THE IMPACT OF QUR'ANIC READING HABITS ON MAḤĀRAH QIRĀ'AH SKILLS OF MADRASAH IBTIDAIYAH STUDENTS IN MENTENG-NORTH SUMATERA

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ABSTRACT

This study aims to examine the influence of Qur'anic reading habits on the *maḥārah qirā'ah* (Arabic reading skills) of students at Madrasah Ibtidaiyyah (MI) in Menteng, Medan. The background of this research is grounded in the importance of reading proficiency in Arabic language education, along with the limited number of quantitative studies that link religious habits with students' linguistic achievement. This research employs a quantitative correlational approach. Data were collected through a questionnaire measuring Qur'anic reading habits and a qirā'ah test assessed using a rubric that evaluated aspects such as articulation (makhraj), reading accuracy, fluency, and vocabulary mastery (mufradāt). A purposive sample of 30 MI students was selected. The results of the validity and reliability tests confirmed that the instruments used were both valid and reliable. The Spearman correlation analysis revealed a coefficient of $r_s = 0.8055$ with a *p-value* < 0.01, indicating a very strong and statistically significant relationship between Qur'anic reading habits and *maḥārah qirā'ah*. These findings suggest that regular engagement with Qur'anic reading contributes not only to students' spiritual growth but also positively influences their Arabic reading proficiency. This study offers meaningful insights for the development of Arabic language teaching strategies that are integrated with religious practices.

Keywords: *Qur'anic Reading Habits, Maḥārah Qirā'ah, Quantitative Approach.*

Introduction

The Quran is the holy book of Muslims that serves as a guide for life in all aspects of human existence. Revealed in Arabic, which possesses beauty and high literary value, the quran not only conveys spiritual guidance but also contains wisdom, moral values, and universal principles of life. The contents of the quran are the main source in shaping a character with noble morals and also a means to draw closer to Allah SWT.

As a scripture revealed in Arabic, the study of the Qur'an cannot be separated from mastering the fundamentals of the Arabic language itself, such as the ability to read *hijaiyyah* letters, understand punctuation (*harakat*), and apply tajwid rules correctly. Therefore, the ability to read the Qur'an is not only an obligation in worship but also an important foundation in learning the Arabic language, particularly in the aspect of maḥārah qirā'ah (the skill of reading Arabic texts with harakat).

In Arabic language teaching, reading skills (*maḥārah qirā'ah*) is one of the four essential language skills, alongside listening skills (*maḥārah istimā'),* speaking skills (*maḥārah kalām*), and writing skills *(maḥārah kitābah*). The ability to read Arabic texts, including the qur'an, reflects how well a student masters the structure and phonology of the Arabic language. Regularly reading the qur'an can serve as a means of habituation that reinforces this ability.

Madrasah Ibtidaiyyah, as an Islamic education institution at the primary level, plays a strategic role in instilling the habit of reading the Qur'an and forming a foundation for mastering the Arabic language from an early age. The activity of reading the Qur'an repeatedly and in a structured manner is believed to support the mastery of reading Arabic texts in general. However, the relationship between the habit of reading the Qur'an and the improvement of maḥārah qirā'ah has not been extensively researched, especially through a quantitative approach at the primary education level such as MI.

Several previous studies have shown that the intensity of students' interaction with Arabic texts, especially through the Qur'an, can enhance reading skills and the understanding of Arabic language structure. However, not much research has specifically investigated the influence of Qur'an reading habits on the skill of reading (*maḥārah qirā'ah*) using a correlational quantitative approach, especially in the context of Madrash Ibtidaiyyah.

This research also presents novelty by examining the relationship between religious practices (habits of reading the Qur'an) and linguistic achievement

(reading skills in Arabic texts) in the context of Arabic language learning. This approach attempts to demonstrate how the habituation of daily worship can positively contribute to the improvement of language skills among learners.

This research was conducted at the Madrasah Ibtidaiyyah located on Jalan Menteng VII, Medan Denai, an educational instituWtion that has been established since 1985 and is known for actively integrating Al-Qur'an learning with the Arabic language. By raising the theme 'The Influence of Al-Qur'an Reading Habits on the Reading Skills of MI Students in Menteng', this study aims to determine whether there is a significant influence between Al-Qur'an reading habits and the reading skills of students, as well as to measure the extent of that influence.

It is expected that the results of this research can contribute to the development of Arabic language learning strategies based on Islamic values and encourage the strengthening of the practice of tilawah as part of an integrative and applicative learning approach.

Research Method

In this study, the author uses a quantitative approach with a correlational research type, which aims to determine whether there is a relationship between two variables and the extent of that relationship(El Hasbi et al., 2023). This approach was chosen because the research aims to see the effect of the habit of reading the Quran as variable X on the reading skills of students who play the role of variable Y. It was conducted at an informal educational institution, a Madrasah Ibtidaiyah, located on Menteng VII street, Medan Denai, Medan city. The learning process always starts with the reading of the Quran and has an Arabic language learning program.

