



## Resilience Development in Qur'an Memorization Students at an Islamic Boarding School

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**Abstract:** This study aims to understand in depth how resilience is formed and developed through students' experiences memorizing the Qur'an in an Islamic boarding school, and how these experiences affect their psychological well-being and academic success. The study used a qualitative, phenomenological approach, involving three students from the Futuhul Qur'an Islamic Boarding School, selected through purposive sampling. Data were collected through semi-structured interviews and structured observations, then analyzed through data reduction, presentation, and verification. The results of the study show that resilience develops through the interaction of three factors from Grotberg: external support (I Have), personal strength (I Am), and interpersonal skills and problem-solving (I Can), which collaborate to overcome memorization difficulties and achieve psychological well-being. This finding also shows that religiosity influences the formation of resilience. The novelty of this study lies in its phenomenological exploration, using Grotberg's theory, that reveals unique spiritual-emotional mechanisms in the formation of student resilience. These findings reinforce the need to strengthen the training and support system in Islamic boarding schools.

**Abstrak:** Penelitian ini bertujuan untuk memahami secara mendalam proses pembentukan dan perkembangan resiliensi pada santri penghafal Al-Qur'an di pondok pesantren, serta pengaruhnya terhadap kesejahteraan psikologis dan keberhasilan akademik. Penelitian menggunakan metode kualitatif dengan pendekatan fenomenologis, melibatkan tiga santri Pondok Pesantren Futuhul Qur'an yang dipilih melalui teknik purposive sampling. Pengumpulan data dilakukan melalui wawancara semi-terstruktur dan observasi terstruktur, kemudian dianalisis menggunakan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa resiliensi santri terbentuk melalui interaksi tiga faktor utama dalam teori Grotberg, yaitu dukungan eksternal (*I Have*), kekuatan pribadi (*I Am*), serta keterampilan interpersonal dan pemecahan masalah (*I Can*). Ketiga faktor tersebut berkolaborasi dalam membantu santri menghadapi tantangan menghafal Al-Qur'an hingga mencapai kesejahteraan psikologis. Selain itu, religiusitas berperan sebagai penguat spiritual dan emosional dalam pembentukan ketahanan santri. Kebaruan penelitian ini terletak pada eksplorasi fenomenologis yang mengungkap mekanisme spiritual-emosional khas dalam pembentukan resiliensi santri, yang memberikan implikasi penting bagi penguatan sistem pembinaan dan dukungan di lingkungan pesantren.

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## A. Introduction

Islamic boarding schools are institutions where students can learn and deepen their understanding of Islamic education (Fauzi & Hosna, 2022). Students who participate in this program are known as Qur'an memorization students (*tahfiz*) (Abdullah et al., 2021). This activity of memorizing Qur'an is not only a cognitive process but also an affective and spiritual educational journey that requires endurance, commitment, and high perseverance (Rijan et al., 2024; Sarwanto et al., 2020). Memorizing the Qur'an requires strong faith and psychological resilience to sustain the memorization process. However, this process often creates complex psychological challenges for students, such as burnout, stress, and lack of motivation due to the intensive memorization schedule, heavy routines, and strict boarding regulations (Azwar, 2024).

Within the Islamic boarding school context, students are expected to be religious individuals by diligently praying, fasting, adhering to disciplined Qur'an memorization schedules, and consistently studying their religious knowledge (Sobarie, 2023). These challenges can lead to burnout and academic stress. Academic stress is one of the most dominant stressors that affects students' mental well-being (Barbayannis et al., 2022). Psychological resilience is a factor in students' success in memorizing the Qur'an, as this process requires sustained dedication and a long-term commitment (Nabilah, 2022). Psychological resilience is an individual's ability to adapt and thrive in the face of life's difficulties or pressures (Egan et al., 2024). Individuals with resilience are better prepared to recover from adversity and face future challenges (Rudenstine et al., 2025).

