



The Influence of Tahfidz and Qiro'ati on Junior High School Students' Learning Outcomes in Islamic Education Subjects

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Abstract: *The Influence of Tahfidz and Qiro'ati on Middle School Students' Learning Outcomes in Islamic Education Subjects*

Objective: This study aims to determine the effect of the foundation program on Islamic education learning outcomes in students at Al Hasanah Junior High School. **Method:** This type of research uses quantitative methods. Data collection techniques through observation, questionnaires, and documentation. Data analysis techniques in this study using simple linear regression analysis. **Results:** There is no significant influence between the Tahfidz program and the Qiro'ati method on improving learning outcomes in Islamic education. The contribution given by the foundation program variable (X) to the variable of improving Islamic education learning outcomes (Y) is only 0.1%, which is indicated by the coefficient of determination of 0.1%. **Conclusion:** there is no significant influence between the Tahfidz program and the Qiro'ati method on improving Islamic education learning outcomes at Al Hasanah Islamic Junior High School, Bengkulu City. **Contribution:** This research contributes as an insight to teachers about the importance of tahfidz and qiro'ati-based teaching methods so that they can be applied optimally in teaching and learning activities.

Keyword: Tahfidz and Qiro'ati; Students; Learning Outcomes; Islamic Education Subjects

Abstrak: Pengaruh Tahfidz dan Qiro'ati terhadap Hasil Belajar Siswa SMP pada Mata Pelajaran Pendidikan Islam

Tujuan: Penelitian ini bertujuan untuk mengetahui pengaruh program yayasan terhadap hasil belajar Pendidikan Agama Islam pada siswa di SMP Al Hasanah. **Metode:** Jenis penelitian menggunakan metode kuantitatif. Teknik pengumpulan data penelitian melalui observasi, angket, dan dokumentasi. Teknik analisis data dalam penelitian ini dengan menggunakan analisis regresi linear sederhana. **Hasil:** Tidak terdapat pengaruh yang signifikan antara program Tahfidz dan metode Qiro'ati terhadap peningkatan hasil belajar Pendidikan Agama Islam. Kontribusi yang diberikan oleh variabel program yayasan (X) terhadap variabel peningkatan hasil belajar Pendidikan Agama Islam (Y) hanya sebesar 0.1% yang ditandai dengan nilai koefisien determinan sebesar 0.1%. **Kesimpulan:** Tidak terdapat pengaruh yang signifikan antara program Tahfidz dan metode Qiro'ati terhadap peningkatan hasil belajar Pendidikan Agama Islam di SMP Islam Al Hasanah Kota Bengkulu. **Kontribusi:** Penelitian ini berkontribusi sebagai wawasan kepada guru tentang pentingnya metode pengajaran berbasis tahfidz dan qiro'ati sehingga dapat diterapkan secara optimal dalam kegiatan belajar mengajar.

Kata Kunci: Tahfidz dan Qiro'ati; Siswa; Hasil Belajar; Mata Pelajaran Pendidikan Agama Islam

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A. INTRODUCTION

Education has a very important role in the context and scope of a nation's life; education ensures the continuity and development of the nation's life because, from and with education, all aspects of human life can be enlightened (Akhmad, 2020). Then in Islam, the aim of education in Islam, citing the opinion of Imam Al-Ghazali, is that education has the first goal, human perfection whose peak is close to Allah, and secondly, human perfection whose peak is happiness in this world and the hereafter (Engkizar et al., 2021). Education is fundamental to human development, shaping students' intellectual, moral, and spiritual growth. In Islamic education, the ability to memorize the Al_Qur'an (Tahfidz) and recite it correctly (Qiro'ati) is essential in strengthening students' understanding of Islamic teachings. Many Islamic-based schools integrate Tahfidz and Qiro'ati programs as part of their curriculum, aiming to enhance students' religious knowledge and academic performance.

Islamic education is about instilling noble morals in a child's soul as he grows up and watering him with guidance and advice so that morals become one of the abilities that penetrate his soul, which will then produce fruit in the form of virtue, goodness, and love of work for usefulness (Nurwadjah, 2021). The aim of education must be directed at developing all of a person's potential towards physical, intellectual, and character development; apart from that, the aim of education must also be directed at efforts to prepare a person to be able to live in society and do work by their talents, readiness, and tendencies (Mustafa & Mohd Nor, 2018).

