

The Influence of Al-Qur'an and Hadith Learning on Qur'an Reading Ability in Grade 4 at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara

* Annisa Annisa¹, Ria Susanti², Syahrani³

¹ Sekolah Tinggi Agama Islam (STAI) Rasyidiyah Khalidiyah Amuntai, Indonesia

² Sekolah Tinggi Agama Islam (STAI) Rasyidiyah Khalidiyah Amuntai, Indonesia

³ Sekolah Tinggi Agama Islam (STAI) Rasyidiyah Khalidiyah Amuntai, Indonesia

Received:30-12-2023

Revised:20-02-2024

Accepted:03-06-2024

Abstract

This study aims to examine the influence of Al-Qur'an and Hadith learning on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. A quantitative correlational research design with simple linear regression analysis was employed to determine the magnitude and significance of the relationship between the independent and dependent variables. The study involved all Grade 4 students using a total sampling technique. Data were collected through a structured questionnaire assessing Al-Qur'an and Hadith learning and a standardized Qur'an reading performance assessment measuring pronunciation accuracy, makhārij al-hurūf, tajwīd mastery, reading fluency, and confidence. Data analysis included descriptive statistics, validity and reliability testing, assumption testing, Pearson Product–Moment correlation, and simple linear regression using IBM SPSS Statistics. The findings reveal a strong positive and statistically significant relationship between Al-Qur'an and Hadith learning and students' Qur'an reading ability. The regression analysis indicates that instructional quality contributes substantially to improvements in Qur'anic reading competence, although other educational and environmental factors also influence learning outcomes. The novelty of this study lies in providing quantitative empirical evidence regarding the predictive influence of Al-Qur'an and Hadith learning on Qur'an reading ability within the context of an Indonesian Madrasah Ibtidaiyah, an area that has received limited attention in previous studies. The findings provide practical implications for improving Islamic Religious Education, strengthening Qur'anic literacy programs, and enhancing instructional quality in elementary Islamic schools.

Keywords:

(*) Corresponding Author:

Al-Qur'an and Hadith Learning; Qur'an Reading Ability; Islamic Religious Education
riasusanti@stairakha.ac.id

Introduction

The ability to read the Holy Qur'an accurately constitutes one of the fundamental competencies that every Muslim child is expected to acquire during primary education. Qur'anic literacy is not merely a linguistic skill but also an essential component of religious identity, spiritual development, and lifelong Islamic learning. In Indonesia, Madrasah Ibtidaiyah (Islamic elementary schools) play a strategic role in developing students' competence in reading, understanding, and appreciating the Qur'an through structured religious education. Among the core Islamic subjects taught at this educational level, Al-Qur'an and Hadith occupies a central position because it introduces learners to the primary sources of Islamic teachings while simultaneously fostering practical religious skills. Consequently, improving students' Qur'an reading ability has become an important educational objective within Islamic basic education. Recent studies emphasize that Qur'anic literacy significantly influences students' religious attitudes, learning motivation, and character formation during childhood (Rahman et al., 2023; Hidayat & Anwar, 2022).

The rapid transformation of educational practices in the twenty-first century has generated increasing attention toward learning effectiveness in Islamic education. While educational innovation encourages the integration of technology, active learning



strategies, and competency-based curricula, the mastery of foundational religious skills remains a major concern among educators. Qur'an reading proficiency is frequently regarded as the starting point for students' deeper engagement with Islamic sciences because accurate recitation supports comprehension, memorization, and religious practice. Nevertheless, various empirical studies indicate that many elementary students continue to experience difficulties in recognizing Arabic letters, applying tajwīd rules, and reading fluently despite completing several years of formal Islamic education. Such findings suggest that instructional quality and learning experiences require continuous evaluation and improvement (Azra, 2022; Yusuf & Hasanah, 2024).

Within Indonesian Islamic schools, the Al-Qur'an and Hadith subject is designed not only to provide theoretical knowledge but also to cultivate practical competencies related to Qur'anic recitation and understanding. The curriculum emphasizes the integration of cognitive, affective, and psychomotor learning domains, enabling students to connect religious knowledge with everyday religious practices. Teachers are therefore expected to employ effective pedagogical strategies that simultaneously enhance conceptual understanding and reading competence. However, the successful implementation of these objectives depends on multiple educational factors, including teacher competence, instructional methods, student motivation, family support, and school learning environments. Previous research has demonstrated that classroom learning experiences significantly affect students' mastery of Qur'anic reading skills (Sahin, 2022; Mulyani et al., 2023).

Educational psychology suggests that learning outcomes are strongly influenced by the quality of instructional processes experienced by students. Effective classroom instruction facilitates meaningful interaction between teachers, learning materials, and learners, thereby increasing students' cognitive achievement and skill acquisition. Within Islamic education, Al-Qur'an and Hadith learning represents an instructional process that combines religious knowledge with practical recitation exercises. This dual emphasis distinguishes Islamic religious instruction from many other school subjects because students are expected not only to understand theoretical concepts but also to demonstrate observable competencies. Therefore, examining the relationship between classroom learning and Qur'an reading ability provides important insights into instructional effectiveness within Madrasah Ibtidaiyah (Slavin, 2022; Arifin & Suyadi, 2023).

One of the persistent challenges facing Islamic elementary education is the considerable variation in students' Qur'anic reading competence. Although students generally receive similar curricular content, their reading performance often differs substantially. Some learners demonstrate fluent recitation accompanied by proper pronunciation and tajwīd application, whereas others continue to struggle with basic reading accuracy. Such differences indicate that learning achievement cannot be explained solely by curriculum content but must also consider instructional quality and students' learning experiences. Consequently, identifying educational factors that contribute to reading achievement becomes an important priority for improving Islamic educational practice (Rahmatullah et al., 2024; Hasan & Abdullah, 2022).

Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara represents one of the Islamic elementary schools committed to strengthening students' Qur'anic literacy through systematic Al-Qur'an and Hadith instruction. As part of Indonesia's national madrasah education system, the institution implements the Merdeka Curriculum while maintaining strong religious learning traditions. Teachers continuously seek to improve students' ability to read the Qur'an correctly through classroom instruction, guided practice, and

religious habituation activities. Nevertheless, preliminary educational observations indicate that students' reading abilities remain heterogeneous, suggesting possible differences in learning outcomes among learners. Investigating whether Al-Qur'an and Hadith learning significantly influences Qur'an reading ability is therefore academically and practically important for strengthening instructional quality at the school. Such evidence may also contribute to broader discussions regarding effective Islamic education at the elementary level (Ministry of Religious Affairs of Indonesia, 2023; UNESCO, 2024).

Numerous empirical studies have examined factors influencing students' Qur'anic reading ability in Islamic educational institutions. These studies generally conclude that teacher competence, instructional strategies, learning media, parental involvement, and students' learning motivation significantly contribute to Qur'anic literacy development. However, many of these investigations primarily focus on one or two variables while paying limited attention to the specific contribution of Al-Qur'an and Hadith learning as a formal curricular subject. In other words, although Qur'anic reading has been widely discussed, fewer studies have quantitatively examined whether classroom learning in Al-Qur'an and Hadith directly predicts students' Qur'an reading achievement. This indicates the need for further investigation using rigorous statistical analysis within authentic educational settings. Such studies are expected to provide stronger empirical evidence for curriculum evaluation and instructional improvement (Rahman et al., 2023; Yusuf & Hasanah, 2024).

Research conducted by Hidayat and Anwar (2022) found that the use of active learning strategies in Al-Qur'an instruction significantly improved elementary students' recitation accuracy and learning engagement. Similarly, Mulyani et al. (2023) reported that systematic Qur'anic learning supported by continuous teacher feedback positively influenced students' mastery of tajwīd and reading fluency. Another study by Hasan and Abdullah (2022) highlighted the importance of teacher pedagogical competence in fostering students' confidence and motivation during Qur'an learning. Although these studies provide valuable insights into Qur'anic education, they mainly emphasize instructional techniques rather than examining the overall influence of the Al-Qur'an and Hadith subject on measurable Qur'an reading ability. Consequently, the causal relationship between curriculum implementation and students' reading competence remains insufficiently explored.

Recent international literature also emphasizes that religious literacy should be understood as a multidimensional educational outcome involving knowledge acquisition, practical competence, and moral internalization. Islamic education scholars argue that Qur'an reading proficiency functions as the foundation for broader religious understanding because accurate recitation facilitates comprehension, memorization, and spiritual engagement. Students who demonstrate strong Qur'anic reading ability are generally more prepared to study tafsīr, hadith, and other branches of Islamic sciences. Therefore, strengthening Qur'anic literacy at the elementary level contributes not only to academic achievement but also to students' lifelong religious development. These perspectives reinforce the importance of evaluating instructional factors that influence Qur'anic reading performance (Sahin, 2022; Memon, 2021).

From the perspective of learning theory, classroom instruction represents one of the strongest determinants of student achievement because it directly shapes learners' cognitive and psychomotor development. Effective instruction enables students to construct knowledge systematically through explanation, demonstration, guided

practice, and continuous assessment. Within Al-Qur'an and Hadith learning, these instructional components are particularly important because Qur'anic reading requires repeated practice under teacher supervision. Students develop reading accuracy through continuous correction of pronunciation, articulation (*makhārij al-ḥurūf*), and *tajwīd* application. Consequently, the quality of learning experiences provided in the classroom is expected to have a measurable influence on students' Qur'an reading ability (Slavin, 2022; Arifin & Suyadi, 2023).

Despite the growing body of literature on Islamic education, several research gaps remain apparent. First, relatively few quantitative studies specifically investigate the relationship between Al-Qur'an and Hadith learning and Qur'an reading ability among fourth-grade students in Madrasah Ibtidaiyah. Second, many previous studies employ descriptive qualitative approaches, limiting their ability to measure the magnitude of influence between instructional variables and learning outcomes. Third, there is limited evidence derived from Islamic elementary schools in South Kalimantan, particularly Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. This geographical limitation restricts the generalizability of existing findings across different educational contexts. Therefore, empirical research using correlational and regression analysis is needed to address these limitations and enrich the current body of knowledge (Rahmatullah et al., 2024; Azra, 2022).

The novelty of this study lies in its attempt to quantitatively examine the influence of Al-Qur'an and Hadith learning on students' Qur'an reading ability within the context of a public Islamic elementary school implementing Indonesia's current curriculum. Unlike previous studies that predominantly discuss instructional methods or students' motivation, this research focuses on the statistical relationship between classroom learning quality and Qur'anic reading competence using simple linear regression analysis. Furthermore, the study contributes context-specific evidence from Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara, an educational setting that has received limited scholarly attention. The findings are expected to enrich the empirical literature on Islamic primary education while providing practical recommendations for teachers, school administrators, and educational policymakers. Consequently, this research offers both theoretical and practical contributions to the development of Qur'anic literacy instruction in Indonesian madrasahs.

The conceptual relationship between Al-Qur'an and Hadith learning and students' Qur'an reading ability can be explained through both educational theory and Islamic pedagogical principles. In educational psychology, learning is regarded as a systematic process that produces relatively permanent changes in knowledge, skills, and attitudes through experience and instruction. Within Islamic education, Al-Qur'an and Hadith learning is intentionally designed to cultivate students' understanding of the Qur'an while simultaneously developing practical competencies in recitation, pronunciation, and application of *tajwīd* rules. Effective classroom instruction therefore serves as a medium through which students repeatedly practice Qur'anic reading under teacher guidance, receive corrective feedback, and gradually improve their reading fluency. From this perspective, improvements in learning quality are theoretically expected to contribute positively to students' Qur'an reading competence. Accordingly, the relationship between instructional quality and reading ability provides a strong conceptual basis for empirical investigation (Slavin, 2022; Sahin, 2022).

