

Academic Resilience, Cognitive Load, and Psychological Well-Being of Students Memorizing the Qur'an: A Case Study at a Private Islamic Religious University in Lampung

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Abstract

Role status double student Al-Quran memorizers (*tahfidz*) at the Lampung Private Islamic Religious College (PTKIS) triggered indication problem in the form of burden cognitive cognitive overload , *mental fatigue* (*academic burnout*), and degradation welfare psychological *well* - being research qualitative designed studies multi-case This aim analyze dynamics adaptation psychological and mechanism formation resilience academics in 16 students tahfidz in four PTKIS in the agrarian region of Lampung. Data collection was carried out through interview in- depth discussion group focused (FGD), observation, and study documentation, which is further analyzed use technique thematic cross case. Research results indicate that congestion memory work (working *memory bottleneck*), anxiety academic, as well as spiritual guilt as a result damage memorization can reduced in a way significant through integration coping cognitive -spiritual. Mechanism This covers reorganization intention (cognitive *reframing*), installments memorization (chunking), resignation active (tawakkal), and strengthening support peers (peer-support *halaqah*). By practical, proposed recommendation real in the form of restructuring friendly PTKIS curriculum cognition as well as provision center service counseling integrated mental health for student memorizing the Quran.

Keywords

Resilience academic; Cognitive load; Welfare psychological; Students memorizing the Quran.



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INTRODUCTION

Phenomenon integration education high and Al-Quran memorization programs (*tahfidz*) in Indonesia, especially at Private Islamic Religious Colleges (PTKIS), have develop rapidly as response to height interest public to harmony achievement academic and spiritual nobility (Pratiwi et al., 2025). Memorizing the Qur'an is seen No only as activity noble and sublime religion, but also as symbol superiority character and intelligence emotional that gets support

broad social environment Muslim society (Pratiwi et al., 2025). Quran-memorizing students are often positioned as role models with high integrity, leading various PTKIS, including those in the Lampung region, to intensively offer special scholarship programs to attract Quran memorizers to continue their studies at their institutions (Effendi et al., 2025). Condition This create category student status role dual -role students, who are in one side must struggling with curriculum formal lectures that are dense and dynamic, and on the other hand have a moral obligation to maintain holiness Memorizing 30 chapters of the Divine Word. Dynamics This demand readiness extraordinary physical, mental, and intellectual usual, remembering second realm the demand level commitment, dedication, and sacrifice time that is not A little for reach success balanced academic and spiritual.

Although spiritually active memorizing the Qur'an is believed can give calm inner peace psychological, and minimize anxiety (Hukum et al., 2024), reality empirical in the field often shows existence sharp gap (gap phenomenon). Student's memorizers of the Qur'an in reality often experience fatigue chronic physical stress heavy academics, and boredom academic burnout inability in manage demands mutual doubles collide (Alfaruq et al., 2026). The process of memorizing the Qur'an simultaneous with workmanship tasks complex lectures, such as writing papers, exams periodic, and practical field, causing burden cognitive cognitive overload on memory student working memory (Contemori et al., 2025). Student No only faced with obligations add memorization new (ziyadah), but also must maintain old memorization (muraja'ah) in a consistent and mutqin (Rohani et al., 2026). When their cognitive information-processing capacity is overwhelmed by the complexity of college material and daily memorization targets, students experience mental congestion, a decline in concentration, and failure to meet minimum academic evaluation standards, ultimately triggering performance degradation in both fields.

Congestion cognitive and high-pressure academics who are not balanced with mechanism effective coping culminating in the emergence of problem serious mental health problems, which are direct grind welfare psychological well-being of students (Md. Fajlay Rabbi et al., 2026). Problem research identified in the field covers height anxiety will failure academic, deep guilt consequence disappearance memorization (lost mutqin), frustration emotional, until symptom depression annoying light functionality social daily (Wijaya et al., 2026). Pressure emotional this is also manifested in behavior procrastination academic, where students in a way on purpose postpone deposit memorization and tasks lectures to avoid anxiety a moment (Sandu et al., 2025). Decline welfare psychological This creates circle devil; stress lower concentration cognitive, poor concentration hinder memorization and grades academic, and failure academic the more make things worse student mental health (Almarzouki, 2024). Problem adjustment self and vulnerability psychological student memorization This become signal emergency that required intervention comprehensive for understand dynamics adaptation they are in college tall.