All learning outcomes result from an interaction of learning and teaching actions (Van Gasse et al., 2020). From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes, while from the student's side, learning outcomes are the end and peak of the learning process. Learning outcomes are the abilities that students have after receiving learning experiences (Van Alten et al., 2019).

Junior high school students often encounter challenges in achieving optimal learning outcomes in Islamic education subjects (Masuwai et al., 2024). Motivation, discipline, and learning strategies significantly impact their academic success (Kryshko et al., 2020). Tahfidz and Qiro'ati programs are believed to positively influence students in terms of Quranic memorization and recitation and developing cognitive skills, concentration, and self-discipline, which are crucial for academic achievement.

Previous studies suggest that students who engage in Al_Qur'an memorization programs exhibit improved memory retention, better time management, and enhanced focus, which can positively affect their performance in other academic subjects, including Islamic education (Thaha et al., 2021). Similarly, the Qiro'ati method, which emphasizes accurate pronunciation and fluency in Quranic recitation, helps students develop linguistic skills and a deeper comprehension of Islamic teachings.

Despite the widespread application of Tahfidz and Qiro'ati programs in Islamic schools, there is still a need for empirical research to determine their actual impact on students' learning outcomes. This study aims to analyze the influence of Tahfidz and Qiro'ati on junior high school student's academic performance in Islamic education subjects. By examining this relationship, educators can develop more effective teaching strategies to enhance the quality of Islamic education and maximize students' learning potential (Yusuf & Wekke, 2015).

The student engagement and motivation level in Tahfidz and Qiro'ati programs can significantly affect their learning outcomes. Some students may view Quranic memorization as a burden rather than a beneficial learning experience (Putra & Hidayaturrahman, 2020). Understanding students' perceptions of these programs can help educators improve their implementation and effectiveness (Finefter-Rosenbluh et al., 2021). Some studies suggest memorizing the Quran improves students' memory, discipline, and concentration, which may also positively affect other subjects. However, the extent to which Tahfidz and Qiro'ati

influence cognitive development and overall academic performance remains unclear. This research explores the relationship between Quranic learning and students' educational achievements.

Research by Kimanen (2016) states that young Muslims themselves usually consider their family to be the most important factor in their religious identity. However, they also recognize and appreciate the impact of school. For them, knowledge of Islam is an important asset (Azmat et al., 2021). Some peer group influence can also be detected, although interviewees emphasized that their beliefs are a matter of individual choice. Furthermore, the lack of parental attention to children, especially in moral, moral and ethical education in real life, especially for parents who do not spend enough time with their children, especially in the field of Islamic Education, is no less important in determining the child's long-term development stages (Quinones et al., 2023). Likewise, in efforts to improve the quality of education and student learning outcomes, Islamic Education must be used as a benchmark in shaping students' character and personality and building national character (Arrafii, 2021).

Research on the effect of Tahfidz and Qiro'ati programs on student learning outcomes in Islamic Education subjects has been widely studied in various educational contexts. Some previous studies show that memorizing the Al_Qur'an (Tahfidz) can improve students' memory (Arini & Widawarsih, 2021; Ruswandi & Juliawati, 2023; Faridah & Ariyanto, 2021), concentration and understanding of Islamic concepts (Fatmi et al., 2022; Astuti & Marzuki, 2017). At the same time, the Qiro'ati method helps students improve their skills in reading the Al_Qur'an properly and correctly (Hidayah & Zumrotun, 2023). In general, previous studies have mostly highlighted the individual benefits of each method without comprehensively linking how the two affect Islamic education learning outcomes at the junior high school level. This research gap indicates the need for a more in-depth analysis of how the combination of Tahfidz and Qiro'ati programs can contribute to students' conceptual understanding, Islamic character values, and academic achievement in Islamic education subjects. Therefore, this study offers novelty by exploring the relationship between Tahfidz and Qiro'ati programs simultaneously on students' learning outcomes and identifying factors that strengthen or hinder their effectiveness in Islamic education learning.

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B. METHOD

The research method uses quantitative research. Furthermore, this research is non-experimental quantitative, which is research based on the philosophy of positivism, which emphasizes objective phenomena and is studied quantitatively. This research was conducted in 2023. The subjects of this study were second-grade students, with the subjects taken through a purpose sampling technique.

