Review Article

The Art of Quranic Memorization: A Meta-Analysis

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ABSTRACT

This study highlights the research trends related to Quranic memorization by retrieving and analyzing articles from online scholarly open-source databases such as Google Scholar and Research Gate. The researchers selected 20 articles from online open-source publications published from 2016 to 2021. Findings from this study may help students, teachers, and *tahfiz* (memorization) institutions develop effective strategies to ensure successful Quranic memorization. Additionally, the study sheds light on the Quranic memorization framework and addresses the research gap that has yet to be carried out by researchers. The study uses meta-analysis to evaluate each article's content and determine its subject matter. This analysis is then translated into numerical data, including figures for frequency and percentage. Research findings indicate a high research interest relating to methods of Quranic memorization. However, less research has been conducted on sustaining Quranic memorization. Hence, future research should focus on sustaining Quranic memorization regarding methods, challenges, and motivation. Simply memorizing the Quran is not enough; it is essential to maintain memorization.

Keywords: Islamic education, Meta-analysis, Quranic memorization

INTRODUCTION

Among the wisdom of the gradual process of Quranic revelation to the Prophet Muhammad (Peace Be Upon Him) is to provide the opportunity to memorize, comprehend and execute the Quranic commands. This situation allows the Prophet's companions to learn Quran in stages, developing a strong foundation of Islamic doctrines for the *Ummah*'s (community) success in the material world and hereafter. The Quran encompasses the Divine guidelines to the Prophet (PBUH) in dealing with daily lives and the *Ummah*. In the life of a Muslim, memorizing the Quran can be seen as a way to carry on the tradition of Prophet Muhammad (PBUH) as well as one of the ways to preserve the Quran's authenticity as a guide for humankind (Altine, 2019). Thus, memorizing and comprehending the Quran is an important *Sunnah* (Prophet Muhammad's way of life). Memorization enhances cognitive skills and aptitude, which increases the power of knowledge retention and resistance in life (Gulamhusein & Momanyi, 2020). Hence, understanding and comprehending the Quran leads to the true practice of God's revelation.

Memorization, as seen from a neuroscience perspective, involves the processes of learning, memory storage, memory formation, and recall production; these processes are evidence of extraordinary cognitive abilities centered in the human brain. While short-term memory has a limited capacity and operates in a semiconscious state, long-term memory has an unlimited capacity for permanently storing information, which will be activated when stimulated (Mustaffa, 2010). As a result, the processes of memorization and types of memory described above can be achieved with structured methods and continuous practice, specifically in memorizing the Quran. The repetition method, for example, should be consistently practiced to boost long-term memory. It is the most common method and practice employed by *huffaz* (memorizer) in memorizing the Quran.

Quranic memorization has been extensively researched. As a result, it is necessary to determine the research trends in Quranic memorization research. A systematic review of previous research trends as well as strategizing a conclusion based on those studies, is needed. Thus, this article identifies (1) the research trends in Quranic memorization from 2016 to 2021, (2) the research areas, (3) the most frequently employed methodologies, (4) the research instruments implemented, and (5) the data analysis techniques. Finally, the researchers reviewed the major findings of the selected articles. The main themes of the analysis were identified and discussed as methods of Quranic memorization, motivational factors in Quranic memorization, and the effect of Quranic memorization tools. Findings from this study contribute knowledge for Quranic memorization students, teachers, and *tahfiz* institutions to employ appropriate strategies for successful Quranic memorization. The study also contributes to highlighting the Quranic memorization research trends and narrowing the research gap that has yet to be filled by researchers.

1. What have been the primary areas studied concerning Quranic memorization?

2. Which research methodology is the most used in Quranic memorization?

3. What is the research instrument for data collection that is most used in research?

4. What is the trend in Quranic memorization methods?

5. What are the motivational factors in Quranic memorization?

6. What is the impact of Quranic memorization tools on Quranic memorization?

METHODOLOGY

This study identifies research directions related to Quranic memorization by analyzing articles published in various online scholarly open-source databases from 2016 to 2021, which were accessible via Google Scholar and Research Gate. Hence, a meta-analysis is deemed the best method for this study. Meta-analysis and content analysis have been employed interchangeably from the literature to determine research trends. Content analysis is a research procedure that employs both quantitative and qualitative methodologies to systematically interpret textual materials (Hsieh & Shannon, 2005). According to Bauer and Gaskell (2000), one of the benefits of conducting content analysis is that it allows researchers to link data related to each other and generate themes that are easy to read; it also allows researchers to use it as a reference for their potential studies. In contrast, a meta-analysis is an analysis that can be classified into two categories, integrative and interpretive. For this study, the integrative method summarizes data from quantitative findings and provides a qualitative understanding of the data.

