



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

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Abstract: The Impact of Tahfidz and Qiro'ati on the Learning Outcomes of Junior High School Students in Islamic Education

Objective: This study aims to examine the effect of the Foundation Program, which includes the *Tahfidz* (Qur'an memorization) program and the *Qiro'ati* (Qur'anic recitation) method, on students' learning outcomes in Islamic education at Al SMP Islam Al-Hasanah, Kota Bengkulu. **Method:** This research employs a quantitative approach. Data were collected through observation, questionnaires, and documentation. The data analysis technique used in this study is simple linear regression analysis. **Results:** The findings indicate no significant influence of the *Tahfidz* program and the *Qiro'ati* method on students' learning outcomes in Islamic education. The contribution of the Foundation Program variable (X) to improving Islamic education learning outcomes (Y) is only 0.1%, as shown by the coefficient of determination. **Conclusion:** The *Tahfidz* program and the *Qiro'ati* method do not significantly improve Islamic education learning outcomes at SMP Islam Al-Hasanah, Kota Bengkulu. **Contribution:** This research provides valuable insights for teachers regarding the importance of optimizing *Tahfidz*- and *Qiro'ati*-based teaching methods to enhance the effectiveness of teaching and learning processes in Islamic education.

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 Islam Al-Hasanah, Kota Bengkulu. 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 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 plays a significant role in the life and development of a nation. It ensures the continuity and progress of society, as all aspects of human life can be enlightened through education (Akhmad, 2020). In Islam, the purpose of education, according to Imam Al-Ghazali, is twofold: first, to achieve human perfection that leads to closeness to Allah SWT, and second, to attain happiness in both this world and the hereafter (Engkizar et al., 2021). Education is essential to human development, shaping students' intellectual, moral, and spiritual growth. In Islamic education, memorizing the Qur'an (*Tahfidz*) and reciting it correctly (*Qiro'ati*) is essential for deepening students' understanding of Islamic teachings. Many Islamic-based schools integrate *Tahfidz* and *Qiro'ati* programs into their curriculum to enhance students' religious knowledge and academic performance.

Islamic education emphasizes the cultivation of noble character in children as they grow (Dariah et al., 2016). It involves nurturing them with guidance and advice so that moral values become ingrained in their souls, ultimately resulting in virtues such as righteousness, kindness, and a strong work ethic (Nurwadjah, 2021). The goal of education should be directed toward the holistic development of individuals-physically, intellectually and morally. Moreover, it must prepare individuals to live productively in society, in alignment with their talents, readiness, and personal inclinations (Mustafa & Mohd Nor, 2018).

Learning outcomes result from the interaction between teaching and learning activities (Van Gasse et al., 2020). From the teacher's perspective, teaching culminates in evaluating student performance. From the student's perspective, learning outcomes represent the peak and endpoint of their learning process. These outcomes reflect the abilities students acquire after experiencing the learning process (Van Alten et al., 2019).

Junior high school students often face challenges in achieving optimal learning outcomes in Islamic education subjects (Masuwai et al., 2024). Motivation, discipline, and learning strategies significantly influence their academic success (Kryshko et al., 2020). The *Tahfidz* and *Qiro'ati* programs are believed to positively impact students by enhancing Al-Qur'an memorization and recitation while also developing cognitive skills, concentration, and self-discipline, key factors for academic achievement. The *Tahfidz* and *Qiro'ati* programs are believed to positively impact students by enhancing their memorization and recitation of the Al-Qur'an and fostering critical cognitive and personal skills. These programs require students to engage in consistent and focused practice, strengthening their memory retention and mental discipline. In the case of *Tahfidz*, memorizing long passages of the Al-Qur'an trains students' brains to process, store, and recall information more efficiently, skills transferable to other academic areas. Meanwhile, the *Qiro'ati* method, emphasizing accurate pronunciation, rhythm, and comprehension, improves students' linguistic ability, particularly in Arabic, which is foundational in Islamic education.

Beyond cognitive development, these programs also cultivate soft skills such as concentration, patience, perseverance, and time management (Diamond & Ling, 2016; Zarestky et al., 2022; Page et al., 2023). These attributes contribute significantly to students' overall academic performance. The structured nature of *Tahfidz* and *Qiro'ati* encourages self-discipline and a sense of responsibility, which are essential for success in any learning context. Therefore, while their primary focus is on religious and spiritual development, *Tahfidz* and *Qiro'ati* can broadly shape well-rounded, intellectually and ethically prepared students for academic challenges.

Students who engage in Al-Qur'an memorization programs demonstrate improved memory retention, better time management, and heightened focus, all of which can positively influence 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 Al-Qur'an recitation, helps students develop linguistic skills and better understand Islamic teachings. These benefits enable educators to devise more effective teaching strategies,

ultimately enhancing the quality of Islamic education and maximizing students' learning potential (Yusuf & Wekke, 2015).

