

## ABSTRAC

**Siti Rahmah.** NIM 240211020026. The Effect of Child-Friendly Pesantren and Students' Well-Being on Motivation to Memorize the Qur'an at Sunan Giri Al-Wahdah Islamic Boarding School, Pangkalan Bun. Supervised by Prof. Dr. Hj. Nuril Huda, M.Pd and Dr. M. Ramli, M.Pd at the Islamic Education Study Program, Postgraduate Program of UIN Antasari Banjarmasin. 2026

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As Islamic educational institutions, pesantren play a pivotal role in shaping the religious character of Islamic students (santri). However, these institutions continue to face several challenges regarding pedagogical care, child protection, and their well-being factors that potentially influence the motivation for Quranic memorization (Hifz).

This research aims to examine the influence of a Child-Friendly Pesantren (CFP) and Islamic students' well-being towards motivation to memorize Al-Qur'an in PP Sunan Giri Al-Wahdah both partially and simultaneously while further delineating their experiences, as well as evaluating subjective interpretations of how its implementation frameworks and well-being intersect with the motivation of Al-Qur'an memorization.

Employing a mixed-methods approach with a sequential explanatory design, quantitative research was carried out through a survey using questionnaires among 169 junior high school students, with data processed through multiple linear regression analysis. While qualitative phase was done through interviews, observations, and documentation to obtain deeper quantitative results, followed by the Miles and Huberman model, utilizing triangulation to ensure validity.

The results indicate that Child-Friendly Pesantren initiatives have a positive and significant impact on the motivation for Al-Qur'an memorization. Students' well-being also exerts a significant positive influence, emerging as a more dominant factor than the child-friendly framework itself. Simultaneously, both variables significantly contribute to memorization motivation, indicating a moderate overall effect size. Student experiences regarding the "Child-Friendly" label revealed divergent perceptions of pastoral relationships, disciplinary enforcement, and facility standards, all of which affect the comfort of the memorization process. Furthermore, well-being was experienced subjectively, particularly concerning environmental comfort, emotional security, and psychological health all critical components for sustained concentration and perseverance. Students view a child-friendly atmosphere and personal well-being as essential support systems; their primary motivation remains rooted in intrinsic drive and spiritual orientation.