Next, by summarizing data from numerous sources, a meta-analysis minimizes the already presented data and aids in planning research and formulating guidelines. Another benefit is that it ensures the generalizability and consistency of relationships while explaining and quantifying data inconsistencies. Hence, meta-analysis is the statistical approach of extracting and combining data to reach a comprehensive conclusion (Gopalakrishnan & Ganeshkumar, 2013). One of the most common types of meta-analysis researchers use is examining the changing trends of theoretical content and methodological approaches by analyzing the content of journal articles related to the discipline (Pamela, 1979, as cited in Hassan & Ibrahim, 2018).

To state an example in the field of Science Education, Hassan and Ibrahim (2018) reviewed 20 articles published between 2010 and 2016 to examine research trends linked to the teaching of Science in secondary schools. The publications were evaluated based on the authors' methodology, subject areas, data collection techniques, and data analysis techniques. Frequencies and percentages were used to examine the study's findings.

Further, a meta-analysis is employed to analyze these 20 articles from open-source online publications which specify critical reviews of previous research in the range of 2016 and 2021 made available in Google Scholar and Research Gate by considering the following steps: (1) the publication year, (2) authors, (3) research title, (4) research objectives, (5) research methods, (6) data collection instruments, (7) data analysis techniques, and (8) a summary of major findings from the research. Then, the study's findings were analyzed and converted into numbers, frequencies, and percentages.

The journal articles were chosen based on the keywords found in the research questions. The journals were carefully selected and filtered to ensure they were peer-reviewed and not on the predatory list. The journals used were as follows: American Journal of Educational Research, Hindawi Advances in Human-Computer Interaction, IIUM Journal of Educational Studies, Intellectual Discourse, International Journal of Academic Research in Business and Social Sciences, International Journal of Civilizational Studies and Human Sciences, International Journal of Islamic Educational Psychology, International Journal of Quranic Research, International Journal of Recent Technology and Engineering, Journal of Contemporary Islamic Studies, Journal of Islamic Education, Journal of Islamic Educational Research, Journal of Qurʾān and Sunnah Studies, *Jurnal Pendidikan Guru MI, Jurnal Perspektif, Jurnal Studi Al-Quran, Jurnal Ushuluddin,* Malaysian Journal of Learning and Instruction, and Mediterranean Journal of Social Sciences.

RESULTS AND DISCUSSION

Methodologies of Research Used in the Articles

The science of studying how research is scientifically done is known as the research methodology. It is a method systematically employed in resolving research problems by following a logical sequence of steps (Patel & Patel, 2019). A research approach can be classified as quantitative, qualitative, or mixed. In this study, it was discovered that 50 percent, wherein 10 out of 20 articles, had used qualitative research methods, followed by 35 percent, that was, seven articles out of 20 used quantitative methods, while 15 percent included three articles with a mixed method. Table 1 presents the percentage and frequency of the research methods used in the articles reviewed.

Table 1

Percentage and frequency of research methods from articles reviewed

Research Category	2016	2017	2018	2019	2020	2021	Frequency	Percentage
Qualitative	2	-	1	3	1	3	10	50%
Quantitative	-	2	-	1	3	1	7	35%
Mixed Method	-	1	-	1	-	1	3	15%

Research Instruments for Data Collection Used in the Articles Reviewed

Researchers used questionnaires, interviews, document analysis, observation, test techniques, and other data collection tools to collect data. There were multiple instruments used to collect data in certain articles. In this study, each instrument was counted separately and independently. The results of this study indicated that questionnaires are the most used method for data collection, accounting for 33.3% (10), followed by interviews at 26.6% (4), document analysis and observation at 16.6% (5), respectively, and testing technique at 6.6% (2). Thus, the most used instrument for data collection is a questionnaire, which specifically aims at gathering quantitative data, while the least commonly used instrument is the testing technique. Table 2 presents the percentage and frequency of research instruments used for data collection in the articles reviewed.