At the Futuhul Qur'an Islamic Boarding School (2025), this phenomenon was observed: n students facing challenges in memorizing the Qur'an. Some students admitted having difficulty memorizing the Qur'an on target, but they had to continue memorizing it to graduate from the Islamic boarding school. Individuals who cannot achieve resilience will struggle to maintain motivation and will not be able to maximize their learning (Clark et al., 2023). The urgency of this research lies in the need for an in-depth understanding of students' subjective experiences in building resilience during memorization of the Qur'an. Therefore, an in-depth study of how resilience develops in their real-life experiences is necessary. The process of memorizing the Qur'an is not only memorizing verses but also understanding their meaning, which is not easy and requires great effort (Mahfuds, 2022).

This research gap highlights the need for in-depth phenomenological studies of students' resilience in memorizing the Qur'an in Islamic boarding schools. Currently, there is no qualitative phenomenological research exploring the subjective experiences of students who struggle to memorize the Qur'an in the unique context of Islamic boarding schools. Previous research has examined only memorization difficulties among elementary school students and identified factors such as low motivation, differences in reading ability, peer group conditions, lack of family support, and limited memorization time (Mardiyah & Saefudin, 2024), which are not representative of the Islamic boarding school environment. Research on resilience has demonstrated a relationship between religiosity and resilience (Arifiana et al., 2022; Suprpto, 2020) and between social support and resilience (Amalia et

al., 2024; Ibrahim et al., 2021), but these studies rely on quantitative approaches that do not capture the dynamics of psychological resilience experienced by Qur'an memorizers. Few previous studies have examined how students in Islamic boarding schools experience and develop resilience through memorization of the Qur'an.

The novelty of this research is the exploration of the resilience experiences of students in memorizing the Qur'an in Islamic boarding schools using Grotberg (2004) theory of resilience sources, namely external support (I have), inner strength (I am), interpersonal and problem-solving skills (I can), which form resilience as a dynamic process. This theory allows the identification of resilience-forming factors that are religious, social, emotional, and adaptive behaviors that are unique to the environment of Qur'an memorizers that have not been widely discussed in previous research.

Therefore, this study addresses the following research question: How is resilience formed and developed from students' experiences memorizing the Qur'an in Islamic boarding schools, and how do these experiences influence students' psychological well-being and academic success in these schools? Therefore, this study aims to understand in depth how resilience is formed and developed from students' experiences memorizing the Qur'an in Islamic boarding schools, and how these experiences influence students' psychological well-being and academic success in these schools. The contribution of this research is expected to enrich the study of the development of Islamic education and to provide a scientific basis for Islamic boarding schools to develop psychological development programs that effectively increase students' resilience in memorizing the Qur'an in the Islamic boarding school environment.

## B. Method

This study employed a qualitative, phenomenological approach. The phenomenological approach was applied to obtain an in-depth understanding of resilience based on the experiences of Qur'an memorization students at Futuhul Qur'an Islamic Boarding School. The qualitative research method was used to answer questions and examine problems to deeply understand social and human phenomena (Hasan et al., 2022). Phenomenological research focuses on describing the meaning of unique and significant life experiences experienced by several individuals toward a particular phenomenon, which is subjective and cannot be experienced in the same way by others (Fiantika et al., 2022).

Data were collected using two main techniques: semi-structured interviews and structured observation. The interview guide was prepared with a list of open-ended questions relevant to the research objectives, so that the participating students could share their experiences freely while remaining focused on the theme of resilience. Examples of interview items used included: "Can you describe your experience when you had difficulty memorizing a particular part of the Qur'an?" "What did you do to remain motivated when facing memorization of difficult verses?" and "Who or what do you consider important support in that memorization process?" The interview was designed to explore the meaning of the experience and the adaptive strategies students used to build resilience.