Data collection was conducted using a sampling method with a population of 30 people as research subjects, who took a test of the research variables assessing Quran reading ability, the frequency of Quran reading habits, and proficiency in Arabic in the skill of qiraah, which was evaluated through the reading of Arabic texts, namely asadu wa fa'ru, focusing on the accuracy of letter pronunciation, correctly articulating vowel-marked Arabic texts, fluency, and recognition of various Arabic vocabulary.

The data generated from two sources, namely primary data, collected through a questionnaire to gather information on quran reading habits structured in the form of a likert scale, tests, and direct observations using an assessment rubric.

All collected data underwent validity testing using the product moment pearson correlation, where the evaluation of each item will be considered valid if the calculated r > table r and reliability testing using Cronbach's Alpha with a value of $\alpha > 0.05$. Secondary data, on the other hand, is data not obtained directly from research subjects, but rather from documents or other written sources that support primary data(Jabnabillah et al., 2023). This data serves as a supplement to strengthen the analysis results. In this study, secondary data originated from previous relevant research findings, literature, and documents from previous studies relevant to this research topic.

The data obtained from the questionnaires and observations were analyzed using the Spearman Rank correlation statistical technique, because(Roflin & Zulvia, 2021) the prerequisite test results showed that the data were not normally distributed. This analysis aims to determine whether there is a relationship between the habit of reading the Qur'an (X) and the ability in maḥārah qirā'ah (Y), as well as the strength of the relationship. Data processing was carried out using the assistance of Microsoft Excel software and online statistical calculators.

Result and Discussion

 A. Result

In general, when students are able to read the makhraj of Arabic texts and also understand the meaning of what they read, then the students can be said to be capable in *mahãrah qirã'ah*(Rathomi, 2019). Reading skills according to Hermawan as quoted by(Rappe, 2020), are the ability to recognize, comprehend, and articulate the content of written texts or written symbols, both through reading aloud and silent reading (in the heart). This indicates that students who are able to read Arabic texts in the quran also possess the ability of *mahārah qiraah*. Therefore, in accordance with the research conducted to understand the relationship between the two, and to identify the influence of the habit of reading the Quran on the *mahārah qirā'ah* skills of students at Madrasah Ibtidaiyah Menteng.

Table 1.

Results of Students' Reading Comprehension Assessment of the Qur'an

nama	Frekuensi membaca alquran permingu	Lama membaca al-quran	Kegiatan mengaji di rumah	Minat dan kesenangan dalam membaca al-quran	Bacaan dilakukan dengan tartil atau tidak	jumlah
1	4	4	3	4	4	17
2	4	3	2	4	2	15
3	2	3	4	4	2	15
4	3	3	1	4	2	13
5	2	3	2	4	2	13
6	3	3	4	4	4	16
7	3	3	3	4	2	15
8	4	3	4	4	3	18
9	3	3	2	4	2	14
10	4	3	3	4	2	16
11	2	3	4	4	2	15
12	4	4	4	4	3	19
13	3	3	3	4	2	15
14	4	3	3	4	2	16
15	4	3	4	4	3	18
16	4	4	4	4	3	19
17	3	3	2	4	2	14
18	3	3	3	4	2	15
19	2	3	2	4	2	13
20	4	4	4	4	3	19
21	3	3	2	4	2	14
22	4	4	4	4	3	19
23	3	3	3	4	2	15
24	3	3	4	4	2	16
25	4	4	3	4	2	17
26	3	3	2	4	4	16
27	4	3	3	4	2	16
28	1	3	4	2	2	12
29	3	3	4	4	2	16
30	3	3	4	3	2	15
total	96	96	94	117	72	471

The data collected from 30 students as research subjects regarding the habit of reading the quran as the independent variable (X), was then subjected to validity and reliability tests. In the validity testing phase, all the collected data underwent validity testing using the Pearson product-moment correlation test, where each item's assessment will be stated as valid if r-count > r-table.

Table 2.

Validation and reliability test of variable X

R_{tabel} = 0,361

	Frekuensi membaca	Lama membaca	Minat	kelancaran	tajwid
r_{hitung}	0,77848	0,69947	0,58464	0,36238	0,57663

The validity and reliability test in this study provided very convincing results, as stated by(Arikunto & others, 2010)**,** an instrument can be considered valid if it truly measures what it is supposed to measure. Based on the findings, it was discovered that each statement item in the Qur'an reading habits instrument showed a calculated r value greater than the table r value. This means that all items in the questionnaire are considered valid and capable of measuring the aspects that are indeed intended to be explored in this research.