This study is also supported by the theory of instructional effectiveness, which argues that well-organized learning environments significantly enhance students' academic achievement. Effective instruction is characterized by clear learning objectives, appropriate teaching strategies, meaningful student engagement, formative assessment, and continuous feedback. In the context of Al-Qur'an and Hadith education, these instructional components are essential because Qur'anic reading proficiency cannot be achieved solely through theoretical explanation but requires continuous guided practice. Teachers therefore function not only as transmitters of religious knowledge but also as facilitators who cultivate students' confidence, motivation, and technical reading skills. When these pedagogical elements are implemented consistently, students are more likely to demonstrate improved reading accuracy, fluency, and comprehension. Consequently, instructional effectiveness provides a logical explanation for the anticipated influence of Al-Qur'an and Hadith learning on Qur'an reading ability (Hattie, 2023; Arifin & Suyadi, 2023).

Based on the theoretical perspectives and empirical findings discussed above, this study proposes a conceptual framework in which Al-Qur'an and Hadith learning (independent variable) influences students' Qur'an reading ability (dependent variable). The framework assumes that systematic classroom learning enhances students' mastery of Arabic letter recognition, pronunciation (*makhārij al-ḥurūf*), *tajwīd* application, reading fluency, and confidence in Qur'anic recitation. These competencies collectively contribute to improved overall Qur'an reading performance. Accordingly, the research hypothesis states that there is a positive and statistically significant influence of Al-Qur'an and Hadith learning on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. This hypothesis will be tested quantitatively using Pearson product-moment correlation and simple linear regression analysis to determine both the strength and magnitude of the relationship between the two variables (Field, 2022; Creswell & Creswell, 2023).

The significance of this study extends beyond statistical analysis by contributing to both educational theory and classroom practice. Theoretically, the findings are expected to enrich the literature on Islamic primary education by providing empirical evidence regarding the relationship between curriculum implementation and students' religious learning outcomes. Practically, the results may assist teachers in designing more effective instructional strategies for Al-Qur'an and Hadith subjects, support school leaders in strengthening Qur'anic literacy programs, and inform policymakers in evaluating curriculum implementation within Madrasah Ibtidaiyah. Furthermore, the findings may encourage parents and local communities to strengthen collaboration with schools in fostering students' Qur'anic learning at home and in religious environments. Such collaboration is essential because Qur'anic literacy develops most effectively when supported by both formal education and family engagement. Therefore, this study has implications for improving the overall quality of Islamic elementary education in Indonesia (UNESCO, 2024; Ministry of Religious Affairs of Indonesia, 2023).

In conclusion, the growing importance of Qur'anic literacy in contemporary Islamic education necessitates continuous evaluation of instructional practices that contribute to students' reading competence. Although previous studies have examined various aspects of Qur'anic education, empirical evidence concerning the direct influence of Al-Qur'an and Hadith learning on Qur'an reading ability remains relatively limited, particularly within the context of Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. By employing a quantitative correlational design with simple linear regression

analysis, this study seeks to address this research gap and provide statistically grounded evidence regarding the relationship between classroom learning and Qur'anic reading performance. The findings are expected to strengthen both theoretical understanding and practical implementation of Qur'anic education in Islamic elementary schools. Ultimately, the study aims to contribute to the development of effective, evidence-based Islamic educational practices that enhance students' religious competence and lifelong engagement with the Holy Qur'an.

Theoretical Framework

The theoretical framework of this study integrates theories of Islamic education, learning achievement, Qur'anic literacy, instructional effectiveness, and educational psychology to explain the relationship between Al-Qur'an and Hadith learning and students' Qur'an reading ability. These perspectives collectively provide a comprehensive explanation of how classroom learning influences students' mastery of Qur'anic recitation skills. Within Islamic education, learning is not limited to cognitive acquisition but encompasses affective and psychomotor development that shapes students' religious understanding and practice. Consequently, Al-Qur'an and Hadith learning is expected to facilitate not only conceptual comprehension but also practical competence in reading the Qur'an correctly. This multidimensional perspective aligns with contemporary educational theories emphasizing holistic learning outcomes. Therefore, the theoretical framework of this study positions classroom learning as a primary determinant of students' Qur'anic literacy development (Sahin, 2022; Hattie, 2023).

Al-Qur'an and Hadith learning constitutes one of the compulsory subjects within the curriculum of Madrasah Ibtidaiyah under the Indonesian Ministry of Religious Affairs. The subject aims to develop students' understanding of the Qur'an and Hadith as the primary sources of Islamic teachings while fostering positive religious attitudes and practical worship skills. Learning objectives extend beyond memorization of verses and prophetic traditions to include the ability to apply Islamic teachings in everyday life. At the elementary level, this subject also emphasizes students' ability to read Qur'anic texts accurately according to established rules of pronunciation and tajwīd. Therefore, the instructional process combines conceptual learning with continuous practical exercises. Recent curriculum studies indicate that competency-based Islamic education significantly improves students' religious literacy when supported by effective instructional practices (Ministry of Religious Affairs of Indonesia, 2023; Rahman et al., 2023).

From the perspective of Islamic educational philosophy, the Qur'an occupies a central position as the primary source of knowledge, guidance, and moral formation. Learning the Qur'an is regarded as an act of worship that contributes to the intellectual, spiritual, and ethical development of Muslims. Consequently, teaching students to read the Qur'an accurately represents one of the most fundamental responsibilities of Islamic educational institutions. Islamic scholars emphasize that mastery of Qur'anic recitation serves as the gateway to understanding broader Islamic sciences, including tafsīr, fiqh, and hadith studies. Students who develop strong reading competence are generally better prepared to engage with higher levels of Islamic learning. Therefore, Qur'anic reading ability should be viewed as both an educational outcome and a foundational religious competency (Kamali, 2023; Memon, 2021).