Meanwhile, the observation guide was used to record behaviors, routines, and daily interactions related to the students' memorization process in the Islamic boarding school environment. For example, students' emotional reactions when revising memorization, discipline in following the schedule for memorization, and student interaction with pesantren caregivers or peers during memorization activities. This observation guide was made specifically to avoid ambiguity and ensure that the recorded data were descriptive and supported the interview data. These instruments served as aids to the researcher in systematically collecting data in accordance with the research focus, while the researcher remained the primary instrument in the data collection process (Sugiyono, 2022).

This study involved three participant students selected through purposive sampling: Qur'an memorizers who began memorization from the beginning (zero) and are currently continuing it until the final target. The number of three participants was chosen to provide high data depth in this phenomenological study, in accordance with the principle that qualitative research emphasizes a deep understanding of the selected phenomenon.

Data analysis in this study followed the stages outlined by Sahir (2022), including data reduction, data presentation, and drawing and verifying conclusions, as recommended in qualitative research procedures. To ensure the validity and credibility of the data, this research applied source triangulation, comparing and verifying the information provided by the informants through various data collection techniques (interviews and observation) to assess consistency and minimize interpretation bias. Source triangulation helps strengthen research conclusions by examining data from multiple perspectives. Thus, this methodological design ensures that the data obtained are accurate, relevant, and credible for answering the research objectives and are in accordance with the principles of qualitative phenomenological research.

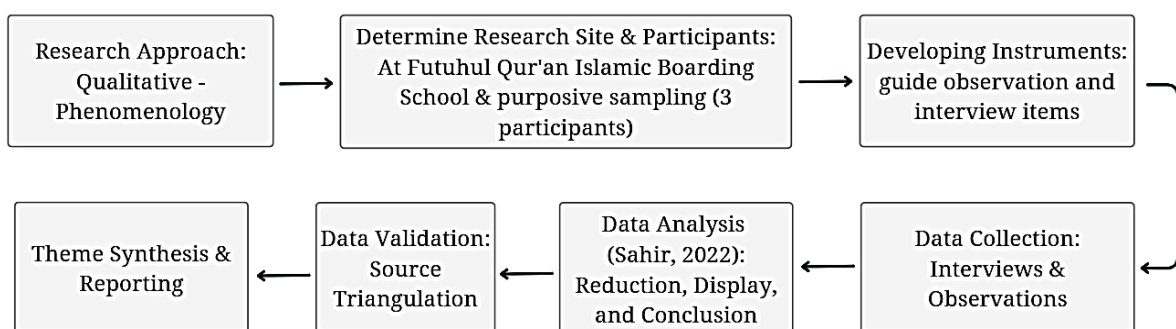


Figure 1. Research Flow

### C. Result

To address the research question, "How is resilience formed and developed through the experiences of Qur'an-memorizing students in Islamic boarding schools, and how do these experiences influence their psychological well-being and academic success in the pesantren?", the findings present three main factors that shape resilience according to Grotberg (2004) Theory: external support (I Have), inner strengths (I Am), and interpersonal and problem-

solving skills (I Can). First, the external support factor is reflected in the social support students receive within their environment, which strengthens their endurance in the Qur'an memorization process. This includes support from peers, family, supervising teachers, boarding school caregivers, and the Islamic boarding school's regulatory system. Second, inner strengths emerge through students' capacity to face the pressures and challenges of memorizing the Qur'an, including their personal traits, beliefs, and positive self-assessment. Third, interpersonal and problem-solving skills are shown through the students' capacity to build relationships with others (interpersonal) and to employ adaptive strategies when encountering difficulties.

Based on the interviews with the three students who participated in the Qur'an memorization class and had faced many challenges throughout the memorization process, it was found that they shared the same main challenges, namely memorizing one page of the Qur'an each day to be tested by the teacher, studying religious texts, and completing school assignments on time. These three activities were carried out simultaneously every day. The three students responded to these challenges differently, and their responses influenced their resilience in memorizing the Qur'an. An overview of their conditions is presented in the following summary table.