Although studies about student memorizers of the Qur'an have Lots done, literature existing scientific Still show gap significant theoretical and methodological (research gap). The

majority study previously tend focus in a way partial in relationship One or two variables single, such as influence support social to resilience (Yundianto et al., 2023), or correlation between regulations emotion with stress academic (Wulandari et al., 2025). In addition, the subjects studied generally limited to students at the Islamic boarding school Islamic boarding school traditional or student school boarding school level elementary and secondary (Al Afghani & Fakhria, 2024), which has ecosystem social homogeneous and structured strict without disturbance burden curriculum college high . As far as this, is still very rare found integrated research variables resilience academic, workload cognitive, and well-being psychological in a way comprehensive in a complete theoretical model for students college high. Moreover again, research in context PTKIS students in the region develop like Lampung is still very rare, even though students at the institution private often face challenge addition in the form of limitations facility academic and mandatory independent in a way financial.

Realize gap theoretical and contextual said, research This offer conceptual novelty with integrate draft Academic Resilience, Cognitive Load, and Well-Being Psychological well-being in One framework multidimensional analysis in student's memorizer of the Qur'an. Novelty This lies in the role resilience academic as mechanism defense psychologically capable moderate and mediate influence negative burden cognitive to level welfare psychological students. In general, contextual, research This use studies case specifically at PTKIS in Lampung Province, which represents climate academic religious private with uniqueness background behind socio-economic the majority of students originate from family agrarian and rural. With focus on dynamics unique PTKIS Lampung students who must balance lectures, memorize the Qur'an, and struggle socio-economic independent, research This present a conceptual model adaptive beyond findings research conventional in Islamic boarding schools pure or college high urban areas.

Urgency study this is very important and urgent, okay from dimensions theoretical and practical, for guard future sustainability generation memorizers of the Qur'an at the level education high. In terms of theoretical, research This give contribution theoretical new for development psychology cognitive and Islamic psychology, in particular in formulate an adaptation model cognitive -spiritual adaptation model for individuals who are under extreme mental stress. In practical, findings from study This can become references valuable scientific for PTKIS managers in Lampung and throughout Indonesia to designing more curriculum friendly cognition, formulating system guidance flexible tahfidz, as well as establish center service counseling adaptive mental health for student memorizer of the Qur'an. Maintain welfare psychological student No only key success academic they are on campus, but also a main pillar in preserve the spiritual nobility of memorizing the Qur'an so that it remains awake in a way mutqin, balanced, and impactful positive for progress modern Islamic civilization.

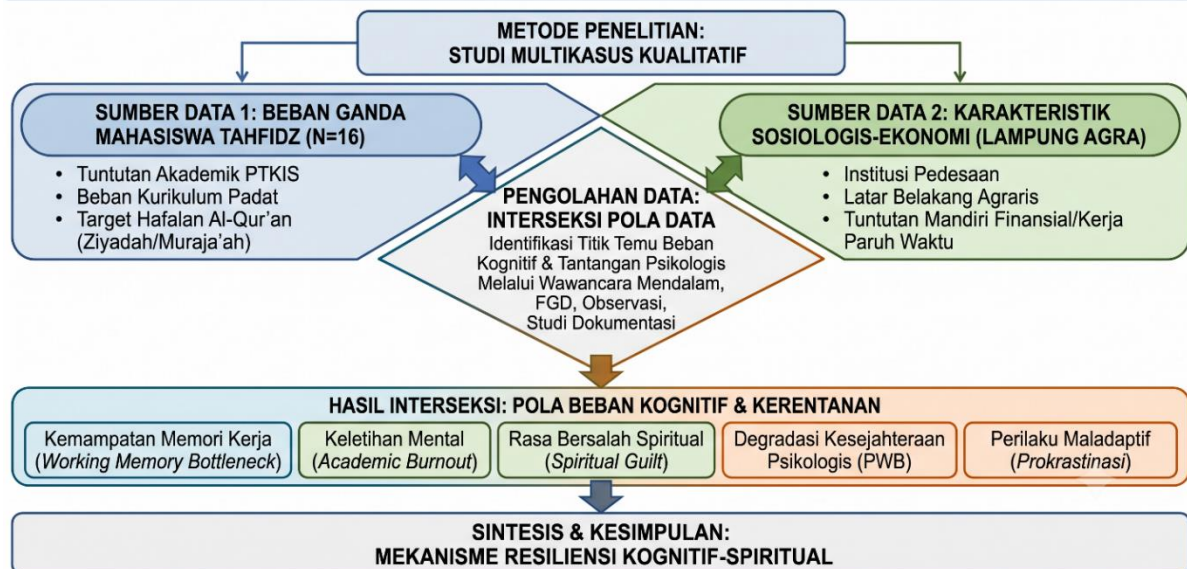
METHODS

Study This use approach qualitative with design studies multicase study for explore in a way deep dynamics adaptation psychological student memorizer of the Qur'an (Yin, 2018).

