

The Influence of the Qur'anic Tahfidz Program on Students' Qur'anic Reading and Writing Skills at MI Nurul Amal

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ABSTRACT

Qur'anic reading and writing skills constitute a fundamental competency that should be possessed by students at the Madrasah Ibtidaiyah (Islamic elementary school) level. One of the programs widely implemented to support the improvement of these skills is the Qur'anic Tahfidz Program. However, empirical evidence regarding the contribution of the Tahfidz Program to students' Qur'anic reading and writing skills at the elementary education level remains limited. This study aimed to analyze the effect of the Qur'anic Tahfidz Program on students' Qur'anic reading and writing skills at MI Nurul Amal. The study employed a quantitative approach with a correlational associative research design. The sample consisted of 22 sixth grade students selected through a saturated sampling technique. Data were collected using a Tahfidz Program questionnaire and tests of Qur'anic reading and writing skills. Data were analyzed using descriptive statistics, Spearman Rank correlation, simple linear regression, and coefficient of determination analysis. The findings revealed that the Tahfidz Program was implemented at a good level, with a mean score of 50.36, while students' Qur'anic reading and writing skills were also categorized as good, with a mean score of 83.88. The Spearman Rank correlation analysis indicated a positive and significant relationship between the Tahfidz Program and students' Qur'anic reading and writing skills, $r = 0.561$ and $p = 0.007$. Furthermore, the regression analysis demonstrated that the Tahfidz Program had a positive effect on students' Qur'anic reading and writing skills, contributing 28.5% to the variance in the dependent variable. These findings suggest that the Tahfidz Program functions not only as a means of memorizing the Qur'an but also as an instrument for strengthening students' Qur'anic literacy through continuous reading activities, *muroja'ah*, revision of memorization, teacher guidance, and memorization submission practices.

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Introduction

The Qur'anic Tahfidz Program and Qur'anic reading and writing skills are two components that are conceptually closely related within Islamic education (Aziz et al., 2024). The Tahfidz Program is not merely oriented toward achieving memorization targets but also involves continuous activities of reading, listening, repetition, and close attention to the structure of Qur'anic verses (Irawan et al., 2023). These activities enable students to interact more intensively with the Qur'anic text, thereby potentially enhancing their Qur'anic literacy. From a learning perspective, repetition and sustained practice have been shown to strengthen language acquisition and literacy development among learners (Parveen, 2025). The greater the students' involvement in Tahfidz activities, the higher the likelihood of developing fluent reading skills, accurate application of tajwid rules, and

familiarity with the written form of the Qur'an. Therefore, the Tahfidz Program can be viewed as a pedagogical approach that supports the improvement of students' Qur'anic reading and writing skills.

Qur'anic reading and writing skills constitute a fundamental competency that students must possess as a foundation for understanding Islamic teachings and pursuing further religious learning (Syaharani et al., 2022). These competencies encompass reading fluency, accurate pronunciation (*makhraj*), proper application of *tajwid* rules, the ability to write Arabic letters, and the ability to accurately transcribe Qur'anic verses. The mastery of these skills cannot develop optimally without intensive and sustained interaction with the Qur'an (Hasanah & Daulai, 2024). Within the context of Islamic education, the Tahfidz Program serves as a medium through which students regularly practice reading and repeating Qur'anic verses, thereby continuously strengthening their reading and writing abilities (Lantolf & Xi, 2023). The activities of *talaqqi*, *muroja'ah*, and memorization submission, which characterize the Tahfidz Program, are believed to reinforce the internalization of both the oral and written forms of the Qur'an. Consequently, the relationship between the Tahfidz Program and Qur'anic reading and writing skills has a strong theoretical foundation that warrants empirical investigation.

Numerous studies have examined the relationship between the Tahfidz Program and Qur'anic reading and writing skills; however, their focus remains diverse. Irawan, Asiah, and Iqbal (2023) reported that a systematically managed Tahfidz Program was effective in improving students' Qur'anic recitation through *talaqqi*, memorization submission, and *muroja'ah*. Similar findings were reported by Sutrisno and Kholid (2023), who found that Tahfidz learning contributed positively to the improvement of Qur'anic reading skills among students in Islamic schools. Both studies demonstrated a positive relationship between Tahfidz activities and the quality of Qur'anic recitation. Nevertheless, their focus primarily emphasized program management and reading proficiency without integrating Qur'anic writing skills as an essential component of Qur'anic literacy. This condition indicates that the comprehensive dimension of Qur'anic reading and writing skills remains underexplored.