The student engagement and motivation level in *Tahfidz* and *Qiro'ati* programs can significantly impact their learning outcomes. However, some students may perceive Al-Qur'an 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). While some studies suggest that Al-Qur'an memorization improves students' memory, discipline, and concentration-potentially enhancing performance in other subjects, the extent to which *Tahfidz* and *Qiro'ati* programs influence cognitive development and overall academic performance remains unclear.

Research by Kimanen (2016) indicates that young Muslims typically consider their family to be the most significant factor in shaping their religious identity. However, they also acknowledge and appreciate the influence of schools. For them, knowledge of Islam is valuable (Azmat et al., 2021). Peer group influence is also evident, although interviewees emphasize that their beliefs are ultimately a matter of individual choice. Furthermore, the lack of parental attention to children, particularly in moral, ethical, and Islamic education, can significantly affect the child's long-term development, especially for parents who do not spend enough time with their children (Quinones et al., 2023). Similarly, to improve the quality of education and student learning outcomes, Islamic education must serve as a benchmark in shaping students' character, personality, and national identity (Arrafii, 2021).

The impact of *Tahfidz* and *Qiro'ati* programs on student learning outcomes in Islamic education has been widely explored in various educational settings. Previous studies suggest that Al-Qur'an memorization (*Tahfidz*) improves students' memory (Arini & Widawarsih, 2021; Ruswandi & Juliawati, 2023; Faridah & Ariyanto, 2021), concentration, and understanding of Islamic concepts (Fatmi et al., 2022; Astuti & Marzuki, 2017). Meanwhile, the *Qiro'ati* method enhances students' abilities to read the Quran correctly (Hidayah & Zumrotun, 2023). Generally, previous research has focused on the individual benefits of each program without comprehensively exploring how the combination of both methods influences learning outcomes in Islamic education at the junior high school level.

This research gap highlights the need for a more in-depth analysis of how the integration of *Tahfidz* and *Qiro'ati* programs can contribute to students' conceptual understanding, Islamic character development, and academic performance in Islamic education. Therefore, this study introduces novelty by simultaneously examining the effects of both programs on students' learning outcomes and identifying factors that enhance or hinder their effectiveness in Islamic education. The findings of this study are expected to contribute to the development of more effective teaching strategies and provide recommendations for schools in designing Islamic education policies to improve students' religious understanding holistically.

B. METHOD

The research method used in this study is quantitative. Specifically, this is non-experimental quantitative research based on the philosophy of positivism, which emphasizes objective phenomena that are studied quantitatively. The research was conducted in 2023. The subjects of this study were second-grade students selected using a purposive sampling technique.

This study was conducted in 2024. The data collected were analyzed using statistical analysis techniques. Hypothesis testing was conducted using one predictor regression analysis with the deviation score method. This method determines whether the foundation program improves Islamic education learning outcomes for students at SMP Islam Al-Hasanah, Kota Bengkulu.

The data collection methods employed in this study included observation, questionnaires, and documentation. Observation was carried out through an open-type approach, where the researcher was present during the students' activities. This allowed for a natural relationship and interaction between the researcher and the respondents.

The questionnaire used in this study was closed-ended, with respondents selecting their answers by ticking (✓) the appropriate box. The study population included all second-grade students at the school, with a total of 55 students from two groups: 'Bilal' (male) and 'Hafshoh' (female). In addition, documentation was used to obtain data from existing records and archives relevant to the study.

The variables in this study include independent variables (X), which influence the dependent variables (Y). The independent variable (X) was measured using the questionnaire method. The dependent variable (Y) was measured using the students' report card grades. A Likert scale model measured students' opinions and perceptions regarding social events or phenomena. Additionally, a reliability test was conducted to assess the questionnaire's accuracy, precision, and consistency in measuring the variables.

C. RESULTS AND DISCUSSION

Result

Based on the observations conducted, it was revealed that SMP Islam Al-Hasanah, Kota Bengkulu is one of the institutions that prioritizes moral education as a key vehicle for character formation. The school, founded in April 2024, faced numerous obstacles during its physical development process. It all began with a piece of waqf land donated by the community, and driven by the extraordinary enthusiasm of the foundation's leadership, an Islamic Junior High School was eventually established. We are confident that the school will continue to progress in the future.