Table 2

Research instrument used for data collection in the articles reviewed

Research Instruments	2016	2017	2018	2019	2020	2021	Frequency	Percentage
Questionnaire	-	3	-	3	3	1	10	33.3%
Interview	1	-	-	3	1	3	8	26.6%
Document analysis	2	-	1	-	1	1	5	16.6%
Observation	1	-	-	2	1	1	5	16.6%
Testing technique	-	1	-	-	-	1	2	6.6%

Techniques Employed for Data Analysis in the Articles Reviewed

Data analysis is the study of organized material to discover inherent facts. The data is examined from many possible perspectives to discover new facts. One of the primary functions of data analysis is to examine the problem statement by analyzing the available data (Pandey & Pandey, 2015). Thus, many data analysis instruments are used in research, such as qualitative themes analysis, descriptive statistics, correlation, ANOVA, and Pearson's Chi-Square test. The result of this study indicated that qualitative analysis-themes is the most used data analysis technique, accounting for 47.8% (11), and this is then followed by descriptive statistics 34.7% (8), correlation and ANOVA are the least techniques used, accounting for 8.6% (2), respectively. Table 3 summarizes the techniques employed for data analysis in the articles reviewed.

Table 3

Summary of techniques employed for data analysis in the articles reviewed

Research Instruments	2016	2017	2018	2019	2020	2021	Frequency	Percentage
Qualitative Analysis-themes	2	-	1	3	1	4	11	47.8%
Descriptive statistics	-	3	-	2	2	1	8	34.7%
Correlation	-	-	-	-	1	1	2	8.6%
ANOVA	-	-	-	-	1	-	2	8.6%

Area of Research Relating to Quranic Memorization

This research focuses on Quranic memorization, the study's primary objective. The research is related to Quranic memorization and has many aspects that can be studied widely. Examples include the method of Quranic memorization, method of sustaining Quranic memorization, motivation in Quranic memorization, motivation in sustaining Quranic memorization, challenges in Quranic memorization, challenges in sustaining Quranic memorization, and Quranic memorization tools. The findings revealed that methods of Quranic memorization received the most attention with a total of nine out of 20 articles (45%), followed by motivation in Quranic memorization with a total of five articles (25%), Quranic memorization tools with a total of three articles (15%), challenges of sustaining Quranic memorization with one article (5%), history of Quranic memorization with one article (5%) and factors influencing Quranic memorization with a total of one article (5%). It indicates that for the past five years, research on Quranic memorization has focused on the methods of Quranic memorization. Table 4 presents the areas of research related to Quranic memorization within the specified years.

Table 4

Summary of the area of research related to Quranic memorization

Research Instruments	2016	2017	2018	2019	2020	2021	Frequency	Percentage
Methods of Quranic memorization	1	1	1	2	3	1	9	45%
Motivation in Quranic memorization	-	1	-	1	1	2	5	25%

Table 4 *(Continue)*

Research Instruments	2016	2017	2018	2019	2020	2021	Frequency	Percentage
Quranic memorization tools	-	1	-	1	-	1	3	15%
Challenges of sustaining Quranic memorization	-	-	-	-	-	1	1	5%
History of Quranic Memorization	1	-	-	-	-	-	1	5%
Factors Influencing Quranic Memorization	-	-	-	1	-	-	1	5%

Summary of Major Findings of the Articles Reviewed

Results showed that there are three major themes: (1) methods of Quranic memorization, (2) motivation in Quranic memorization, and (3) Quranic memorization tools.

Methods of Quranic Memorization.

According to Dzulkifli and Solihu (2018), Tahfiz institutions in Malaysia use a variety of methods which include the Deoband method, the Saudi Arabia method, the Indonesia method, and the Panipati method. These methods are used in Malaysia and by institutions in other countries such as Pakistan, Saudi Arabia, Indonesia, and India. The researchers emphasized all these similarities, especially in the teachers' roles in the memorization process. Thus, while the terminology used differs, the methods they practice remain the same. For instance, the

weekly memorization or "*Para Sabak*" is referred to in Deobandy, but in the Panipati method, they used the term "*Al-Ḥifẓ al-Usbū'ī*" for weekly repetition.