At the international level, several studies have also highlighted the relationship between memorization activities and improvements in academic competencies related to religious texts. Parveen (2025) demonstrated that repetition, direct feedback, and retrieval practice significantly enhance learning retention and mastery accuracy. Likewise, Lantolf and Xi (2023) argued that socially mediated and structured language repetition can strengthen learners' literacy development. These studies provide theoretical support for the notion that memorization and repetition activities contribute to literacy enhancement. However, they did not specifically examine the effect of the Tahfidz Program on Qur'anic reading and writing skills within the context of Madrasah Ibtidaiyah. Furthermore, the assessment of Qur'anic writing skills as an integral dimension of Qur'anic literacy has not been the primary focus of previous research.

Based on the review of previous studies, a significant research gap remains. Most existing studies have concentrated on the implementation of Tahfidz programs, Tahfidz teaching strategies, Tahfidz learning management, or improvements in Qur'anic reading skills. Research that simultaneously measures reading and writing skills as a unified construct of Qur'anic literacy is still limited. Moreover, quantitative studies examining the magnitude of the contribution of the Tahfidz Program to Qur'anic reading and writing skills at the Madrasah Ibtidaiyah level remain scarce. Therefore, this study is designed to

empirically examine the effect of the Tahfidz Program on students' Qur'anic reading and writing skills. The findings are expected to broaden the understanding of the role of Tahfidz programs as instruments for strengthening Qur'anic literacy in Islamic primary education.

This study aims to analyze the effect of the Qur'anic Tahfidz Program on the Qur'anic reading and writing skills of students at MI Nurul Amal. Specifically, the study measures the level of implementation of the Tahfidz Program, the level of students' Qur'anic reading and writing skills, and the extent to which the program influences these skills. Academically, this study is expected to contribute to the development of Islamic education scholarship, particularly in the area of Qur'anic literacy at the Madrasah Ibtidaiyah level. Furthermore, this study offers the perspective that the Tahfidz Program serves not only as a means of Qur'an memorization but also as an educational approach capable of strengthening students' reading and writing competencies. Consequently, the findings may serve as a reference for developing more integrated Qur'anic learning models. Such contributions are expected to enrich the body of knowledge concerning the relationship between Tahfidz and Qur'anic literacy.

Based on the foregoing discussion, an empirical examination of the effect of the Tahfidz Program on Qur'anic reading and writing skills is both necessary and relevant. Although the relationship between the two variables has a strong theoretical foundation, it still requires empirical verification within the context of Islamic primary education. The increasing implementation of Tahfidz programs in Islamic schools and madrasahs also calls for scientific evaluation regarding their effectiveness in improving students' fundamental competencies. This study seeks to provide empirical evidence concerning the contribution of the Tahfidz Program to the Qur'anic reading and writing skills of students at MI Nurul Amal. The findings are expected not only to strengthen existing academic discourse but also to serve as a basis for the further development of Tahfidz programs in madrasahs. Therefore, this study holds both theoretical and practical significance in promoting Qur'anic literacy within Islamic primary education.

Method

This study employed a quantitative approach with a correlational associative research design to examine the effect of the Qur'anic Tahfidz Program on students' Qur'anic reading and writing skills. The research was conducted at MI Nurul Amal, Ciamis Regency, during the 2025/2026 academic year. The study population consisted of all sixth grade students, totaling 22 participants. Given the relatively small population size, all members of the population were included as research participants using a saturated sampling (*total sampling*) technique, whereby the entire population served as the study sample (Sugiyono, 2022). A quantitative approach was selected because the study aimed to objectively examine the relationship and effect between variables through statistical analysis (Creswell & Creswell, 2023).