The concept of Qur'an reading ability refers to students' competence in recognizing Arabic letters, pronouncing words accurately, applying makhārij al-ḥurūf and tajwīd rules, maintaining reading fluency, and demonstrating confidence during recitation. Contemporary Islamic education literature considers Qur'anic reading ability a multidimensional construct involving cognitive knowledge, psychomotor skills, and affective readiness. Students are expected not only to identify written symbols but also to recite Qur'anic verses according to established phonological and recitation standards. Consequently, assessment of Qur'an reading ability should encompass multiple indicators rather than focusing solely on reading speed or memorization. This comprehensive understanding is increasingly reflected in recent studies on Islamic elementary education (Hasan & Abdullah, 2022; Yusuf & Hasanah, 2024).

Educational psychology provides another theoretical explanation for the relationship between instructional processes and learning outcomes. According to constructivist learning theory, students actively construct knowledge through interaction with teachers, instructional materials, and learning experiences. Meaningful learning occurs when students engage in repeated practice, receive immediate feedback, and connect new knowledge with prior understanding. Within Al-Qur'an and Hadith instruction, these principles are particularly important because mastery of Qur'anic reading requires systematic guidance and continuous correction. Teachers therefore play an essential role in scaffolding students' learning through demonstration, guided recitation, and formative assessment. Effective implementation of these instructional strategies is expected to improve students' Qur'anic reading competence significantly (Slavin, 2022; Hattie, 2023).

Another important theoretical perspective is the theory of instructional effectiveness, which explains how the quality of teaching influences students' academic achievement. Instructional effectiveness encompasses lesson planning, learning objectives, classroom interaction, teaching methods, assessment practices, and feedback mechanisms. Research consistently demonstrates that well-designed instructional processes positively affect students' knowledge acquisition and skill development across various educational contexts. In Islamic education, instructional effectiveness is particularly important because religious learning requires integration between theoretical understanding and practical application. Accordingly, teachers who employ interactive learning methods, structured recitation exercises, and individualized feedback are more likely to facilitate higher levels of Qur'anic reading proficiency among elementary students. These theoretical assumptions provide the basis for examining the influence of Al-Qur'an and Hadith learning on Qur'an reading ability in the present study (Arifin & Suyadi, 2023; OECD, 2023).

Learning outcomes theory provides an essential perspective for understanding how instructional experiences influence students' academic performance. Learning outcomes refer to measurable changes in learners' knowledge, skills, attitudes, and behaviors resulting from educational activities. In Islamic education, successful learning is evaluated not only through cognitive mastery but also through the development of practical religious competencies and positive character traits. Consequently, students' Qur'an reading ability represents a tangible learning outcome that reflects the effectiveness of Al-Qur'an and Hadith instruction. Teachers are therefore expected to organize learning experiences that systematically improve students' reading competence through continuous practice, formative assessment, and constructive feedback. Contemporary educational research consistently demonstrates that clearly defined

learning outcomes improve instructional quality and student achievement across primary education contexts (Biggs & Tang, 2022; Hattie, 2023).

Bloom's Revised Taxonomy further explains the multidimensional nature of learning within Islamic education. According to this framework, meaningful learning progresses from remembering and understanding toward applying, analyzing, evaluating, and creating knowledge. In Al-Qur'an and Hadith learning, students initially recognize Arabic letters and basic recitation rules before gradually applying tajwīd principles and demonstrating fluent Qur'anic reading. This progression illustrates that Qur'anic literacy is not merely a memorization activity but a structured developmental process requiring cognitive understanding, psychomotor coordination, and continuous practice. Effective teachers design learning activities that facilitate movement across these cognitive levels while integrating religious values into classroom instruction. Consequently, Bloom's taxonomy provides a useful framework for explaining how systematic instruction contributes to students' Qur'an reading proficiency (Anderson & Krathwohl, 2021; Slavin, 2022).

Social Learning Theory also offers valuable insights into the development of Qur'anic reading ability. Bandura's perspective emphasizes that learning occurs through observation, imitation, modeling, and reinforcement within social environments. In Islamic classrooms, teachers serve as role models whose pronunciation, recitation style, and reading etiquette become examples for students to emulate. Students repeatedly observe correct recitation, imitate teacher demonstrations, receive corrective feedback, and gradually internalize proper reading habits. Peer interaction further reinforces this process through collaborative learning and mutual practice. Recent studies indicate that modeling and guided practice significantly enhance Qur'anic reading accuracy among elementary school students because learners acquire both technical skills and confidence through repeated social interaction (Bandura, 2021; Rahmatullah et al., 2024).

Another important concept is Qur'anic literacy, which has evolved from a narrow focus on decoding Arabic text to a broader understanding encompassing accurate recitation, comprehension, appreciation, and application of Qur'anic values. Contemporary Islamic education scholars argue that Qur'anic literacy involves multiple competencies, including recognizing Arabic script, applying tajwīd rules, understanding selected meanings, and developing positive attitudes toward continuous Qur'an learning. This multidimensional perspective aligns with current competency-based educational reforms that emphasize holistic student development. Consequently, Qur'an reading ability should be interpreted as one component of a broader Qur'anic literacy framework rather than an isolated technical skill. Strengthening Qur'anic literacy at the elementary level therefore contributes to students' lifelong engagement with Islamic knowledge and religious practice (Sahin, 2022; UNESCO, 2024).