Focus main study directed at interaction between resilience academic , workload cognitive , and well-being psychological students in four Private Islamic Religious Colleges (PTKIS) in Lampung Province which have characteristics sociological as well as a unique academic institution , namely : Darul Ishlah Islamic Education College (STIT) Tulang Bawang, Darusy Islamic College (STIS) Syafaah Central Lampung, Darul Huda College of Islamic Economics (STIES) Mesuji, and Tulang Bawang Islamic Institute (IAI) . locus study This chosen in a way purposive sampling because represent institutions education tall private based Islamic boarding schools (boarding-school affiliated) and rural areas, where the student's majority carry burden double as formal students at the same time student's memorization with limitations facility support as well as demands economy independent. Participant study determined use technique criteria (criterion sampling), with condition inclusion: (1) students active on one of the from four college tall said; (2) is or has memorize the Al-Quran at least 10 juz; and (3) commit follow the deposit program active memorization (ziyadah) and maintenance (muraja'ah) organized by the institution coordination tahfidz at each campus. Total participants involved totaling 16 students (4 students from every locus) to ensure adequate data depth and saturation in accordance with standard studies qualitative reputable international.

Instrument main in study This is researchers alone (human instrument) assisted by guidelines semi- structured interviews, questionnaires observation participatory, and guidance documentation. Guidelines interview designed in a way strict with operationalize three construct main: dimensions resilience academic, workload cognitive, and well-being psychological. The data collection process is carried out through interview in -depth interviews lasting 60-90 minutes per session, *focus group discussions* (FGD) in each session locus for confirm findings beginning, and observation to activity daily Students in class and dormitory. Documentation in the form of card control memorization and index performance cumulative (GPA) is used for strengthen data triangulation. Data validity is maintained through technique triangulation sources and methods, member checking, and audit trail for ensure credibility, dependability, and transferability research. Next, data analysis was carried out use analysis thematic cross case (cross-case thematic analysis) based on the interactive model of Miles, Huberman, and Saldaña, which includes stage data condensation, data display, and data retrieval as well as testing conclusions (drawing and verifying conclusions) (Goldsmith, 2021). Analysis This compare patterns unique and similar findings between the four loci for produce proposition strong and comprehensive theory.

Research Flowchart



RESULTS AND DISCUSSION

Results

Dynamics of Dual Roles and Cognitive Overload: Exploring Source Vulnerability Welfare Psychology of Tahfidz Students

Analysis results studies multi-case at STIT Darul Ishlah Tulang Bawang and IAI Tulang Bawang revealed existence collision severe daily between timetable dense formal lectures with obligation deposit memorization new (ziyadah) at least one sheets per day as well as obligation muraja'ah independent. Phenomenon This indicates that student No just face constraint management time mechanistic, but rather experience polarization attention psychologically demanding allocation mental energy exceeds the threshold fatigue they, so that trigger degradation resilience physical. Pressure dualistic This validates theory stress role (role stress theory) where the accumulation of demands from two different ecosystems beyond capacity adaptation physiological students, so that speed up accumulation mental fatigue (academic burnout). significant (Quan et al., 2026).

Empirical data at STIS Darusy Syafaah Central Lampung and STIES Darul Huda Mesuji detected existence congestion real cognitive, where students complain difficulty concentrate in class, often forget material studying new, and experienced complaint psychosomatic like Sick head moment face to face with task analysis theoretical. Symptoms failure focus This indicates occurrence congestion in processing information cognitive (working memory bottleneck), where the process of maintaining memory term long for intense memorization of the Qur'an use up all over capacity cognitive remaining active for lectures. This is fully in line with *Cognitive Load Theory* pioneered by Sweller, which asserts that memory Work man own very limited capacity; when material complex lectures compete with memory

demanding memorization retention high, will there is a crippling cognitive overload ability absorb information new optimally (Sortwell et al., 2026).