Concerning this, the *al-Ghawthāni* method classified Quranic memorization into three stages: before, during, and after memorization. Having the intention to learn, beginning at a young age, using a single *mushaf* (al-Quran), reciting correctly with teachers, possessing a strong will, and having a good relationship with teachers are the practices before memorization. Furthermore, appropriate time, appropriate place, correct recitation, repeating daily memorization, slow recitation, more focus on the confused verses, appropriate method, and understanding the meaning are practiced during memorization. Next, the practices emphasized after memorization include avoiding aspects Islam prohibits and engaging in systematic repetitions and prayers (Azman et al., 2019). Hence, these

practices are vital to achieving success in Quranic memorization.

Other methods of Quranic memorization used in Darul Quran JAKIM are *talaqqi musyafahah, takrir, tahsin,* exegesis and writing, chunking method, photographic mind, and multimedia method. The most used method among students is *talaqqi musyafahah* (Abd Ghani, 2017). Besides that, the Arabic language is also important in Quranic memorization because it contributes to Quranic understanding. Hussin et al. (2021) discovered that the better the Quranic understanding among the students,

the better their Quranic memorization. Furthermore, the *tilawati* method of Quranic memorization, which is the most similar to the contextual learning method, positively impacts students. Students will be more motivated to memorize the Quran, and the memory will be retained in their minds for longer. It can also be applied to traditional methods of Quranic memorization, such as *Al Baghdadi, Qiraati, Iqro*, and *At Tartil* (Siti Ansoriyah, 2020). Table 5 presents studies and major findings related to the method of Quranic memorization.

Table 5

Studies and major findings related to the method of Quranic memorization

Author	Topic	Major Finding
Akbar and Ismail (2016)	*Method of Tahfidz Al-Quran at the Boarding Schools in the Regency of Kampar*	Methods of Quranic memorization used at the Boarding Schools in the Regency of Kampar are repeated reading verse-by-verse without neglecting the *Mushaf (an-nadzar)*, repetition of verse-by-verse memorization until successful memorization (*al-Wahdah*), depositing or listening what the students had newly been memorized to a teacher (*talaqqi*), memorizing piecemeal of the Quranic verses and reading the verses repeatedly (*takrir*) and listening to the memorized verses of others (*tasmi'*).
Abd Ghani et al. (2017)	*Practice of Al-Quran Memorization at Darul Quran JAKIM*	*Talaqi musyafahah*, *takrir, tahsin,* exegesis & writing, chunking, photographic mind, and multimedia are used by students in Quranic memorization.
Dzulkifli and Solihu (2018)	*Methods of Qurānic Memorization (Ḥifẓ): Implications for Learning Performance*	The implication of the concept "memorize and repeat" in learning is known as rote learning. Rote memory enhances practices in memorizing the Quran, which can assist learning.

Table 5 *(Continue)*

Author	Topic	Major Finding
Athiyah and Islam (2019)	*The Innovation of Gabriel's Method in Improving Al-Quran Memorization of Islamic Elementary School Students*	The Gabriel approach can help *Madrasah Ibtidaiyah* students memorize the Quran better. The low ability of students to recall the Quranic memorization has been one of the obstacles encountered when using the Gabriel method.
Azman et al. (2019)	*The Practice Level of the Quranic Memorization Method among IMTIAZ Students*	The method of Quranic memorization used by the students is *al-Ghawthāni*. This method is classified into three stages: before memorization, during memorization, and after memorization. The practice level of *the al-Ghawthāni* method is high among the students.
Siti Ansoriyah (2020)	*Implementation of Contextual Learning in Memorizing Al-quran*	The most similar contextual learning method to Quranic memorization is the *tilawati* method. Contextual learning can be applied to the conventional method of Quranic memorization.
Baharudin and Sahad (2020)	*Analysis of the Al-Quran Memorization Method by understanding the Meaning in Tahfiz Education Institutions in Alor Setar Kedah*	The *tahfiz* institutions in Alor Setar Kedah used different methods. It is based in Pakistan, India, Al-Azhar (Egypt), the Integrated Tahfiz Science Institute, and Turkey. The four study systems demonstrated a moderate mean and a low percentage of memorization methods by understanding the meaning of the Quran.
Khafidah et al. (2020)	*The Application of The Wahdah Method in Memorizing the Quran for Students of SMPN 1 Unggul Sukamakmur*	Using the Wahdah method in Sekolah Menengah Pertama Negeri (SMPN) 1 Unggul Sukamakmur significantly impacted the students, as evidenced by the highest percentage of 33 students, or 82.5%, responding yes.
Hussin et al. (2021)	*Importance of Arabic Language Schemata in Al-Quran Understanding and Memorization Achievement*	The better the students' understanding of the Quran, the better their memorization