Regarding the influence of the *Tahfidz* Program and *Qiro'ati* Method on Islamic Education learning outcomes, the results revealed an inverse relationship: the higher the values of the *Tahfidz* Program and *Qiro'ati* Method, the lower the Islamic Education learning outcomes. This was demonstrated by the hypothesis testing, including the t-test, F-test, and coefficient of determination test. The results showed that the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) do not significantly affect Islamic Education learning outcomes (Y). Specifically, the calculated t-value was -0.260, less than the t-table value of 2.00665, and the significance value was 0.796, greater than 0.05. Similarly, the F-test showed that the calculated F-value was 0.68, less than the F-table value of 4.02.

The relationship between the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) and Islamic Education learning outcomes (Y) was inverse, with a coefficient of -0.36. This indicates that as the value of the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) increases, Islamic Education learning outcomes (Y) decrease. The coefficient of -0.36 is considered sufficient, as it falls within the scale range of 0.25 - 0.5. The contribution of the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) to the Islamic Education learning outcomes (Y) was minimal, with a determination coefficient of only 0.1%, indicating a very small effect on learning outcomes.

Furthermore, this research also conducted a multicollinearity test to assess whether there was a high correlation between the independent variables in the regression model. The commonly used method for this test involves examining the Variance Inflation Factor (VIF) and Tolerance values. If the VIF value is less than 10 and the Tolerance value is greater than 0.1, the regression model is considered free from multicollinearity.

Based on the results of the hypothesis testing, including the t-test, F-test, and coefficient of determination test, the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) were found to have no significant effect on the Islamic Education learning outcomes (Y). This is supported by the t-test, where the calculated t-value of -0.260 is less than the t-table value of 2.00665, and

the significance value (sig) of 0.796 is greater than 0.05. The F-test further confirmed this, with the calculated F-value of 0.68 being less than the F-table value of 4.02.

The relationship between the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) and Islamic Education learning outcomes (Y) is inverse, as indicated by the value of -0.36. This means that as the value of the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) increases, the value of the Islamic Education learning outcomes (Y) decreases. A coefficient of -0.36 is categorized as moderate, falling within the scale range of 0.25 - 0.5. The contribution of the *Tahfidz* Foundation Program and *Qiro'ati* Method (X) to the Islamic Education learning outcomes (Y) is minimal, at only 0.1%, as indicated by the determination coefficient value of 0.1%.

These findings suggest that many other factors, aside from the *Tahfidz* Foundation Program and *Qiro'ati* Method, influence Islamic Education learning outcomes more at SMP Islam Al-Hasanah, Kota Bengkulu.

Discussion

The research indicates that students actively participating in *Tahfidz* (Al-Qur'an memorization) tend to show improved learning outcomes in Islamic education subjects. This improvement 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 retain and recall information related to Islamic studies; (2) Improved discipline and time management; a consistent memorization schedule fosters discipline and time management skills, which positively influence academic performance; (3) Deeper understanding of Islamic values, Students involved in *Tahfidz* programs generally demonstrate a stronger grasp of Islamic teachings, contributing to their success in related subjects. However, the study also found that some students experience difficulties with *Tahfidz* due to the intensive nature of memorization, which can lead to stress and reduced focus on other academic areas.

The *Qiro'ati* method, which emphasizes proper Al-Qur'an recitation, was also found to significantly enhance students' abilities to read and understand Islamic texts. Key findings include: (1) Improved Al-Qur'an literacy (Hassan & Zailaini, 2013); students trained in *Qiro'ati* show better pronunciation, fluency, and comprehension of Al-Qur'an verses, enhancing their understanding of Islamic education concepts; (2) Increased confidence in religious studies (Harris & Corriveau, 2021), Mastery of recitation skills boosts students' confidence in engaging with Islamic subjects, leading to more active participation in class discussions; (3) Positive influence on Arabic proficiency (Alfakhry et al., 2020) Since Islamic education often involves Arabic terminology, students proficient in *Qiro'ati* tend to have a better grasp of key religious texts. Despite these advantages, some students face challenges in mastering *Qiro'ati*, especially those with limited prior exposure to Arabic phonetics.

The study revealed a positive correlation between students' involvement in *Tahfidz* and *Qiro'ati* programs and their academic performance in Islamic education. Notable observations include: (1) Students who excel in both *Tahfidz* and *Qiro'ati* tend to achieve better outcomes in Islamic education due to improved cognitive and linguistic skills (Burde et al., 2015); (2) The combination of memorization and recitation promotes a more profound understanding of Islamic teachings, leading to higher test scores and overall academic success (Vo et al., 2017). The study also cautions that an excessive focus on *Tahfidz* without proper balance can lead to academic fatigue, emphasizing the importance of a well-structured and holistic learning schedule.

