

TABLE OF CONTENT

LETTER OF STATEMENT.....	iii
ABSTRACT.....	iv
THESIS APPROVAL SHEET.....	vii
THESIS VALIDATION SHEET.....	viii
TRANSLITERATION GUIDE.....	ix
ACKNOWLEDGEMENT.....	x
ANTI-PLAGIARISM STATEMENT.....	xi
TABLE OF CONTENT.....	xii
LIST OF TABLES.....	xv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES.....	xvii
CHAPTER I INTRODUCTION.....	1
A. Problem Statement.....	1
B. Research Questions.....	11
C. Research Objectives.....	11
D. Significance of Study.....	12
E. Conceptual Framework.....	13
F. Operational Definitions.....	21
CHAPTER II LITERATURE REVIEW.....	22
A. Previous Studies.....	22
B. Literature Review.....	27
1. Qur’anic Memorization.....	27
a. The Prestige of the Qur’an.....	27
b. Familiar Methods of Qur’anic Memorization.....	29
c. Qur’anic Memorization Tradition.....	36
d. Benefit of Qur’anic Memorization.....	39
2. The Discourse of <i>Mutqin</i>	40
a. Etymology and Semantic Meaning of <i>Mutqin</i>	40
b. Criteria and Practices of <i>Mutqin</i> in the TQ Tradition.....	41
c. Distinction between ‘Memorized’ and ‘ <i>Mutqin</i> ’.....	42
3. Professional Responsibilities.....	42

a.	Meaning of Professional Responsibilities	42
b.	Why are They Called ‘Professional’?.....	43
c.	Criteria for Defining Professional Responsibilities.....	44
d.	Islamic Professionalism in Religious Practice	45
4.	The Role of Teachers in Educational Settings	46
a.	Teachers as Facilitators of Learning	48
b.	Navigating Challenges in Education	50
c.	Promoting Social-Emotional Development.....	52
d.	Integrating Technology into Education	53
e.	Addressing Diverse Learning Needs	55
f.	Lifelong Learning and Professional Growth	57
g.	Advocates for Equity and Social Justice	58
h.	Collaboration with Parents and Communities.....	59
i.	Inspiring Critical Thinking and Creativity	60
5.	Phenomenology.....	61
a.	Phenomenology as a Qualitative Research Tradition.....	62
b.	The Concept of Lived Experience.....	64
c.	Meaning-Making and Human Experience.....	65
d.	Relevance of Phenomenology for Exploring Humans’ Life	66
CHAPTER III METHODOLOGY		68
A.	Research Stances	68
B.	Research Design.....	74
C.	Source of Data.....	74
D.	Data Collection Technique	77
E.	Data Analysis Technique	78
F.	Research Setting and Duration.....	81
G.	Ethical Consideration	81
H.	Trustworthiness of Study	82
CHAPTER IV FINDINGS AND DISCUSSION		85
A.	Findings.....	85
1.	The Initial Process of Achieving <i>Mutqin</i> Qur’anic Memorization ...	85
2.	The Strategies Employed to Sustain <i>Mutqin</i> Memorization	

Amidst Professional Responsibilities.....	98
3. The Challenges and Solutions in Sustaining <i>Mutqin</i>	
Memorization Amidst Professional Responsibilities	105
4. Emergent Motivational Dynamics Themes.....	113
B. Discussion	124
C. Novelty.....	145
CHAPTER V CONCLUSION	149
A. Conclusion	149
B. Implications.....	151
C. Contribution	153
D. Limitations	153
E. Future Research Recommendations.....	154
REFERENCES.....	156
APPENDICES	185
CURRICULUM VITAE	207



LIST OF TABLES

Table 1.	Details of Participants.....	76
Table 2.	The Initial Process of Achieving <i>Mutqin</i> Qur’anic Memorization.....	86
Table 3.	The Strategies for Sustaining <i>Mutqin</i> Qur’anic Memorization Amidst Professional Responsibilities.....	98
Table 4.	Challenges and Solutions	105
Table 5.	Motivational Dynamics of TQ Teachers.....	114



LIST OF FIGURES

Figure 1. Conceptual Framework.....20



LIST OF APPENDICES

Appendix 1. Interview Questions	185
Appendix 2. Participant Information Sheet	187
Appendix 3. Informed Consent Form.....	189
Appendix 4. Field Notes.....	195
Appendix 5. Supporting Document	196
Appendix 6. Sample Interview Transcripts	198