Motivation in Quranic Memorization. Motivation is a strong internal spirit to achieve a goal (Sharifah Akam, 2005). In Islam, motivation is classified into intrinsic and extrinsic, respectively. Intrinsic motivation refers to a person's desire to achieve goals and overcome obstacles. A person with intrinsic motivation does not

require external motivation to complete tasks. On the other hand, extrinsic motivation is the motivation to perform a behavior to avoid punishment and be rewarded (Alizi & Mohammad Zaki, 2005).

According to research, factors influencing students' motivation in Quranic memorization are the students themselves, their families, and their teachers (Nik Abdullah, 2021a). Students strong inner motivation to finish their memorization, family advice, and teachers' role in keeping them motivated to finish their Quranic memorization are the three factors contributing to their success in Quranic memorization.

Furthermore, Ali Hasan et al. (2017) discovered that feelings of love for the Quran and gratitude for the opportunity to remember the Quran are the factors that influence students' Quranic memorization. As a result, their motivational strength has positively impacted their Quranic memorization. Hence, the Quranic memorization level will also increase as a student's motivation increases. In contrast, the lower the student's motivation, the lower the level of Quranic memorization achievement (Ramli & Syed Salim, 2020). Table 6 summarizes major findings from research on motivation in Quranic memorization.

Table 6

Summary of major findings from research on motivation in Quranic memorization

Author	Topic	Major Finding
Ali Hasan et al. (2017)	*Motivation Factor in the Learning Practice of Quran Memorization*	The motivation factor in students' learning practice of Quran memorization is relatively high (mean=3.64). The analysis discovered that feelings of love for the Quran are the most motivating factor for students in Quranic memorization.
Nik Abdullah et al. (2019)	*Challenges and Difficulties in Memorizing the Quran in the Tahfiz Classes Among Secondary Learners*	The family, the students, and the teachers' roles are three major factors influencing students' motivation in Quranic memorization. Empathy, parents' prayers, advice, continuous repetitions, early morning practices, a smart timetable for memorization, having a partner to memorize with, using punishment, introspection, and additional tools are some techniques students use to overcome challenges in Quranic memorization.
Ramli and Syed Salim (2020)	*Motivation and its Relationship Towards the Achievement in Quranic Memorization of Tahfiz School Students in Pahang*	This study discovered a positive relationship between motivation and Quranic memorization achievements using the Pearson correlation. (r = 0.291, p.05). Meanwhile, an ANOVA two-way analysis of the data revealed a significant interaction between motivation and Quranic memorization achievements from the aspects of age [F = 1.452; p = 0.031], place of origin [F = 1.950; p = 0.007]

Table 6 *(Continue)*

Author	Topic	Major Finding
Nik Abdullah et al. (2021a)	*Exploring Student Motivation in Quranic Memorization in Selected Islamic Secondary Schools (a Case Study)*	The family, self-influence, and the teachers' roles are three major factors influencing students' motivation in Quranic memorization. The most influential factor in students' Quranic memorization is their family, which includes their parents and siblings. According to the study, teachers' motivation and encouragement were lacking.
Nik Abdullah et al. (2021b)	*Tahfiz Students' Experiences in Memorizing the Quran: Unveiling Their Motivating Factors and Challenges*	The three major factors influencing students' motivation in Quranic memorization are self-influence, family, and teachers' influence. Participants' motivation to memorize was hindered by time constraints, lack of motivation, inability to recall, emotional obstacles, and external noise.

Quranic Memorization Tools. Quranic memorization tools facilitate the process of memorization. For instance, a mobile application is a simple and effective way to memorize Quran, and 90% of the Quran-memorizing students thought the app was helpful in Quranic memorization (Safar, 2017). Md. Aziz et al. (2019) compared four aspects of *takrar* and *tasmi'* methods of Quranic memorization with modern technology in Quranic memorization, namely the E-Hafiz application, Mobile Quranic Memorization system using RFID technology, and the Quran Companion application. The four aspects compared are systematic scheduling in memorization, user-friendliness in the memorization process, gamification element during the memorizing process, and motivation to complete the al-Quran memorization. Findings revealed that modern technology methods almost fulfilled all categories compared to traditional methods. It indicates that using modern technology to memorize the Quran can be a viable alternative to traditional teaching and learning methods in *tahfiz* institutions.