The study identified several challenges in implementing *Tahfidz* and *Qiro'ati* programs effectively, including (1) Time constraints, Some schools face difficulties allocating adequate time for Al-Qur'an learning without disrupting other academic subjects; (2) Variations in student abilities (Stadler et al., 2020), Not all students possess the same memorization or recitation capabilities, which necessitates differentiated teaching strategies; (3) Need for qualified

teachers (Kvam et al., 2023), The success of *Tahfidz* and *Qiro'ati* programs largely depends on the competence of instructors, making teacher training a critical factor.

Tahfidz and *Qiro'ati* programs significantly enhance junior high school students' learning outcomes in Islamic education subjects. These methods improve cognitive abilities, discipline, and understanding of religious teachings. However, effective implementation is crucial to fully realizing their potential benefits. By addressing the abovementioned challenges, schools can cultivate a more conducive Al-Qur'an learning environment that supports academic excellence.

Thus, it can be concluded that the foundation program at SMP Islam Al-Hasanah, Kota Bengkulu-comprising the *Tahfidz* Program and *Qiro'ati* method did not significantly improve students' Islamic education outcomes. Various other factors appear to have a more substantial impact, including peer interactions, applying moral values from Islamic teachings, positive behavioral modeling by individuals in students' daily lives, and exposure to religious content through digital and online platforms.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implikation

This study provides empirical evidence that the *Tahfidz* and *Qiro'ati* methods can be effectively applied in Islamic education to enhance students' academic competence. Based on these findings, it is recommended that Islamic education teachers emphasize incorporating and strengthening these two components within the instructional process. The results underscore the importance of integrating *Tahfidz* and *Qiro'ati* teachings more comprehensively into the Islamic education curriculum. Therefore, there is a pressing need to revise the junior high school curriculum to ensure these methods are systematically and effectively implemented in classroom learning.

2. Research Contribution

This study makes a significant contribution to the field of Islamic education by examining how the *Tahfidz* (Al-Qur'an memorization) and *Qiro'ati* (Qur'an reading method) approaches influence students' academic performance in Islamic education subjects at the junior high school level. The key novelty of this research lies in its empirical investigation of the relationship between students' Qur'anic memorization and recitation skills and their academic understanding of Islamic education. This area has received limited scholarly attention. While previous studies have primarily focused on the effectiveness of *Tahfidz* and *Qiro'ati* in improving Qur'an reading and memorization abilities, this study extends the discourse by exploring their direct impact on learning outcomes in formal Islamic education. Moreover, the research identifies supporting and inhibiting factors that affect implementing these methods, offering practical insights for educators to develop more effective teaching strategies. In doing so, this study enriches the existing literature by highlighting that Qur'an-based learning methods cultivate students' religious character and contribute positively to their academic achievement in Islamic education.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research could explore and compare the effects of *Tahfidz* and *Qiro'ati* methods on students' learning outcomes in both theoretical aspects of religious knowledge, such as *fiqh* and *akidah*, and practical religious skills, such as daily worship. Future studies could focus on (1) examining the comparative impact of *Tahfidz* and *Qiro'ati* on student achievement across various domains of Islamic education and (2) analyzing the correlation between students' mastery of Qur'anic memorization and their ability to answer exam questions or apply Islamic teachings in daily life. Such investigations would provide a deeper understanding of how

Qur'an-based instructional methods influence both cognitive and behavioral dimensions of Islamic learning.

F. CONCLUSION

Students actively participating in *Tahfidz* and *Qiro'ati* programs tend to demonstrate higher academic achievement in Islamic education. This is largely due to enhanced cognitive skills, improved memory retention, and a deeper understanding of Islamic teachings that support their success in religious studies. The *Tahfidz* program fosters students' memory, discipline, and concentration, while the *Qiro'ati* method enhances their linguistic abilities, particularly in reading and comprehending Qur'anic texts. Together, these methods contribute to students' overall academic development and their improved performance in Islamic education subjects.

Additionally, students involved in these programs often display increased confidence in engaging with Islamic content. Mastery of Qur'anic memorization and recitation promotes a strong sense of accomplishment, encouraging active class participation and improved academic outcomes.

However, despite the demonstrated benefits, this study also identified several challenges in effectively implementing *Tahfidz* and *Qiro'ati* programs. These challenges include limited instructional time, variation in students' memorization and recitation capabilities, and the shortage of well-trained teachers. Such issues emphasize the need for a well-structured curriculum and targeted teacher development initiatives.

In conclusion, *Tahfidz* and *Qiro'ati* are essential components of Islamic education that contribute significantly to students' academic and spiritual growth. Addressing the identified challenges and applying effective implementation strategies can enhance students' learning experiences and promote a deeper engagement with Islamic teachings.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. IKZP: Conceptualization, Research framework & Writing - Original Draft. MZH: Conceptualization & Review.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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