Condition decline function cognitive This made explicit in a way sharp by one informant at STIT Darul Ishlah, AD (21 years old), who stated: “During the rainy season exams and assignments paper piled up on campus, I often very experiencing a ‘blank’ moment deposit memorization to the kyai in the hut. It feels like head is very full, saturated and tense Because must think about revision task studying while repeating lines of complicated verses. “Statement the show How demands administrative extrinsic from system formal lectures diffuse with difficulty intrinsic text verse, so that multiply burden total cognitive tension functional This show that not quite enough answer big as the guardian of the Qur’an needs Power extraordinary resistance normal, where the collision task administrative external can with easy fade spiritual intentions and concentration that have been built (Chairani & Subandi , 2010). Management , J., Islam, P., Muttaqin, M., Hambali , M., Ismail, A., M., & Hady, S. (2024). Optimizing Mental Health in Islamic Boarding School Students: Balancing Physical and Mental Endurance for Effective Qur’an Memorization. *Al-Tanzim: Journal Islamic Education Management* . <https://doi.org/10.33650/al-tanzim.v8i2.8470>

Table 1. Cognitive Load Matrix and Indicators Vulnerability Welfare Cross-Locus Psychology

Locus Study		Characteristics of Cognitive Load		Symptom Psychological Vulnerability		Behavior Primary Maladaptive	
Darul Islamic Tulang Bawang	Ishlah Institute	Memory overload consequence timetable daily busy daily .	Work collision deposit daily .	Chronic mental fatigue (burnout), psychological tension persistent .		Avoid deposit weekly procrastination memorization).	
STIS Intercession Central Lampung	Darusy of	Congestion processing information during formal lectures are taking place .		Deep spiritual guilt consequence decline quality memorization (lost mutqin).		Postpone workmanship task paper (procrastination academic).	
Darul College Economics, Mesuji	Huda of	Pressure settlement task lectures clash with time muraja’ah .		Anxiety academic high , decrease level reception self - acceptance.		Reject follow evaluation memorization (avoidance).	
IAI Tulang Bawang		Fatigue cognitive physique consequence role double and work beak time in sector agrarian .		Frustration emotional , decline motivation intrinsic in a way consistent .		Postpone deposit paragraph new (ziyadah) for the sake of pursuing	

mark studying .	task
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Source : Researcher Processed Data, 2026 .

From observation daily and discussion group cross- focused focus group (FGD) locus , revealed that part big student memorization experience degradation welfare worrying psychological well-being, which is characterized by with anxiety persistent, change atmosphere heart that is not certain, and withdrawal self from interaction social campus. Decline dimensions emotional This show that achievement high spirituality through memorizing the Qur'an is not necessarily become shield automatic to disturbance mental health if ecosystem academics around student the No adaptive and demanding standard performance without tolerance. Vulnerability emotional This strengthens argument Ryff's theory that welfare psychological need balance in dimensions reception self, independence, and relationships positive; if pressure external destroying the sense of autonomy students, then anxiety academic will be creeping and eroding mental stability in general overall (Garcia et al., 2023).

Qualitative study this also found that students at IAI Tulang Bawang and STIS Darusy Intercession often beaten feeling very deep spiritual guilt when they forced sacrifice time muraja'ah for the sake of pursuing deadline time task paper, which resulted in damage quality memorization they (are missing) mutqin). Conflict existential this is very damaging Because touch realm deepest moral identity students; failure maintain sustainability memorization considered as a personal spiritual sin, which in turn lower price self and induce stress existential secondary. The phenomenon of guilt and fear will this spiritual failure trigger anxiety neurotic who is destructive precisely weaken regulations yourself and lower motivation intrinsic for return rise (Aggarwal et al., 2023).

As impact advanced from collision cognitive and emotional said, it was found trend behavior procrastination systematic academics for students at STIES Darul Huda Mesuji, where they in a way on purpose procrastination workmanship task studying or truant from deposit memorization weekly. Delay action This No represent ordinary moral laziness, but rather form mechanism coping avoidant coping mechanism used student for relieve tension psychological consequence burden perceived task Already exceed capacity settlement they (overwhelming tasks). Behavior maladaptive This confirms cycle destructive where anxiety trigger procrastination and delay that in the end multiply burden cognitive in the future as well as the more make things worse fatigue academic (burnout) which leads to a decline drastic welfare psychological (Obenza et al., 2025).

