). These findings indicate that SEFT is able to strengthen the internal motivation and commitment of students to memorization activities.

²¹ Rahmawati and Prasetyanto, "Peningkatan Motivasi Belajar Berbasis Terapi Seft (Spiritual Emotional Freedom Technique)."

²² Adawiyah, "Terapi Spiritual Emotional Freedom Technique (Seft) Untuk Menurunkan Tingkat Stres Akademik Pada Siswa Menengah Atas Di Pondok Pesantren."

²³ Prasetya, "Pengaruh Intensitas Menghafal Al Qur'an dan Motivasi Belajar Terhadap Prestasi Akademik Melalui Mediasi Stres Akademik Santri Di Pondok Pesantren."

Third, in addition to increasing motivation, SEFT therapy is also effective in increasing student reinforcement, which includes aspects of psychological support, self-satisfaction, and spiritual strengthening. The results of the paired sample t-test showed a value of $t = -13.948$ and $p < 0.001$, indicating a significant increase in the reinforcement variable after SEFT treatment.

Fourth, although both motivation and reinforcement variables showed significant improvement after the SEFT intervention, the results of the Pearson correlation test showed that there was no significant relationship between the two ($r = -0.079$; $p = 0.771$). This means that increased motivation is not necessarily linearly related to increased reinforcement, and each has its own dynamics in the context of SEFT interventions.

Overall, it can be concluded that SEFT therapy is an effective approach to improve the psychological and spiritual aspects of individual students, especially in an effort to increase motivation to memorize the Qur'an and reinforcement. However, the two aspects do not have a direct interrelated relationship after the intervention is carried out, which indicates the need for a follow-up or complementary approach in the integration of the two.

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