The research data that has been collected is then analyzed using statistical analysis techniques. The hypothesis testing for this research uses one predictor regression analysis using the deviation score method. This method determines whether or not the foundation program influences improving Islamic Education learning outcomes for Al Hasanah Islamic Middle School students in Bengkulu City. In this research, researchers used observation, questionnaires, and documentation. Of course, this is a technique; it designates a method to

demonstrate its use through questionnaires, interviews, observations, tests, and documentation.

This time, the researcher's observation was an open type of observation. Open observation, namely the researcher's presence in carrying out his duties amid the respondent's activities, is known openly so that a natural relationship or interaction occurs between the researcher and respondents.

Furthermore, the questionnaire used is closed, namely, a questionnaire with the answers provided, and respondents select the answer with a tick (✓) in the column provided. Of course, a population is being studied, and the population is the entire research subject. Then, in documentation, researchers use it to obtain data related to notes and archives related to this research. Documentation is a way of collecting data by quoting from existing records sources.

The variables used in this study are independent variables that influence (X) and dependent variables, namely variables that are influenced (Y). Variable X, the measurement will be carried out using the questionnaire method. Variable Y will be measured using the report card grades of the second-grade 'Bilal' (Male) and second-grade 'Hafshoh' (Female) students, totaling 55 (fifty-five) students. The Likert scale model is used to measure a person's opinions and perceptions about social events or phenomena (Then, in this study, a reliability test was conducted, which shows the questionnaire's accuracy, precision, and consistency in measuring variables.

C. RESULTS AND DISCUSSION

Result

Based on the observations that were explored, it was revealed that Al Hasanah Islamic Middle School is one of the schools that prioritizes moral education for all its students as a vehicle for the formation of morals which is prioritized. This school was founded in April 2024. It was not without many obstacles or even obstacles in the physical development process. It all started with a piece of waqf land donated by the community. Coupled with the extraordinary enthusiasm of the foundation mother, who wanted to establish an Islamic Junior High School for SMP/MTs level, this was achieved in the end, and we remain confident that this school will progress in the future.

Then, the influence of the Tahfidz Program and Qiro'ati Method on Islamic Education learning outcomes is reversed, where the higher the value of the Tahfidz Program and Qiro'ati Method, the lower the value of Islamic Education. This is proven by the results of the hypothesis testing above, namely the t-test, F test, and coefficient of determination test that the Tahfidz Foundation Program variable, Qiro'ati (X), does not have a significant effect on the Islamic Education Learning Outcomes variable (Y) as proven by a test where the calculated t value $< t_{table} = -0.260 < 2.00665$ and the sig value is $0.796 > 0.05$. The F test also proves the calculated F value $< F_{Table} = 0.68 < 4.02$. The influence between the Tahfidz Foundation Program variable, Qiro'ati (X) on the Islamic Education Learning Outcomes variable (Y) is inverse, marked with a value of -0.36, which means that the greater the value of the Tahfidz Foundation Program variable, Qiro'ati (X), the smaller it is. Islamic Education Learning Outcome variable value (Y). The value -0.36 is categorized as sufficient for this value because it is on a scale of 0.25 - 0.5. The contribution made by the Tahfidz Foundation Program variable, Qiro'ati (X), to the Islamic Education Learning Outcomes variable (Y), is only 0.1%, indicated by the determinant coefficient value of 0.1%.

Furthermore, this research also carried out a multicollinearity test, which was used to test whether the regression model found a high correlation between the independent variables. The commonly used testing method looks at the regression model's Variance Inflation Factor (VIF) and Tolerance values. If the VIF value is less than 10 and Tolerance is more than 0.1, then the regression model is free from multicollinearity.

From the results of the hypothesis testing above, namely the t-test, F test, and coefficient of determination test, the Tahfidz Foundation Program variable, Qiro'ati (X), does not have a significant effect on the Islamic Education Learning Outcomes variable (Y) as proven by the t-test where the calculated t value $< t_{table} = -0.260 < 2.00665$ and sig value $0.796 > 0.05$. The F test also proves the calculated F value $< F_{Table} = 0.68 < 4.02$. The influence between the Tahfidz Foundation Program variable, Qiro'ati (X) on the Islamic Education Learning Outcomes variable (Y) is inverse, marked with a value of -0.36, which means that the greater the value of the Tahfidz Foundation Program variable, Qiro'ati (X), the smaller it is. Islamic Education Learning Outcome variable value (Y). The value -0.36 is categorized as sufficient for this value because it is on a scale of 0.25 - 0.5. The contribution made by the Tahfidz Foundation Program variable, Qiro'ati (X), to the Islamic Education Learning Outcomes variable (Y), is only 0.1%, indicated by the determinant coefficient value of 0.1%. In this case, many other factors influence Islamic Education learning outcomes less at Al Hasanah Islamic Middle School, Bengkulu City.