Finally, the analysis cross case detects that vulnerability burden cognitive This is greatly influenced by the setting behind social economy students in the agrarian region of Lampung, where students at STIES Darul Huda Mesuji and IAI Tulang Bawang must Work beak time in the farm fields or entrepreneurship independent Because limitations financial and lack of infrastructure supporters on campus private they. Reality sociogeographic This

adds category burden cognitive extrinsic (extraneous cognitive load) in the form of burden life physical and worry financial daily, which absorbs remainder source Power cognitive those who should used for processing material academic and memorization of the Qur'an. Findings contextual This gives understanding new that *cognitive load* No only triggered by design teaching materials in class, but also constructed by conditions environment macro-demographics and resilience economy family, which demands existence flexibility structural in designing ecosystem friendly learning to capacity psychosocial student.

Academic Resilience Based Cognitive -Spiritual: Mechanism Coping and Adaptation Models PTKIS Students in Agrarian Regions

Findings research in the fourth PTKIS Lampung Special Locus at STIT Darul Ishlah Tulang Bawang and IAI Tulang Bawang revealed existence formation mechanism coping unique that combines dimensions cognitive and spiritual transcendence as antithesis from accumulation mental burden experienced students. Students' memorization divert anxiety academic they with organize repeat intention memorizing (cognitive reframing) of originally for the sake of scholarship or prestige social, becomes a purification process soul (tazkiyatun nafs) and devotion transcendental. In a way interpretive, change corner view This succeed lower tension burden cognitive intrinsic, because demands memorization No Again positioned as threat external but internalized as source strength inner daily. Mechanism This in harmony with draft integration spirituality in reduce level stress academic and mental anxiety through transcendence meaning life (Hira et al., 2025).

At STIS Darusy Syafaah Central Lampung and STIT Darul Ishlah Tulang Bawang, student show level resilience high academic in face failure daily deposit target (ziyadah) without sacrifice performance lectures. Findings show that failure addition memorization addressed with resignation active (relief) and satisfaction mind (rida) for the process that has taken place attempted in a way maximum. Interpretation theoretical on behavior This indicates that resilience academic student memorization No relying on the ego of power cognitive only, but mediated in a way deep in belief theological that every memorized verses is an undeserved gift can force. Capacity adaptive This represents dimensions important from resilience academic, where individuals capable recover bounce back after face decline with designing attribution positive on its failure (S & S, 2024).

In a way contextual, unique resilience students in agrarian areas such as STIES Darul Huda Mesuji and IAI Tulang Bawang are shining from ability integrate activity physique heavy in the fields with mental concentration of tahfidz. Findings at the location show that student utilise time tapping rubber or harvest cassava as room contemplative for do muraja'ah (repetition) memorization) in a oral below lush plantation. Interpretation psychological from activity daily This proves occurrence assimilation functional where limitations economy and challenges sociogeographic No become burden cognitive extrinsic destructive, but rather converted become a habituation medium memory term long. Work ethic hard agrarian This

strengthen mental toughness (hardiness) of students and encourage creation adaptation tough coping to pressure academic college high (Arcilla et al., 2026).

For catch essence Power stand unique student memorization background behind economy agrarian in the Mesuji area, informant with the initials SY (22 years old) who is studying at STIES Darul Huda Mesuji shared his experience:

"For me, tapping sap rubber from dawn until Morning Day No barrier memorization, but precisely moment best for muraja'ah. While holding hands I tap tree, mouth I Keep going repeat memorization juz 15 and 16 in the middle the silence garden. The sound of dripping water rubber That as if become rhythm knock memorization me. When it's noon day I enter room lectures, feeling tired physique That paid off Because I Already finish deposit memorization I in a way spoken in the fields. I feel the Qur'an gives spiritual power that makes physique I Far stronger compared to student others who don't memorize."

Narrative interview deep above reflect effectiveness distribution capacity attention (attention splitting) controlled by power spirituality transcendental. Automatic motor activity moment tapping rubber No bother focuses memory Work Because student use technique assimilation cognitive - spiritual for stabilize emotions. This method in a way empirical reduce tension cognitive extrinsic Because environment physique quiet countryside precisely functioned as laboratory acoustic experience for strengthen retention memory term long (long-term memory retention) (Longman et al., 2025).