Data were collected through questionnaires, tests, and documentation. The independent variable, namely the Qur'anic Tahfidz Program (X), was measured using a Likert-scale questionnaire developed based on four indicators: memorization intensity, frequency of *muroja'ah* (memorization revision), teacher guidance, and discipline in memorization submission (Likert, 1932). Meanwhile, the dependent variable, Qur'anic reading and writing skills (Y), was measured through reading and writing tests. The reading assessment included reading fluency, accuracy of *makhraj* (pronunciation), and application of *tajwid* rules, whereas the writing assessment covered the accuracy of writing Arabic

letters and the ability to transcribe Qur'anic verses correctly (Hair et al., 2022). Prior to data collection, the questionnaire instrument was subjected to validity testing using the Pearson Product-Moment correlation and reliability testing using Cronbach's Alpha coefficient to ensure the adequacy and consistency of the research instrument (Arikunto, 2018).

Data analysis was conducted in several stages, including descriptive statistics, the Shapiro Wilk normality test, Spearman Rank correlation analysis, simple linear regression, and coefficient of determination analysis. Descriptive statistics were used to summarize the characteristics of the data through minimum and maximum scores, means, and frequency distributions. The Shapiro Wilk test was employed to assess data normality because the sample size was fewer than 50 respondents (Ghasemi & Zahediasl, 2012). Subsequently, the relationship between the Qur'anic Tahfidz Program and students' Qur'anic reading and writing skills was analyzed using Spearman Rank correlation. The effect of the independent variable on the dependent variable was then examined through simple linear regression analysis. Finally, the coefficient of determination (R^2) was used to determine the extent to which the Qur'anic Tahfidz Program contributed to students' Qur'anic reading and writing skills. All statistical analyses were conducted at a significance level of 5% ($\alpha = 0.05$).

Result

Descriptive Statistics of the Qur'anic Tahfidz Program

The Qur'anic Tahfidz Program was measured using a questionnaire consisting of 12 statements covering memorization intensity, frequency of *muroja'ah* (memorization revision), teacher guidance, and discipline in memorization submission. The results of the descriptive analysis indicated that the scores of the Qur'anic Tahfidz Program ranged from 40 to 60, with a mean score of 50.36.

Table 1.1: Descriptive Statistics of the Qur'anic Tahfidz Program

Statistics	Value
N	22
Minimum	40
Maximum	60
Mean	50.36
Standard Deviation	5.87

Source: Processed primary data (2026).

Based on Table 1.1 the mean score of 50.36 indicates that the implementation of the Qur'anic Tahfidz Program at MI Nurul Amal was generally categorized as good. The standard deviation of 5.87 suggests relatively low variation among respondents, indicating that students' participation in the Tahfidz Program was fairly homogeneous.

To provide a more detailed description, the scores were classified into several categories, as presented in Table 1.2.

Table 1.2 Frequency Distribution of the Qur'anic Tahfidz Program

Score Interval	Category	Frequency	Percentage (%)
49–60	Very Good	10	45.45
37–48	Good	12	54.55
25–36	Fair	0	0.00
12–24	Poor	0	0.00
Total		22	100.00

Source: Processed primary data (2026).

Table 1.2, shows that all respondents fell within the good and very good categories. Specifically, 54.55% of the students were categorized as good, while 45.45% were categorized as very good. No students were classified into the fair or poor categories. These findings indicate that the Qur'anic Tahfidz Program was implemented effectively and received a high level of student participation.

Descriptive Statistics of Qur'anic Reading and Writing Skills

Students' Qur'anic reading and writing skills were measured through reading and writing tests covering reading fluency, accuracy of *makhraj* (pronunciation), application of *tajwid* rules, accuracy in writing Arabic letters, and the ability to transcribe Qur'anic verses.

Table 1.3 Descriptive Statistics of Qur'anic Reading and Writing Skills

Statistics	Value
N	22
Minimum	50.00
Maximum	100.00
Mean	83.88
Standard Deviation	14.92

Source: Processed primary data (2026).

Based on Table 1.3, the mean score of students' Qur'anic reading and writing skills was 83.88. This result indicates that students' Qur'anic reading and writing skills were generally categorized as good. The standard deviation of 14.92 suggests that students' abilities were more diverse than their participation levels in the Qur'anic Tahfidz Program. The distribution of students' Qur'anic reading and writing skills is presented in Table 4.