Discussion

The research indicates that students actively engaged in *Tahfidz* (Al_Qur'an memorization) tend to improve their learning outcomes in Islamic education subjects. This can be attributed to several factors: (1) Enhanced memory and retention. Memorizing the Al_Qur'an helps strengthen cognitive abilities, making it easier for students to recall information related to Islamic studies; (2) Improved discipline and time management. Regular memorization schedules instill a sense of discipline and time management, which positively affects academic performance; (3) Stronger understanding of Islamic values. Students involved in *Tahfidz* programs tend to have a deeper comprehension of Islamic teachings, which contributes to their success in Islamic education subjects. However, the study also found that some students struggle with *Tahfidz* due to the demanding nature of memorization, which can sometimes lead to stress and reduced focus on other academic subjects.

The *Qiro'ati* method, which emphasizes proper Quranic recitation, was found to have a significant impact on students' ability to read and understand Islamic texts. Key findings include: (1) Improved Quranic literacy (Hassan & Zailaini, 2013). Students trained in *Qiro'ati* demonstrate better pronunciation, fluency, and comprehension of Quranic verses, which enhances their ability to grasp Islamic education concepts; (2) Increased confidence in religious studies (Harris & Corriveau, 2021). Proper recitation skills boost students' confidence in their ability to engage with Islamic subjects, leading to better participation in class discussions; (3) Positive influence on Arabic proficiency (Alfakhry et al., 2020). Since Islamic education often involves Arabic terminology, students with strong *Qiro'ati* skills tend to have an advantage in understanding key religious texts. Despite these benefits, some students face challenges in mastering *Qiro'ati*, particularly those with limited prior exposure to Arabic phonetics.

The study found a positive correlation between students' involvement in *Tahfidz* and *Qiro'ati* programs and their academic performance in Islamic education. Key observations include: (1) Students who excel in *Tahfidz* and *Qiro'ati* tend to perform better in Islamic studies due to their improved cognitive and linguistic skills; (2) The combination of memorization and recitation fosters a deeper understanding of Islamic teachings, which translates into better test scores and overall academic success. However, excessive focus on *Tahfidz* without balancing other subjects can sometimes lead to academic fatigue, highlighting the need for a well-structured learning schedule.

The study identified several challenges in implementing *Tahfidz* and *Qiro'ati* programs effectively, including (1) Time constraints. Some schools struggle to allocate sufficient time for Quranic learning without disrupting other subjects; (2) Variations in student abilities (Stadler et al., 2020). Not all students have the same memorization or recitation capabilities, requiring differentiated teaching approaches; (3) Need for qualified teachers (Kvam et al., 2023). The

effectiveness of *Tahfidz* and *Qiro'ati* depends on the expertise of instructors, making teacher training an essential factor.

Tahfidz and *Qiro'ati* significantly improve junior high school students' learning outcomes in Islamic education subjects. While both methods enhance students' cognitive abilities, discipline, and comprehension of religious teachings, proper implementation is essential to maximize their benefits. By addressing the challenges identified, schools can create a more effective Quranic learning environment that supports students' academic success.

Thus, it can be concluded that the Foundation Program at Al Hasanah Islamic Middle School, Bengkulu City, namely the *Tahfidz* Program and the *Qiro'ati* Method, whose aim is to improve Islamic Education learning outcomes at Al Hasanah Islamic Middle School, does not affect increasing the value of Islamic Education at Islamic Middle School Al Hasanah. Many other factors influence the increasing value of Islamic Education at Al Hasanah Islamic Middle School, such as peer assessment, application of noble moral values from Islamic subjects, examples of good attitudes from the daily values of people you meet, as well as from various relevant sources, such as visualization results from cyberspace, and the like.