Table 2. Coping Strategies Cognitive -Spiritual Cross- Case Students of PTKIS Lampung

PTKIS Locus	Coping Strategies Cognitive	Mechanism Spiritual Transcendence	Impact on Well-being
Darul Ishlah Islamic Institute	Segmentation cognitive (chunking) tasks lecture & target verse.	Resigned active (relief) on results deposit ziyadah daily.	Improvement reception self and optimism academic.
STIS Darusy Intercession	Form a peer-support group (halaqah muraja'ah independent).	Tazkiyatun self for restore stability regulations emotion.	Decline anxiety and stress social on campus.
Darul Huda College of Economics	Assimilation activity physique plantation rubber with muraja'ah oral.	Internalization intention pure memorize for blessings life.	Improvement mental toughness (hardiness) & efficacy self.
IAI Tulang Bawang	Scheduling micro-based time biological and worship time.	Zikr functional moment working on cassava fields.	Reduce mental fatigue and spiritual guilt significant.

Source: Researcher Processed Data, 2026.

Findings important others at STIT Darul Ishlah and STIS Darusy Intercession is the formation of social capital in the form of group support peer support halaqah initiated in a way independent by students tahfidz. Group This functioning as receptacle correct

memorization together at a time room catharsis emotional for share complain complaint stress academic lectures. In general, interpretive, support this non-formal social act as buffer psychological buffer that neutralizes pressure burden cognitive extrinsic from lecturers and the formal campus curriculum. This strengthens proposition theoretical that synergy between support Friend peers, regulation emotions and intelligence emotional is a supporting pillar resilience the most reliable academic in environment college tall private sector (Messina et al., 2025).

At IAI Tulang Bawang, students implementing segmentation strategies systematic cognitive segmentation with utilise chunking theory (breaking cargo information) for memorize long texts of the Qur'an. Students break One-page mushaf into 3-4 segments short memorized in the intervals time short breaks between formal lecture hours. In interpretive, engineering installments cognitive This succeed simplify cargo burden cognitive intrinsic so that capacity processing memory working memory remains be under overload threshold. Findings methodological This proves in a way empirical that arrangement tactics Study based cognitive can minimize stress academic and improve retention memory term long student memorization in a way significant (Arif Nugraha et al., 2025).

When reviewed in a way deep use theory Islamic personality, integration coping cognitive - spiritual push emergence level efficacy very strong self -efficacy in oneself student tahfidz PTKIS Lampung. Spiritual belief in guarantee divine help in giving birth motivation deadly intrinsic trend procrastination task formal academic. Interpretation psychological show that student direct agency cognitive in a way independent (self-regulated learning) for designing timetable flexible weekly However discipline. Coping patterns active This demolishes trend procrastination academically destructive, at the same time restore welfare psychological student to optimal level.

As synthesis end, findings study This succeed analyzing adaptation models cognitive -spiritual resilience in the environment sociological agrarian PTKIS Lampung. This model proves that success student in guard welfare psychological they No driven by coping strategies psychological secular only, but integration triadic between persistence academic, perseverance agrarian, and the spiritual transcendence of the Qur'an. Interpretation comprehensive confirm that welfare psychological positive (positive psychological) functioning of students' memorization achieved when calm inner self (nafs al- mutma'innah) filters tension burden cognitive external pressure they everyday life. Conceptualization discovery model integrated contribution theoretical new for development treasury Islamic psychology and psychology cognitive contemporary and relevant with reality sociological local.

CONCLUSION

Study multi-case qualitative in four Private Islamic Religious Colleges (PTKIS) in Lampung Province concluded that demands role dual -role students as student regular at a time memorizing the Qur'an gives rise to burden intrinsic and extrinsic cognitive overload

potential weight clog capacity memory working memory bottleneck and lower level welfare daily psychological well-being students. However , the vulnerability psychosocial , anxiety , procrastination , and even spiritual guilt as a result damage quality memorization (lost mutqin) can muted in a way effective through formation resilience academic based integration cognitive -spiritual adaptation model assimilating triadic fortitude physical-geographical public agrarian , tenacity academic , and spiritual transcendence of the Qur'an (reframing intentions , surrender active / tawakkal , segmentation cognitive /chunking, as well as support peer / peer-support halaqah) proven become shield coping the most reliable adaptive in guard stability emotional as well as nobility achievement academic and spiritual students memorization in a way balanced and sustainable .

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