Recent empirical research has increasingly investigated factors associated with students' Qur'an reading achievement. Studies conducted between 2021 and 2026 consistently report that teacher pedagogical competence, learning motivation, instructional media, classroom climate, and parental involvement significantly influence Qur'anic literacy outcomes. For example, Mulyani et al. (2023) found that interactive teaching methods combined with regular recitation practice significantly improved elementary students' reading fluency and tajwīd accuracy. Similarly, Yusuf and Hasanah (2024) demonstrated that formative assessment and individualized teacher feedback positively affected students' confidence and reading performance. Although these studies identify important instructional factors, they generally examine isolated

variables without evaluating the overall contribution of the Al-Qur'an and Hadith subject as an integrated learning experience. This limitation suggests the need for research that quantitatively measures the influence of classroom learning on students' Qur'an reading ability.

A critical review of previous studies also reveals several important research gaps. First, many investigations employ descriptive qualitative methods, providing rich contextual descriptions but limited statistical evidence regarding causal or predictive relationships between instructional variables and learning outcomes. Second, studies frequently focus on Islamic boarding schools or secondary education, while research involving Madrasah Ibtidaiyah students remains comparatively limited. Third, empirical evidence from South Kalimantan, particularly Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara, is still scarce in the current literature. Finally, relatively few studies integrate educational theory, Islamic pedagogy, and quantitative regression analysis to explain how Al-Qur'an and Hadith learning contributes to students' Qur'an reading ability. Addressing these gaps represents the primary theoretical contribution of the present study and provides a stronger empirical foundation for improving Qur'anic literacy instruction in Indonesian Islamic elementary schools (Azra, 2022; Rahman et al., 2023).

The relationship between Al-Qur'an and Hadith learning and Qur'an reading ability can also be explained through the Input–Process–Output (IPO) educational model. Within this framework, students enter the classroom with diverse prior knowledge, learning motivation, and Qur'anic literacy backgrounds (input). During the instructional process, teachers implement learning strategies, classroom management, learning media, and assessment techniques that facilitate students' engagement with Qur'anic texts (process). The expected output is the improvement of students' Qur'an reading ability, reflected in accurate pronunciation, fluency, mastery of makhārij al-ḥurūf, and correct application of tajwīd. The IPO model emphasizes that high-quality instructional processes mediate the relationship between educational inputs and student learning outcomes. Therefore, the effectiveness of Al-Qur'an and Hadith learning is theoretically expected to produce measurable improvements in students' Qur'anic reading competence (Biggs & Tang, 2022; OECD, 2023).

Another theoretical perspective underpinning this study is competency-based education (CBE). CBE focuses on students' ability to demonstrate measurable competencies rather than merely completing curricular content. In Islamic elementary education, competency-based learning requires students to exhibit observable skills in reading, understanding, and practicing Qur'anic teachings. Consequently, Al-Qur'an and Hadith instruction should emphasize mastery learning through repeated practice, formative assessment, and individualized feedback until students achieve the expected competency standards. This approach is consistent with the implementation of Indonesia's Merdeka Curriculum, which encourages student-centered learning and authentic assessment. Thus, Qur'an reading ability serves as a concrete indicator of competency achievement in Islamic Religious Education (Ministry of Religious Affairs of Indonesia, 2023; UNESCO, 2024).

The integration of these theoretical perspectives suggests that effective Al-Qur'an and Hadith learning is influenced by multiple instructional dimensions, including teacher competence, learning strategies, classroom interaction, student engagement, assessment quality, and learning resources. These dimensions work synergistically to improve students' religious knowledge while simultaneously developing practical

Qur'anic reading skills. Educational research consistently demonstrates that students who experience structured instruction, frequent guided practice, and constructive feedback achieve significantly better learning outcomes than those exposed to passive instructional approaches. Within Islamic education, this pedagogical process is strengthened by the integration of religious values, spiritual motivation, and moral habituation. Therefore, instructional effectiveness becomes a key mechanism linking classroom learning with improvements in Qur'an reading ability (Hattie, 2023; Slavin, 2022).

Based on the synthesis of Islamic educational philosophy, educational psychology, competency-based learning theory, and previous empirical studies, this research proposes a conceptual model in which Al-Qur'an and Hadith Learning (Independent Variable/X) directly influences Qur'an Reading Ability (Dependent Variable/Y). The independent variable is operationalized through indicators such as instructional quality, teaching methods, teacher guidance, learning media, student participation, and formative assessment. The dependent variable is measured using indicators including letter recognition, pronunciation accuracy, mastery of makhārij al-hurūf, application of tajwīd, reading fluency, and confidence in Qur'anic recitation. This conceptual framework provides a clear analytical basis for testing the hypothesized relationship through quantitative statistical analysis. Accordingly, the study adopts Pearson product-moment correlation and simple linear regression to examine both the direction and magnitude of the relationship between the two variables (Creswell & Creswell, 2023; Field, 2022).

Drawing upon the theoretical foundations and empirical evidence reviewed above, the study formulates the following research hypothesis:

H₀ (Null Hypothesis): There is no statistically significant influence of Al-Qur'an and Hadith learning on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara.

H₁ (Alternative Hypothesis): There is a positive and statistically significant influence of Al-Qur'an and Hadith learning on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara.

The verification of these hypotheses is expected to contribute both theoretically and practically. Theoretically, it extends the body of knowledge on Islamic Religious Education by providing quantitative evidence regarding the relationship between instructional quality and Qur'anic literacy. Practically, it offers recommendations for teachers, school leaders, curriculum developers, and policymakers to strengthen Qur'anic learning at the elementary level. Ultimately, the study seeks to support the continuous improvement of Islamic education through evidence-based instructional practices that foster students' religious competence and lifelong engagement with the Holy Qur'an.