Not only that, the reliability test conducted using the Alpha Cronbach method also showed good results where the coefficient value was above 0.70. This figure indicates that the instrument is consistent and reliable. In other words, it is not only accurate in content but also stable in the results displayed from one respondent to another.

From both tests, it can be concluded that the instrument for reading habits of the qur'an used in this research is truly strong from a scientific standpoint. It is not only valid in content but also provides consistent results. This reliability is an important basis for further analysis of the data obtained and gives a true picture of the extent to which reading habits of the Qur'an influence students' qirā'ah skills.

After conducting validity and reliability tests on the research instrument, the next stage is to analyze the relationship between reading habits of the Qur'an and students' qirā'ah skills. In this case, the researcher used Spearman correlation test to examine the strength of the relationship between the two variables quantitatively.

Table 3Spearman correlation analysis

NO	X	Y	rank x	rank y	d1	d(2)
1	17	18	8	5,5	2,5	6,25
2	15	17	20,5	9,5	11	121
3	15	15	20	17,5	2,5	6,25
4	13	13	26	25	1	1
5	13	14	25,5	22,5	3	9
6	16	14	13	22	-9	81
7	15	15	18,5	17	1,5	2,25
8	18	15	6	16,5	-10,5	110,25
9	14	19	20,5	3,5	17	289
10	16	15	11,5	15	-3,5	12,25
11	15	17	16	8	8	64
12	17	19	7,5	3	4,5	20,25
13	15	13	14,5	16,5	-2	4
14	16	18	10	4	6	36
15	18	17	5,5	5,5	0	0
16	19	19	3	2,5	0,5	0,25
17	14	16	13	6	7	49
18	15	15	11	8,5	2,5	6,25
18	13	15	12	8	4	16
20	19	15	2,5	7,5	-5	25
21	18	19	3	2	1	1
22	19	17	2	3	-1	1
23	15	15	7,5	5	2,5	6,25
24	16	12	4,5	7	-2,5	6,25
25	17	17	2	2,5	-0,5	0,25
26	16	17	3	2	1	1
27	16	15	2,5	2,5	0	0
28	12	9	4	4	0	0
29	16	15	2	2	0	0
30	15	13	2	2	0	0
TOTAL	473	468	297	255,5		874,75

To determine the relationship between the habit of reading the Qur'an and the students' reading skills, the researcher used Spearman's correlation analysis. This analysis was chosen because the data used is ordinal scale and not normally distributed.

The value of r (strength of the relationship)
Formula

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Based on the analysis results using the Spearman correlation test, a correlation coefficient of rs = 0.8055 was obtained. This value indicates a very strong and positive relationship between the variable of reading habits of the Qur'an (variable X) and the skills of reading proficiency (variable Y). This means that the higher the intensity or frequency of students in reading the Qur'an, the higher

their reading skills in reading Arabic texts with diacritics (qirā'ah). This very strong relationship reflects that religious activities such as reading the Qur'an not only have spiritual impacts but also significantly contribute to linguistic achievements in Arabic language learning, especially in the aspect of reading skills. This finding reinforces the importance of integrating worship habits and language learning in the context of basic Islamic education.

P-value (significance level)

$$p\text{-value} < 0.01$$

Based on the results of the Spearman correlation calculation with a sample size of n = 30, a coefficient value of rs = 0.8055 was obtained. This value, when tested for significance, resulted in a p-value that generally falls below 0.01. This indicates that the relationship between the habit of reading the Qur'an and maharah qirā'ah is statistically significant at the 1% significance level. In other words, there is enough evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), which states that there is a real and meaningful relationship between the two variables. This finding suggests that the habit of reading the Qur'an has a strong and significant contribution to improving the ability to read Arabic texts with diacritics (maharah qirā'ah), particularly among students of Madrasah Ibtidaiyyah.

B. Discussion

The correlation findings in this study indicate that there is a very strong and significant relationship between the habit of reading the Qur'an and the reading skills of students in Madrasah Ibtidaiyyah. This relationship can be explained through several interrelated linguistic, psychopedagogical, and spiritual aspects.

First, the Al-Qur'an as a text in high standard Arabic (*fusḥa*) contains a complex linguistic structure, including rules of grammar, morphology, pronunciation of letters, and the precise use of diacritics. According to(Ramadhani & Sofa, 2025), continuous reading of the Al-Qur'an can enhance students' phonological sensitivity and morphological analytical skills in Arabic. This directly has a positive impact on the skills to read Arabic texts with diacritics (*maḥārah qirā'ah*), as students become accustomed to identifying and pronouncing Arabic words according to the rules.

Second, according to(Thohir et al., 2021), mastery of the *maḥārah qirā'ah* requires intensive training on sentence structure, punctuation, and vocabulary.