Other than that, there are numerous applications or systems in Quranic memorization, including the Al-Quran education module, *Al-Mudarris* Quran Software, Live Quran Tutoring, E-Hafiz, Quran Memorization (Hifz) and Revision Software, Quran Memorizer, Quran Memorization Program, and Quran Memorization Online. Most programs found that repetition, open-close, and pointer/highlight strategies help Quranic memorization. With the looping method, these current programs may show the text and replay the reciter's audio. Some programs include audio recording and memorizing performance management (Mustafa et al., 2021).

Mustafa et al. (2021) researched integrating visual (V), auditory (A),

reading (R), and kinesthetic (K) (VARK) learning styles with Quranic memorization in the EzHifz application. The application integrated the VARK learning style with memorizing techniques such as repetition, keyword, segmentation, visual map, open-closed, pointer, highlighting, and association used to support the process of Quran memorization. By splitting the verse into two or three little parts of colorful objects or images, the visual mode (V) translates the meaning of Quranic verses using segmentation and association techniques. The play-pause or play-stop button can control the audio (A) mode. The text or Quran verse can be selected, and a

segmentation technique can be applied. Then, students may be able to better regulate the process of memorizing long Quran verses with the help of this tool. Text segmentation, pointing, or highlighting techniques are used in the reading (R) mode to display Quran verses and translations. The kinesthetic (K) mode includes a feature of a video of Quran verses that uses body motion and gesture. Based on the evaluation results, the VARK learning style could be integrated with Quranic memorization, and the application is also effective. Table 7 presents the major research findings on Quranic memorization tools.

Table 7

Research major findings on Quranic memorization tools

Author	Topic	Major Finding
Safar (2017)	*Quran Memorization Using a Mobile App*	The overall student view of the Quran App was very positive. They believed that the Quran App was beneficial in remembering Quran, making it easier to memorize and recite Quran verses.
Md. Aziz et al. (2019)	*Comparison Between the Conventional Method and Modern Technology in Al-Quran Memorization*	Conventional methods and modern technologies for memorizing Quran were compared in four different categories: scheduling for monitoring and management of memorization, usability in the process of memorization, gamification element in the process of memorization, and motivation for completing the memorization of the Al-Quran. Compared to conventional methods, modern technology methods practically met all the categories.
Mustafa et al. (2021)	*Development and Alpha Testing of Ezhifz Application: Al-Quran Memorization Tool*	All the participants agreed that giving students the option of remembering the Quran using the VARK learning style will provide them with more learning alternatives and allow them to use the program more effectively. It was found that the VARK learning style could be integrated with memorizing techniques based on the evaluation results.

CONCLUSION

In conclusion, the major findings of the research trends are studies related to Quranic memorization methods. The methods used in Quranic memorization are important for successful Quranic memorization. People are free to choose whichever methods that work best for them. Many Quranic memorization methods are used worldwide, and different terms are used. However, the same practices are followed depending on the region and the country. Hence, "memorize and repeat" refers to the similarities and differences in Quranic memorization methods in Malaysia. It is the most significant standardization of all methods used.

According to the findings, less research has been conducted on sustaining Quranic memorization, with the researchers discovering only one topic related to challenges in sustaining Quranic memorization in 2021. It is because most studies have focused on Quranic memorization but not on sustaining Quranic memorization. Hence, future research should focus on sustaining Quranic memorization in terms of methods, challenges, and motivations because merely completing the memorization is simply insufficient; the main concern is maintaining the memorization. This research implies that it will help students, teachers, and tahfiz institutions improve the quality of Quranic memorization. Furthermore, it will facilitate the process of learning the Quran not only for Muslims but also for non-Muslims who are interested in it. This study also helps highlight the research trends of Quranic memorization and the gap in Quranic memorization research that has yet to be done by researchers. Finally, Quranic memorization does not end with the completion of memorization; a thorough understanding of the content of the Quran is more important for Muslims in living a devout life.

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