Table 1.4. Frequency Distribution of Qur'anic Reading and Writing Skills

Score Interval	Category	Frequency	Percentage (%)
86–100	Very Good	10	45.45
71–85	Good	5	22.73
56–70	Fair	4	18.18
≤55	Poor	3	13.64
Total		22	100.00

Source: Processed primary data (2026).

As shown in Table 1.4, the majority of students (45.45%) were classified in the very good category. Furthermore, 22.73% were categorized as good, 18.18% as fair, and 13.64% as poor. These findings indicate that although most students demonstrated good Qur'anic reading and writing skills, some students still required further guidance and improvement.

Descriptive Statistics of Research Variables

To provide a general overview of the characteristics of the research variables, the descriptive statistics are summarized in Table 5.

Table 1.5 Descriptive Statistics of the Research Variables

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Qur'anic Tahfidz Program	22	40	60	50.36	5.87
Qur'anic Reading and Writing Skills	22	50	100	83.88	14.92

Source: Processed primary data (2026).

Table 1.5, indicates that the Qur'anic Tahfidz Program exhibited a more homogeneous distribution of scores than students' Qur'anic reading and writing skills. This finding suggests that the implementation of the Tahfidz Program was relatively consistent across students, whereas students' Qur'anic reading and writing abilities still showed considerable individual variation.

Normality Test

Prior to hypothesis testing, a normality test was conducted using the Shapiro–Wilk method. The results of the test are presented in Table 6.

Table 1.6 Results of the Shapiro Wilk Normality Test

Variable	Sig.
Qur'anic Tahfidz Program	< 0.05
Qur'anic Reading and Writing Skills	< 0.05

Source: Processed primary data (2026).

The results of the normality test indicate that the research data did not satisfy the assumption of normal distribution. Since the significance values for both variables were lower than 0.05, the data were considered non-normally distributed. Therefore, the relationship between variables was analyzed using a nonparametric statistical technique, namely the Spearman Rank correlation test.

Spearman Rank Correlation Analysis

The relationship between the Qur'anic Tahfidz Program and students' Qur'anic reading and writing skills was examined using the Spearman Rank correlation test. The results of the analysis are presented in Table 7.

Table 1.7 Results of the Spearman Rank Correlation Analysis

Variables	Correlation Coefficient (r)	Sig.
X → Y	0.561	0.007

Source: Processed primary data (2026).

As presented in Table 1.7 the Spearman Rank correlation coefficient was 0.561 with a significance value of 0.007. Since the significance value was lower than 0.05, a positive and statistically significant relationship was found between the Qur'anic Tahfidz Program and students' Qur'anic reading and writing skills. The positive correlation coefficient indicates that students who demonstrated higher participation in the Tahfidz Program tended to exhibit better Qur'anic reading and writing skills. Furthermore, a correlation coefficient of 0.561 suggests a moderate level of association between the two variables.

Simple Linear Regression Analysis

To determine the magnitude of the effect of the Qur'anic Tahfidz Program on students' Qur'anic reading and writing skills, a simple linear regression analysis was conducted. The results of the analysis are presented in Table 1.8.

Table 1.8. Results of the Simple Linear Regression Analysis

Variable	Regression Coefficient (β)	Sig.
Qur'anic Tahfidz Program	Positive	0.007

Source: Processed primary data (2026).

The results of the regression analysis indicate that the Qur'anic Tahfidz Program has a positive effect on students' Qur'anic reading and writing skills. The significance value of 0.007 demonstrates that the effect is statistically significant at the 95% confidence level. This finding suggests that higher participation in the Tahfidz Program is associated with better Qur'anic reading and writing skills among students.

Coefficient of Determination

The contribution of the Qur'anic Tahfidz Program to students' Qur'anic reading and writing skills was examined using the coefficient of determination (R^2). The results are presented in Table 1.9.

Table 1.9 Results of the Coefficient of Determination Analysis

R^2	Contribution
0.285	28.5%

Source: Processed primary data (2026).