Even the formation of a language environment (*Bi'ah Lughawiyah*), according to various studies, can also have an impact on improving Arabic literacy skills(Syagif, 2022). The habituation of reading the Qur'an is one form of natural training that familiarizes students with various vocabulary and the structure of classical Arabic. Routine interaction with Qur'anic texts can enable students to build recognition and mastery of vocabulary (mufradāt) indirectly. This is in line with the second language acquisition theory found in(Ubaidillah et al., 2025), which emphasizes the importance of meaningful and repeated input to encourage optimal language acquisition.

Thirdly, from a psychological and pedagogical perspective, reading the Qur'an has a spiritual dimension that encourages the intrinsic motivation of students. As explained by(Chasanah, 2021), religious activities instilled from an early age have a positive impact on students' learning motivation, as affective involvement makes the learning process more meaningful. This supports cognitive and motor skill enhancement in reading Arabic texts, which involves coordination between text visualization, oral articulation, and understanding of meaning.

Fourth, research by(Husnawati et al., 2023) states that students who have a routine of reading the Qur'an show a significant improvement in their Arabic reading skills, particularly in aspects of reading accuracy, fluency, and contextual understanding. Thus, the habit of reading the Qur'an can be said to play a role as a reinforcement of linguistic competencies, especially in maḥārah qirā'ah.

The findings in this study show a very strong and significant relationship between the habit of reading the Qur'an and the reading skills (*maḥārah qirā'ah*), in line with several previous studies, but also offer uniqueness in terms of context and approach. Research conducted by(Safitri, 2023), found that students in Madrasah Ibtidaiyyah who are accustomed to reading the Qur'an every day have better results in reading Arabic texts compared to students who rarely do so. It concluded that regular recitation can enhance aspects of fluency and reading accuracy. This result supports the findings of this study that the frequency and quality of the habit of reading the Qur'an have a positive impact on reading skills (*qirā'ah*).

Meanwhile,(Fahmi & Abidin, 2023) in their research highlight the importance of student interaction with Arabic texts, both literary and religious texts such as the Qur'an, as a source of natural learning. Amir states that repeated exposure to Arabic texts can strengthen the recognition of grammatical structures and enrich

students' vocabulary. This indicates that the habit of reading the Qur'an also plays a role in building linguistic intuition that supports reading skills.

However, this study is different from the study by(Sa'adah, 2019)which focuses more on qirā'ah learning through a non-religious text approach. In his research, Nurhadi found that learning based on short Arabic stories is more effective in improving reading comprehension compared to the memorization-based approach of Qur'an verses. This difference in approach indicates that the effectiveness of qirā'ah learning may depend on the context and instructional goals, even though both approaches still have significant contributions.

This research aims to integrate religious aspects (the habit of reading the Qur'an) with linguistic achievements quantitatively through Spearman correlation tests. This is a response to previous research that was mostly descriptive or qualitative and rarely used quantitative measurement instruments to test the influence between worship practices and language skills. Thus, this study not only reinforces previous findings about the positive influence of reading the Qur'an on Arabic language skills but also expands the methodological scope by presenting statistically significant numerical evidence in the context of primary education in madrasahs.

This is based on the results of the Spearman correlation test, which obtained a p-value less than 0.01. This indicates that the relationship between the habit of reading the qur'an and the qira'ah proficiency of students in Madrasah Ibtidaiyyah in Menteng is statistically significant. This means that the likelihood of this relationship occurring by chance is very small. Thus, it can be concluded that there is a real and reliable correlation between the frequency or intensity of reading the qur'an and the students' ability level in reading vowelized Arabic texts. These findings align with the concept of transfer of learning, where the skill of regularly reading the qur'an impacts the mastery of other Arabic reading skills, particularly in aspects of phonetics, letter recognition, sentence structure, and accuracy of tajwid(Mansyur, 2019). In this context, religious habits support the practical strengthening of students' linguistic skills and emphasize that the more often students read the quran, the higher their Arabic reading skills will be, especially in the aspect of qirā'ah.

Conclusion

Based on the results of the research conducted, it can be concluded that there is a positive and significant influence between the habit of reading the quran and

the reading ability (*maharah qira'ah*) of MI students in Menteng. This is evidenced by the results of statistical tests showing a significance value (p-value) below 0.05, indicating a strong relationship between the intensity of reading the quran and the improvement of qira'ah ability. This finding is reinforced by the habituation theory in language learning which states that repetitive activities can enhance students' linguistic competence. Thus, the habit of reading the quran not only impacts religious aspects but also practically supports students' Arabic language skills, particularly in reading aspects. It is hoped that schools and teachers can continue to encourage this habituation program as part of the strategy to improve the quality of Arabic language learning.

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