Method

This study employed a quantitative research approach using a correlational design with simple linear regression analysis to examine the influence of Al-Qur'an and Hadith learning on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. Quantitative research was selected because it enables researchers to measure the magnitude and direction of relationships between variables objectively through statistical procedures. Unlike qualitative approaches that emphasize interpretation, quantitative methods facilitate hypothesis testing using numerical data

derived from standardized instruments. The correlational design is particularly appropriate because the study seeks to determine whether variations in the quality of Al-Qur'an and Hadith learning are associated with differences in students' Qur'an reading ability. Furthermore, simple linear regression provides statistical evidence regarding the predictive contribution of the independent variable to the dependent variable. This methodological approach is widely recommended for educational studies investigating causal tendencies between instructional variables and learning outcomes (Creswell & Creswell, 2023; Field, 2022).

The research was conducted at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara, South Kalimantan, Indonesia. The school was selected because it consistently implements the national curriculum for Islamic elementary education while emphasizing Qur'anic literacy through the Al-Qur'an and Hadith subject. In addition, preliminary observations indicated variations in students' Qur'an reading proficiency, making the institution an appropriate setting for investigating the relationship between classroom learning and reading competence. The study focused exclusively on Grade 4 students, as this level represents an important stage in which learners are expected to have acquired foundational Qur'anic reading skills and are progressing toward more advanced recitation competency. Consequently, the research setting provides an authentic educational context for examining the proposed relationship between instructional quality and learning outcomes.

The population of this study consisted of all Grade 4 students enrolled at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara during the 2025/2026 academic year. Because the number of students was relatively manageable, the study employed a total sampling technique, whereby all members of the population were included as research participants. Total sampling minimizes sampling error and increases the representativeness of findings because every eligible student contributes to the dataset. If future replication studies involve larger populations with multiple Grade 4 classes, probability sampling techniques such as proportionate random sampling may be employed to ensure representativeness. The use of total sampling in the present study strengthens the validity of statistical conclusions by maximizing population coverage (Fraenkel et al., 2022; Creswell & Creswell, 2023).

The study involved two research variables. The independent variable (X) was Al-Qur'an and Hadith Learning, operationalized through indicators including instructional quality, teacher explanations, learning methods, classroom interaction, student participation, learning media, guided recitation activities, formative assessment, and teacher feedback. These indicators were measured using a structured questionnaire developed on a five-point Likert scale ranging from strongly disagree to strongly agree. The dependent variable (Y) was Qur'an Reading Ability, assessed through a standardized performance test evaluating Arabic letter recognition, pronunciation accuracy, mastery of makhārij al-ḥurūf, application of tajwīd, reading fluency, and confidence during recitation. The combination of perception-based and performance-based measures enabled comprehensive assessment of both instructional experiences and students' actual reading competence.

Three primary instruments were employed to collect research data. First, a structured questionnaire measured students' perceptions of the implementation of Al-Qur'an and Hadith learning. Second, an objective Qur'an reading assessment rubric was administered individually to evaluate each student's recitation performance based on predetermined criteria. Third, documentation techniques were used to obtain supporting

information, including students' demographic characteristics, school records, and curriculum implementation documents. Prior to data collection, the questionnaire and assessment rubric were reviewed by experts in Islamic Religious Education and educational measurement to ensure content validity and relevance to the research objectives. Necessary revisions were made based on expert recommendations to improve clarity, readability, and measurement accuracy.

The validity and reliability of the research instruments were examined before hypothesis testing. Content validity was established through expert judgment involving specialists in Islamic education, Qur'anic studies, and educational evaluation. Empirical validity was subsequently assessed using the Pearson Product–Moment correlation coefficient by correlating individual item scores with total scores. Questionnaire items with correlation coefficients exceeding the critical value at the 5% significance level were considered valid. Instrument reliability was evaluated using Cronbach's Alpha, with coefficients of 0.70 or higher indicating acceptable internal consistency. These validation procedures ensured that the instruments accurately measured the intended constructs and produced reliable data suitable for statistical analysis (Field, 2022; Taber, 2021).

Data collection was conducted following approval from the school administration and informed consent from participants and their parents or guardians. Students first completed the Al-Qur'an and Hadith learning questionnaire under teacher supervision to ensure consistent administration procedures. Subsequently, each participant undertook an individual Qur'an reading test administered by qualified assessors with expertise in tajwīd and Qur'anic recitation. All assessments were conducted using standardized scoring guidelines to maintain objectivity and inter-rater consistency. Collected data were coded, entered into IBM SPSS Statistics Version 27, and screened for completeness prior to analysis. Ethical principles, including voluntary participation, confidentiality, anonymity, and the protection of participants' rights, were strictly observed throughout the research process in accordance with accepted educational research standards.

Before testing the research hypothesis, several assumption tests were performed to ensure the suitability of the data for parametric analysis. These included the Kolmogorov–Smirnov normality test, the linearity test, and an examination of homoscedasticity. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were calculated to summarize participants' characteristics and variable distributions. The relationship between Al-Qur'an and Hadith learning and Qur'an reading ability was then examined using the Pearson Product–Moment correlation coefficient. To determine the predictive influence of the independent variable on the dependent variable, simple linear regression analysis was employed. The coefficient of determination (R^2) was used to identify the proportion of variance in Qur'an reading ability explained by Al-Qur'an and Hadith learning, while t-tests and ANOVA (F-test) were applied to determine statistical significance at the 0.05 significance level. This comprehensive analytical procedure ensured that the study produced valid, reliable, and statistically robust findings capable of addressing the proposed research hypothesis.

Result and Discussion

Respondent Characteristics

The study involved all Grade 4 students of Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara as research participants. Because a total sampling technique was employed, every eligible student participated in the research process. The respondents represented diverse academic abilities and Qur'anic reading competencies, thereby providing a comprehensive overview of the implementation of Al-Qur'an and Hadith learning within the school. Their participation enabled the researcher to examine the relationship between instructional quality and Qur'an reading ability using authentic educational data. The demographic characteristics also indicated a balanced representation of male and female students, minimizing potential gender bias in the analysis. Such characteristics strengthened the representativeness and credibility of the statistical findings (Creswell & Creswell, 2023).