**Table 1.** Conditions of Students in Memorizing the Qur'an

Participant	Obstacle	Impact	Resilience Behavior
Student A	<ul style="list-style-type: none"> <li>• The verses become more difficult and easier to forget</li> <li>• Mistakes during memorization tests</li> <li>• Pressure from personal targets</li> <li>• Having both school assignments and memorization tasks</li> <li>• Comparing memorization abilities with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Want to give up</li> <li>• Feeling afraid and anxious during memorization tests</li> <li>• Difficulty with time management</li> <li>• Lacking consistency in memorization</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing the difficulties in memorizing the Qur'an as a natural part of the learning process, which makes them feel challenged to continue the memorization until completion</li> </ul>
Student C	<ul style="list-style-type: none"> <li>• Memorizing verses that become increasingly difficult</li> <li>• Easily forgetting during memorization tests</li> </ul>	<ul style="list-style-type: none"> <li>• Had stopped memorizing for a period of time and wanted to move to a non-tahfiz class</li> <li>• Feeling doubtful and anxious during memorization tests</li> <li>• Burnout</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling pressured, yet motivated to adapt and become more competitive with friends in continuing the Qur'an memorization</li> </ul>

Participant	Obstacle	Impact	Resilience Behavior
	<ul style="list-style-type: none"> <li>• Pressure from personal targets</li> <li>• Having both school assignments and memorization tasks</li> <li>• Feeling left behind compared to friends who are further along</li> </ul>	<ul style="list-style-type: none"> <li>• Can do time management</li> </ul>	
Student S	<ul style="list-style-type: none"> <li>• Memorizing verses that become increasingly difficult</li> <li>• Getting a lot of corrections during memorization tests</li> <li>• Difficulty in remembering previous verses</li> <li>• Having both school assignments and memorization tasks</li> <li>• Feel insecure when seeing friends' abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Want to give up during memorization tests</li> <li>• Can do time management</li> <li>• Burnout and disappointment in their own abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing the many difficulties encountered as something natural, because learning requires challenges</li> </ul>

This finding corresponds to the fact that all three students who were undergoing the Qur'an memorization process experienced many similar obstacles. However, they all viewed the difficulties of memorizing the Qur'an as challenges to be faced. The variations in how they were affected illustrate that resilience develops on a personal level. The resilient behaviors demonstrated by the three students also differed. These differences were influenced by the factors shaping each student's resilience, namely external support, personal strengths, and interpersonal and problem-solving abilities.

### 1. Eksternal Support

The first factor influencing students' resilience in facing the challenges of memorizing the Qur'an is external or social support. In the Islamic boarding school environment, all three students received support from their families, friends, teachers, and the boarding school caregivers. However, the intensity of the support each student received differed. The following are the statements of the three students regarding the support they obtained:

“Most of the support is provided by parents and friends.” (Student A, interview, 2025).

“At the Islamic boarding school, friends are the ones who provide the most support.” (Student C, interview, 2025).

“More sources of support from parents.” (Student S, interview, 2025).

The statements above show that the three students who participated in the study received support from different sources, primarily from the people closest to them. Student A felt that most support came from their family (parents) and friends, Student C felt that the greatest support came from friends, while Student S felt that most support was provided by their family (parents). Even so, other forms of support continued to play a role in helping the students maintain consistency in their Qur'an memorization.

**Table 2.** External Support for Students in Memorizing the Qur'an

External Support	Student A	Student C	Student S
Family support	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Emotional support</li> <li>• Monitoring progress in memorizing the Qur'an</li> <li>• Meeting financial needs</li> </ul>	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Monitoring progress in memorizing the Qur'an</li> <li>• Meeting financial needs</li> </ul>	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Emotional support</li> <li>• <i>Role model</i> from father who strengthens memorization commitment</li> <li>• Meeting financial needs</li> </ul>
Peer support	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Help to memorize</li> </ul>	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Emotional support</li> <li>• Help to memorize</li> </ul>	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Help to memorize</li> </ul>
Support from teachers & Islamic boarding school caregivers	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Provides solutions to strengthen memory</li> </ul>	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Provide advice to continue memorizing</li> </ul>	<ul style="list-style-type: none"> <li>• Giving motivation</li> <li>• Get directions to strengthen previous memorization</li> </ul>
Facilities and regulations of the Islamic boarding school	<ul style="list-style-type: none"> <li>• Having a comfortable place to memorize the Qur'an</li> <li>• Scheduling daily activities at the Islamic boarding school</li> <li>• Limiting smartphone use</li> </ul>		