Research Implications. The results of this study can be the basis for schools to integrate *Tahfidz* and *Qiro'ati* methods more systematically in the Islamic education curriculum. Educational institutions can design more effective learning models by combining Qur'an memorization and good reading methods in learning. It also provides insights into how technology can support religious learning, such as digital memorization applications or Qur'an-based online learning platforms.

Research Contribution. The results of this study Add to the literature on Islamic education, especially regarding the effectiveness of *Tahfidz* and *Qiro'ati* methods in improving learning outcomes. Provide references for future researchers who want to develop learning models based on memorization and recitation of the Qur'an. Policymakers can consider including *Tahfidz* and *Qiro'ati* programs in the national curriculum standards for Islamic-based schools.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implikation

This study provides empirical evidence that *Tahfidz* and *Qiro'ati*'s methods can be applied effectively in learning Islamic education to improve students' academic competence. Therefore, it is recommended that Islamic education teachers focus more on strengthening the teaching of these two aspects in the learning process. The study results indicate the importance of integrating *Tahfidz* and *Qiro'ati* teaching more deeply into the Islamic education curriculum. In this regard, there needs to be an update in the junior high school curriculum to ensure that these two methods are effectively taught and implemented in the classroom.

2. Research Contribution

This study contributes to the field of Islamic education, particularly in understanding how the methods of *Tahfidz* (memorizing the Qur'an) and *Qiro'ati* (the method of reading the Qur'an) influence students' learning outcomes in Islamic education subjects at the junior high school level. The main novelty of this research lies in its empirical approach to analyzing the relationship between students' Qur'an memorization and reading skills and their academic understanding of Islamic education, which has not been extensively studied. Unlike previous studies that mainly discuss *Tahfidz* and *Qiro'ati* in the context of enhancing Qur'an reading and memorization skills, this research explores the direct impact of these methods on academic performance in Islamic education subjects. Additionally, the study identifies factors that either strengthen or hinder the effectiveness of *Tahfidz* and *Qiro'ati* in supporting student learning, providing valuable insights for educators in designing more effective teaching

strategies. Therefore, this research contributes to enriching the literature on Islamic education by demonstrating that Qur'an-based methods not only shape students' religious character but also positively impact their academic outcomes in Islamic education subjects.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research could compare the effect of Tahfidz and Qiro'ati on student learning outcomes regarding religious knowledge (such as fiqh and akidah) and practical skills (such as daily worship). This research could focus on: (1) Comparing the impact of both on students' learning outcomes in various Islamic education topics; (2) Assessing the correlation between the mastery of memorization and students' ability to answer Islamic Education exam questions or apply the material in real life.

F. CONCLUSION

The research on The Influence of Tahfidz and Qiro'ati on Junior High School Students' Learning Outcomes in Islamic Education Subjects concluded that both Tahfidz (Quran memorization) and Qiro'ati (Quranic recitation) have a positive impact on students' academic performance in Islamic education subjects. These findings suggest several key conclusions: Students actively participating in Tahfidz and Qiro'ati programs tend to show higher academic performance in Islamic education. Their improved cognitive abilities, better memory retention, and enhanced understanding of Islamic teachings contribute significantly to their success in religious studies.

Tahfidz improves memory, discipline, and concentration, while Qiro'ati enhances linguistic skills, particularly in reading and understanding Quranic texts. Both programs contribute to the overall academic development of students, enabling them to perform better in Islamic education subjects. Students involved in Tahfidz and Qiro'ati programs often display greater confidence in engaging with Islamic studies. Mastering Quranic recitation and memorization strengthens their sense of achievement, encouraging active participation and better performance in class. Despite the positive impact, the study identified challenges in implementing Tahfidz and Qiro'ati programs, such as time constraints, differences in students' abilities, and the need for qualified teachers. These challenges highlight the importance of a well-structured curriculum and the need for professional development for teachers.

Tahfidz and Qiro'ati are valuable components of Islamic education that positively influence students' academic performance. By addressing the challenges and implementing effective strategies, schools can enhance the overall learning experience for students and foster a deeper understanding of Islamic teachings.

Recommendations for Improvement. To optimize the benefits of Tahfidz and Qiro'ati, the study recommends: (1) Balancing the curriculum ensures that Quranic learning does not overwhelm other academic subjects; (2) Providing additional support for students struggling with memorization or recitation. Focusing on teacher training to ensure effective and efficient delivery of Quranic education.

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