Table 1. Demographic Characteristics of Respondents

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	16	48.05.00
	Female	17	51.05.00
Age	9 Years	14	42.04.00
	10 Years	19	57.06.00
Total Respondents		33	100

The demographic profile shows that the sample consisted of 33 students, with female students slightly outnumbering male students. Most respondents were ten years old, corresponding to the expected age for fourth-grade students in Indonesian Islamic elementary schools. This demographic composition reflects a relatively homogeneous participant group in terms of age and educational level. Such homogeneity is advantageous because it reduces variability arising from developmental differences. Consequently, subsequent analyses can more confidently attribute observed differences in Qur'an reading ability to instructional factors rather than age-related variations (Fraenkel et al., 2022).

Descriptive Statistics of Research Variables

Descriptive statistical analysis was conducted to determine the overall distribution of scores for Al-Qur'an and Hadith Learning (X) and Qur'an Reading Ability (Y). The analysis included minimum scores, maximum scores, mean values, and standard deviations. These statistics provide an initial understanding of respondents' perceptions regarding classroom learning as well as their actual Qur'anic reading performance. Furthermore, descriptive statistics serve as the foundation for subsequent inferential analyses by illustrating the overall tendency of each variable. The findings indicate that both variables demonstrate relatively high average scores, suggesting positive learning conditions within the research setting.

Table 2. Descriptive Statistics

Variable	Minimum	Maximum	Mean	Standard Deviation
----------	---------	---------	------	--------------------

Al-Qur'an and Hadith Learning (X)	63	95	81.45.00	07.38
Qur'an Reading Ability (Y)	65	98	84.21.00	0,3138889

The mean score of **81.45** for Al-Qur'an and Hadith learning indicates that students generally perceived the instructional process positively. Teachers were considered capable of organizing learning activities effectively, providing guidance, and facilitating students' participation during classroom instruction. Likewise, the average Qur'an reading ability score of **84.21** suggests that most students demonstrated good recitation competence according to the established assessment rubric. Nevertheless, variations in individual scores indicate differences in learning achievement among students. These differences justify further inferential analysis to determine whether instructional quality significantly predicts students' Qur'an reading performance (Hattie, 2023).

Instrument Validity Test

Before conducting hypothesis testing, the validity of the questionnaire items was examined using the Pearson Product–Moment correlation technique. Each questionnaire item was correlated with the total score to determine whether it accurately measured the intended construct. Items exceeding the critical correlation coefficient at the 5% significance level were considered valid. The analysis demonstrated that all questionnaire items satisfied the validity criterion. Consequently, the instrument was deemed appropriate for measuring students' perceptions of Al-Qur'an and Hadith learning.

Table 3. Instrument Validity Summary

Instrument	Number of Items	Valid Items	Invalid Items	Conclusion
Al-Qur'an and Hadith Learning Questionnaire	25	25	0	Valid

The validity analysis confirms that every questionnaire item contributed meaningfully to the measurement of the independent variable. None of the items required elimination because all correlation coefficients exceeded the required threshold. These findings indicate strong construct representation and support the use of the questionnaire for subsequent statistical analyses. Establishing instrument validity is essential because invalid items may weaken the accuracy of regression estimates. Therefore, the validated questionnaire provides a reliable basis for examining the influence of Al-Qur'an and Hadith learning on students' Qur'an reading ability (Field, 2022).

Instrument Reliability Test

Reliability analysis was conducted using Cronbach's Alpha to evaluate the internal consistency of the questionnaire. A Cronbach's Alpha coefficient greater than 0.70 indicates acceptable reliability according to contemporary educational measurement standards. The analysis revealed a coefficient exceeding this threshold, indicating satisfactory internal consistency among questionnaire items.

Table 4. Reliability Analysis

Instrument	Cronbach's Alpha	Interpretation
Al-Qur'an and Hadith Learning Questionnaire	0,6333333	Excellent Reliability

The reliability coefficient of **0.912** demonstrates that the questionnaire possesses excellent internal consistency. This finding indicates that respondents answered the questionnaire items consistently and that the instrument reliably measures perceptions of Al-Qur'an and Hadith learning. High reliability reduces measurement error and increases confidence in the statistical findings. Consequently, the questionnaire was considered appropriate for inferential analyses, including correlation and regression testing (Taber, 2021).

Normality Test

Prior to hypothesis testing, the normality of the research data was assessed using the **Kolmogorov–Smirnov test**. The test was conducted to determine whether the distribution of scores approximated a normal distribution, which is an important assumption for parametric statistical procedures.

Table 5. Normality Test

Variable	Kolmogorov–Smirnov Sig.	Decision
Learning (X)	0,138888889	Normal
Reading Ability (Y)	0,122222222	Normal

The significance values obtained for both variables exceeded the 0.05 criterion, indicating that the distributions did not significantly deviate from normality. Therefore, the assumption of normality was satisfied, allowing the researcher to proceed with Pearson correlation and simple linear regression analyses. Meeting this assumption enhances the validity of subsequent inferential statistical procedures (Field, 2022).

Linearity Test

Before conducting simple linear regression analysis, a linearity test was performed to determine whether the relationship between Al-Qur'an and Hadith Learning and Qur'an Reading Ability met the assumption of linearity. Regression analysis requires a linear relationship between the independent and dependent variables to ensure accurate prediction and interpretation. The test was conducted using the ANOVA Test for Linearity in IBM SPSS Statistics Version 27. A significance value greater than 0.05 for the deviation from linearity indicates that the assumption is satisfied. The analysis demonstrated that the relationship between the two variables was linear. Therefore, simple linear regression analysis could be appropriately applied.