From the table above, it was found that external support is an important factor influencing students' resilience when memorizing the Qur'an. This finding also reveals a unique aspect: one student had a specific role model that strengthened their resilience. In addition, the boarding school provides facilities and regulations to support Qur'an memorization activities, thereby contributing to the development of resilience among the three students. The external support received by students represents the "I have" factor in Grotberg's resilience theory, serving as encouragement and practical assistance in addressing the challenges of memorization and academic demands. These sources of support strengthened students' ability to endure and recover from difficulties encountered during the memorization process. Emotional support and motivation also contributed to

their psychological well-being, which in turn supports their academic success in the boarding school.

## 2. Inner Strengths

The second factor is internal strength, which shapes the students' resilience and includes their ability to accept challenges, maintain motivation, and manage their emotions. Each of the three students had their own unique way of developing inner strengths. They all understood that the difficulties in memorizing the Qur'an are connected to an individual's level of spirituality. One of the students, Student A, explained:

*"When it is difficult to memorize certain verses in the Qur'an, there must be something that displeases Allah, perhaps a lack of worship or too much pursuit of the world."* (Santri A, interview, 2025)

The excerpts above indicate that religiosity also plays an important role in shaping resilience in Qur'an memorization. By strengthening their religious practices and deepening their relationship with God, the three students were better able to accept challenges and endure the difficulties they faced during the memorization process. However, in addition to spirituality, each student's personal strengths also contributed to their success in memorizing the Qur'an.

**Table 3.** Students' Inner Strength in Memorizing the Qur'an

Inner Strengths	Student A	Student C	Student S
Characteristics in overcoming difficulties	<ul style="list-style-type: none"> <li>• Optimism about one's own abilities</li> <li>• Confidence during memorization tests</li> <li>• Responsibility for completing memorization</li> <li>• Discipline in completing schoolwork and memorizing consistently</li> <li>• Emotional regulation</li> <li>• Self-reflection on the success of previous memorization tests</li> </ul>	<ul style="list-style-type: none"> <li>• Optimism about one's own abilities</li> <li>• Confidence in completing memorization</li> <li>• Challenging to prove self-abilities (growth mindset)</li> <li>• Emotional regulation</li> <li>• Self-reflection on the increasing memorization struggle</li> </ul>	<ul style="list-style-type: none"> <li>• Optimism about one's own abilities</li> <li>• Confidence during memorization tests</li> <li>• Diligently review the memorization</li> <li>• Self-efficacy</li> <li>• Emotional regulation</li> <li>• Giving positive affirmation</li> </ul>

From the table above, this finding shows that the resilience of Qur'an memorizing students is formed through several personal characteristics, such as optimism, responsibility, discipline, self-confidence, emotional regulation, and other abilities that help maintain their motivation to memorize the Qur'an. These personal characteristics represent the "I am" factor in Grotberg's resilience theory, referring to the individual capacities that

enable students to face various challenges in the process of memorizing the Qur'an. Strong personal characteristics contribute to psychological well-being and academic success.