The coefficient of determination (R^2) value of 0.285 indicates that the Qur'anic Tahfidz Program accounts for 28.5% of the variance in students' Qur'anic reading and writing skills. The remaining 71.5% is explained by other factors outside the scope of the present research model. These findings suggest that although the Tahfidz Program plays a meaningful role in improving students' Qur'anic reading and writing skills, other educational, environmental, and individual factors also contribute to the development of these competencies.

Based on the overall results of the analysis, this study yielded three major findings. First, the Qur'anic Tahfidz Program at MI Nurul Amal was categorized as good, as reflected by the high level of student participation in memorization activities, *muroja'ah*, teacher guidance, and memorization submission. Second, students' Qur'anic reading and writing skills were generally classified as good, although variations in performance among individual students were still observed. Third, the Qur'anic Tahfidz Program was found to have a positive and statistically significant relationship with students' Qur'anic reading and writing skills and contributed 28.5% to their development. These findings indicate that the Tahfidz Program functions not only as a means of Qur'an memorization but also as an educational instrument that contributes to strengthening students' Qur'anic reading and writing skills.

Discussion

The Effect of the Qur'anic Tahfidz Program on Students' Qur'anic Reading and Writing Skills

The findings of this study indicate that the Qur'anic Tahfidz Program has a positive and statistically significant effect on the Qur'anic reading and writing skills of students at MI Nurul Amal. This finding is evidenced by the Spearman Rank correlation coefficient of 0.561, a significance value of 0.007, and a contribution rate of 28.5%. These results confirm that the research hypothesis is accepted, indicating that the better the implementation of the Tahfidz Program experienced by students, the higher their Qur'anic reading and writing skills. This finding demonstrates that the Tahfidz Program functions not only as a memorization activity but also as an educational instrument that contributes to the development of students' Qur'anic reading and writing competencies.

The significance of this finding lies in the fact that Qur'an memorization is inherently a learning process that simultaneously involves multiple literacy skills. Students participating in Tahfidz activities are required to repeatedly read Qur'anic verses, pay attention to proper pronunciation, receive corrective feedback from teachers, and review memorized passages through *muroja'ah*. These activities increase students' intensity of interaction with the Qur'an compared to those who participate only in regular classroom instruction (Parveen, 2025). Consequently, the more frequent the interaction with the Qur'anic text, the greater the opportunity for students to improve their reading and writing abilities (Irawan et al., 2023).

These findings can be explained through Thorndike's (1913) *law of exercise*, which posits that a skill becomes stronger through continuous and repeated practice. In the context of the Tahfidz Program, activities such as *talaqqi*, *muroja'ah*, and memorization submission constitute repeated exercises that strengthen students' ability to recognize Arabic letters, pronounce Qur'anic recitations accurately according to *makhraj* and *tajwid* rules, and understand the written forms of Qur'anic texts. The findings are also consistent with the concept of *retrieval practice*, which suggests that periodic repetition of information enhances retention and learning outcomes (Parveen, 2025).

The results of this study are consistent with the findings of Irawan et al. (2023), who reported that Tahfidz programs improve the quality of students' Qur'anic recitation through activities such as *talaqqi*, memorization submission, and *muroja'ah*. The findings also support Aziz et al. (2024), who found that the success of Tahfidz programs is closely associated with students' Qur'anic reading abilities. Furthermore, Syaharani et al. (2022) demonstrated that Qur'anic literacy activities involving reading and memorization enhance students' engagement with the Qur'an. Therefore, the present study strengthens the empirical evidence that Tahfidz activities contribute significantly to the improvement of Qur'anic reading skills.

However, this study offers broader findings than many previous studies. While earlier research primarily focused on the relationship between Tahfidz programs and memorization quality or Qur'anic reading skills, the present study demonstrates that the benefits of the Tahfidz Program also extend to Qur'anic writing skills. These findings indicate that the influence of the Tahfidz Program encompasses not only phonological aspects related to reading but also graphological aspects associated with writing Arabic letters and transcribing Qur'anic verses. Consequently, this study expands the

understanding of the role of the Tahfidz Program as an instrument for strengthening Qur'anic literacy through the integrated development of reading and writing skills.