### 3. Interpersonal and Problem-solving Skills

The third factor influencing students' resilience development is interpersonal and problem-solving skills. The students' interpersonal abilities were used to seek help when facing difficulties memorizing the Qur'an, while their problem-solving skills were viewed as strategies for adapting to those challenges. All three students demonstrated interpersonal skills that enabled them to communicate well with their peers, such as collaborating to review memorization together before tests. Meanwhile, their problem-solving abilities had unique characteristics for each student, as described in the summary table below:

**Table 4.** Problem-Solving of Students in Memorizing the Qur'an

Problem-solving skills	Student A	Student C	Student S
Memorizing verses that become increasingly difficult	<ul style="list-style-type: none"> <li>Attaching sticky notes to pages of the Qur'an to note down keywords from certain verses</li> <li>Marking lines on verses that are easily forgotten</li> </ul>	<ul style="list-style-type: none"> <li>Translate Arabic verses into Indonesian to memorize unfamiliar-sounding ones.</li> <li>Ask a friend to listen and provide specific instructions when memorizing something incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Giving different special marks to verses that are difficult to remember</li> <li>Grouping certain verses to be memorized gradually</li> </ul>
Qur'an memorization burnout	<ul style="list-style-type: none"> <li>Self-journaling</li> <li>Do other activities, besides memorizing the Qur'an</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Rest until you feel in a good mood</li> <li>Do other activities, besides memorizing the Qur'an</li> </ul>	<ul style="list-style-type: none"> <li>Eating a snack or sleeping</li> <li>Do other activities, besides memorizing the Qur'an</li> </ul>

From the table above, it was found that the interpersonal and problem-solving skills demonstrated by the three students reflect the functioning of the "I Can" resilience factor in Grotberg's theory, as evidenced by their capacity to build supportive relationships, communicate effectively, and develop adaptive strategies when facing memorization difficulties. Collaboration with peers and the use of problem-solving techniques, such as marking verses, translating, grouping memorization sections, and engaging in recovery activities during burnout, demonstrate how students managed the cognitive and emotional demands of the memorization process. These findings clarify that resilience is built through students' persistence in the face of challenges and their ability to adapt to sustain their learning. The "I Can" abilities play a role in maintaining psychological well-being and supporting success in Qur'an memorization and academic achievement in the boarding school environment.

Overall, this finding aligns with the idea that students' resilience is shaped by the interaction among the three main factors in [Grotberg \(2004\)](#) theory: external support (I Have), personal strengths (I Am), and interpersonal and problem-solving skills (I Can). Although the three students faced similar obstacles, variations in the intensity of social support, internal strengths, and adaptive strategies led to different resilience patterns for each of them. The interaction of these factors enabled the students to maintain motivation, manage the pressures of memorization, and persist in meeting the academic demands of the boarding school. These findings emphasize that students' resilience is a dynamic process influenced by environmental conditions, personal characteristics, and their ability to adapt to challenges.

#### D. Discussion

Resilience among Qur'an memorization students develops through three key factors identified by [Grotberg \(2004\)](#): external support (I have), inner strengths (I am), and interpersonal and problem-solving skills (I can). These factors help students manage challenges, pressure, and academic responsibilities in the boarding school setting, supporting both the continuity of their memorization and their psychological stability. The study highlights that resilience is not a fixed personal trait but a dynamic process that grows over time through lived experiences ([Hill et al., 2024](#)). This finding is consistent with [Erawati et al \(2024\)](#), who note that family and environmental support, along with personal strengths such as persistence, optimism, and internal values, strengthen students' capacity to recover from academic difficulties.

In the external support factor, the Islamic boarding school environment provides a strong social and structural foundation. This finding aligns with research on Qur'an memorization students, which shows that social support contributes to the development of resilience ([Shofi et al., 2022](#)). Other empirical studies also indicate that emotional and informational support, particularly from peers and teachers, strengthens students' ability to withstand memorization demands ([Al-Afghani & Fakhria, 2024](#)). In contrast to studies on college students, which find that teachers strengthen social support through emotional regulation skills and academic motivation ([Sun, 2025](#)), students in Islamic boarding schools tend to gain strong social support from parents and peers to build academic motivation. Thus, the social support students receive strengthens their resilience in memorizing the Qur'an as part of their academic activities.

However, a supportive environment alone is not sufficient without inner strength and resources. Research by [Kusnadi \(2023\)](#) shows that internal factors such as self-efficacy, self-esteem, student engagement, self-compassion, academic achievement, self-confidence, self-control, academic motivation, mindfulness, coping strategies, and religious coping influence students' academic resilience. In the context of Islamic boarding school education, these internal capacities help students sustain their motivation as Qur'an memorization becomes increasingly challenging. This finding supports and extends previous research

showing that the combination of social support and self-efficacy strengthens students' mental health and resilience during difficult periods (Sriwiyanti et al., 2022).

The culture within the Islamic boarding school, such as performing religious obligations on time and in groups, strengthens students' religiosity. The tradition of engaging in Islamic scholarly studies established by the Islamic boarding school helps students develop cognitive skills, religious character, and spiritual awareness (Kirana et al., 2022). The findings of this study show that religiosity helps students cope with difficult situations. This differs from the research findings of Shabrina & Kholifah (2025), who observed that religiosity, expressed through patience, functions as a process of inner purification when facing life's challenges. The present study also extends Amaliyah & Rini (2024) findings, showing that religiosity serves as a source of guidance for students when facing problems or pressure in the Islamic boarding school environment.

Interpersonal and problem-solving skills are essential in practice, as the use of concrete strategies reflects problem-focused coping that turns challenges into opportunities for resilience growth, helping students maintain mental well-being (Crişan et al., 2024). The findings of this study are supported by Xu et al (2025), who state that strong problem-solving abilities enable students to handle challenges more effectively.

The research findings of this study contribute to understanding the factors that shape and strengthen students' resilience in facing the challenges of Qur'an memorization and in sustaining motivation to achieve psychological well-being and academic success. Consistent with the study by Luthfiyah & Hardew (2024), resilience is supported by students' abilities in emotional regulation, impulse control, optimism, environmental awareness, self-efficacy, and reaching out, all of which help them succeed academically. The inner strengths students draw on to navigate difficult situations reflect the dynamic nature of resilience. Grotberg's resilience framework offers a relevant theoretical foundation for highlighting the factors that support resilience in challenging conditions (Kurniawan et al., 2021).

## E. Implication

The findings of this study offer several important implications for theory, practice, and social development. Theoretically, the study reinforces Grotberg's resilience framework by showing that external support (I Have), inner strengths (I Am), and interpersonal and problem-solving skills (I Can) do not operate separately, but interact to form a dynamic resilience process within the unique religious and academic context of the Islamic boarding school environment. In practice, the study guides teachers and Islamic boarding school caregivers in designing strategies to help students sustain motivation, manage memorization pressure, and enhance psychological well-being throughout the Qur'an memorization process. Socially, this research provides input for Islamic boarding schools to develop a more comprehensive coaching system to support the resilience of students who memorize the Qur'an.

## F. Limitation and Suggestion for Further Research

This study has several limitations. The small number of participants drawn from a single Islamic boarding school restricts the diversity of experiences represented and introduces the possibility of single-context bias. Data collected within one time period also prevents the examination of gradual changes in students' resilience. In addition, reliance on subjective narratives and the researcher's interpretations as the primary instrument may introduce meaning bias, although efforts were made to reduce it through triangulation. Future research is encouraged to involve larger, more diverse participants from multiple Islamic boarding schools, to use comparative or mixed-method approaches, and to apply longitudinal designs to capture the long-term development of students' resilience.

## G. Conclusion

This study concludes that the resilience of Qur'an memorization students is shaped by the interaction among three main sources: external support, inner strengths, and interpersonal and problem-solving skills, as described in Grotberg's framework. These factors complement one another and enable students to cope with the pressure of memorization, academic demands, and the daily dynamics of life in an Islamic boarding school. Although they face similar challenges, differences in the level of social support, personal characteristics, and adaptive strategies create distinct resilience patterns for each student. The findings highlight that resilience is a dynamic process shaped by students' everyday experiences in the pesantren environment and plays an essential role in maintaining motivation, psychological well-being, and the continuity of Qur'an memorization.

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