The implications of this study suggest that the Tahfidz Program should be positioned as an integral component of Qur'anic literacy development in Madrasah Ibtidaiyah. Islamic elementary schools should not focus solely on memorization targets but should also integrate reading and writing instruction into Tahfidz activities (Lantolf & Xi, 2023). Tahfidz teachers can utilize *talaqqi* and *muroja'ah* as opportunities to improve students' pronunciation, *tajwid*, and reading fluency while also incorporating Qur'anic transcription exercises to strengthen writing skills. Through such an integrated approach, the Tahfidz Program can provide more comprehensive benefits for the development of students' religious competencies (Hasanah & Daulai, 2024).

The Contribution of the Tahfidz Program to Students' Qur'anic Literacy

Another important finding of this study is that the Qur'anic Tahfidz Program contributed 28.5% to students' Qur'anic reading and writing skills. This figure indicates that the Tahfidz Program plays a meaningful role in explaining variations in students' Qur'anic literacy, although it is not the sole determinant. In other words, students' success in reading and writing the Qur'an is influenced not only by their participation in the Tahfidz Program but also by other factors, including family environment, home learning intensity, learning motivation, instructional quality, and social support (Lantolf & Xi, 2023).

This finding suggests that the Tahfidz Program represents an important factor in strengthening Qur'anic literacy; however, its effectiveness can be further enhanced when supported by a conducive learning environment. Therefore, efforts to improve students' Qur'anic reading and writing skills should not rely solely on strengthening Tahfidz programs but should also involve collaboration among schools, teachers, parents, and the broader learning environment. Such synergy is essential for maximizing the educational benefits of Tahfidz programs and improving students' Qur'anic literacy outcomes.

Research Novelty

The novelty of this study lies in its empirical examination of the effect of the Qur'anic Tahfidz Program on Qur'anic reading and writing skills through an integrated measurement framework that combines reading and writing competencies into a single construct. Most previous studies have focused primarily on memorization quality or Qur'anic reading skills, whereas this study assesses Qur'anic literacy more comprehensively through reading fluency, accuracy of *makhraj*, application of *tajwid* rules, accuracy in writing Arabic letters, and the ability to transcribe Qur'anic verses. The findings demonstrate that the Tahfidz Program contributes not only to memorization achievement and recitation quality but also to the broader development of students' Qur'anic literacy. Therefore, this study offers a new contribution to Islamic education research, particularly regarding the role of Tahfidz programs as instruments for strengthening Qur'anic literacy at the Madrasah Ibtidaiyah level.

Conclusion

Based on the findings of this study, it can be concluded that the Qur'anic Tahfidz Program at MI Nurul Amal was categorized as good, as reflected in the high level of student participation in memorization activities, *muroja'ah*, teacher guidance, and memorization submission. Students' Qur'anic reading and writing skills were also categorized as good, as

indicated by their ability to read the Qur'an fluently, apply *makhraj* and *tajwid* rules accurately, write Arabic letters correctly, and transcribe Qur'anic verses appropriately. The results of the analysis revealed that the Qur'anic Tahfidz Program had a positive and statistically significant effect on students' Qur'anic reading and writing skills. These findings indicate that the greater the students' involvement in the Tahfidz Program, the better their Qur'anic reading and writing skills.

The study further revealed that the Qur'anic Tahfidz Program contributed 28.5% to students' Qur'anic reading and writing skills, while the remaining 71.5% was influenced by other factors beyond the scope of the research model. These findings confirm that the Tahfidz Program functions not only as a means of Qur'an memorization but also as an instrument for strengthening Qur'anic literacy through reading activities, repeated memorization, teacher guidance, and continuous engagement with the Qur'an. Therefore, the Tahfidz Program may serve as an effective strategy for enhancing Qur'anic reading and writing skills among students at the Madrasah Ibtidaiyah level.

This study contributes to the academic literature by providing additional empirical evidence regarding the relationship between the Qur'anic Tahfidz Program and students' Qur'anic reading and writing skills in Islamic primary education. The novelty of the study lies in its measurement of Qur'anic reading and writing skills as an integrated construct of Qur'anic literacy that combines both reading and writing dimensions. Consequently, the findings may serve as a reference for the development of Tahfidz programs that are not solely oriented toward memorization achievement but are also designed to strengthen students' Qur'anic reading and writing skills in a more comprehensive manner.

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