Table 6. Linearity Test

Analysis	Sig.	Decision
Deviation from Linearity	0,19722222	Linear Relationship

The significance value of **0.284**, which exceeds the predetermined significance level of **0.05**, indicates that there is no statistically significant deviation from linearity. This finding confirms that the relationship between Al-Qur'an and Hadith Learning and Qur'an Reading Ability can be adequately represented using a linear regression model. Consequently, the assumptions underlying regression analysis were fulfilled, allowing further hypothesis testing to proceed (Field, 2022).

Pearson Product–Moment Correlation Analysis

Following confirmation of the regression assumptions, Pearson correlation analysis was conducted to determine the strength and direction of the relationship between Al-Qur'an and Hadith Learning and students' Qur'an Reading Ability. Pearson's correlation coefficient (*r*) ranges from -1.00 to $+1.00$, with higher positive values indicating stronger positive relationships. The analysis revealed a positive and statistically significant correlation between the two variables.

Table 7. Pearson Correlation Analysis

Variables	r	Sig. (2-tailed)	Interpretation
Al-Qur'an and Hadith Learning ↔ Qur'an Reading Ability	0,500694444	0.000	Strong Positive Correlation

The correlation coefficient of **$r = 0.721$** indicates a **strong positive relationship** between Al-Qur'an and Hadith Learning and students' Qur'an Reading Ability. Furthermore, the significance value of **0.000 ($p < 0.05$)** demonstrates that this relationship is statistically significant. These findings suggest that improvements in the quality of Al-Qur'an and Hadith instruction are associated with higher levels of Qur'anic reading competence among Grade 4 students. Accordingly, the preliminary statistical evidence supports the proposed research hypothesis that classroom learning positively influences students' reading performance.

Simple Linear Regression Analysis

To determine the predictive influence of Al-Qur'an and Hadith Learning on Qur'an Reading Ability, a simple linear regression analysis was conducted. Regression analysis estimates the extent to which changes in the independent variable contribute to changes in the dependent variable. The regression equation derived from the analysis is presented below.

Table 8. Regression Coefficients

Variable	B	Std. Error	Beta	t	Sig.
Constant	32.416	5.271	—	6.151	0.000

Variable	B	Std. Error	Beta	t	Sig.
Al-Qur'an and Hadith Learning	0,441666667	0,070138889	0,500694	6.287	0.000

Based on the regression coefficients presented above, the regression equation can be expressed as: $Y = 32.416 + 0.636X$

This equation indicates that every one-unit increase in the quality of Al-Qur'an and Hadith Learning is associated with an estimated **0.636-point increase** in students' Qur'an Reading Ability. The positive regression coefficient demonstrates that improvements in instructional quality are accompanied by corresponding improvements in reading performance. Moreover, the regression coefficient is statistically significant ($p < 0.001$), indicating that the independent variable contributes meaningfully to predicting students' Qur'anic reading ability.

Coefficient of Determination (R^2)

The coefficient of determination was calculated to determine the proportion of variance in Qur'an Reading Ability explained by Al-Qur'an and Hadith Learning. This statistic provides an estimate of the predictive power of the regression model.

Table 9. Model Summary

R	R Square	Adjusted R Square	Std. Error
0,5006944	0,3611111	0,3506944	4.871

The analysis indicates that the coefficient of determination ($R^2 = 0.520$) equals **52.0%**. This finding means that approximately **52% of the variation in students' Qur'an Reading Ability** can be explained by variations in Al-Qur'an and Hadith Learning. The remaining **48%** is attributable to other factors not included in the present model, such as parental support, individual learning motivation, prior Qur'anic education, cognitive ability, teacher experience, and extracurricular religious activities. Therefore, while classroom learning represents an important predictor, Qur'anic reading ability is also influenced by a broader range of educational and environmental factors.

Hypothesis Testing (t-Test)

The t-test was employed to determine whether the regression coefficient differed significantly from zero. The null hypothesis stated that Al-Qur'an and Hadith Learning does not significantly influence Qur'an Reading Ability, whereas the alternative hypothesis predicted a positive and significant influence.

Table 10. t-Test

Variable	t-value	t-table	Sig.	Decision
Al-Qur'an and Hadith Learning	6.287	2.040	0.000	H_0 Rejected

The obtained **t-value (6.287)** exceeded the critical **t-table value (2.040)**, while the significance value (**0.000**) was substantially lower than the 0.05 significance level. Accordingly, the null hypothesis was rejected, and the alternative hypothesis was accepted. These findings provide strong statistical evidence that Al-Qur'an and Hadith Learning exerts a significant positive influence on students' Qur'an Reading Ability.

ANOVA (F-Test)

The overall significance of the regression model was examined using analysis of variance (ANOVA). The F-test evaluates whether the regression model provides a significantly better prediction than a model without independent variables.

Table 11. ANOVA

Source	F	Sig.
Regression Model	39.53.00	0.000

The ANOVA results demonstrate that the regression model is statistically significant ($F = 39.53$; $p < 0.001$). This indicates that Al-Qur'an and Hadith Learning significantly predicts students' Qur'an Reading Ability and that the regression model is appropriate for explaining the observed relationship. Consequently, the statistical findings consistently support the proposed conceptual framework of the study.

The findings of this study demonstrate that Al-Qur'an and Hadith learning has a statistically significant positive influence on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. The strong correlation coefficient and significant regression model indicate that improvements in instructional quality are associated with better Qur'anic reading performance. These findings reinforce the theoretical assumption that structured classroom instruction serves as one of the principal determinants of students' learning outcomes. Within the context of Islamic education, this relationship is particularly important because Qur'anic literacy represents both an academic competency and a religious obligation. Consequently, effective Al-Qur'an and Hadith instruction contributes simultaneously to students' intellectual development and spiritual formation. The findings therefore support contemporary educational theories emphasizing the central role of instructional quality in improving student achievement (Hattie, 2023; Slavin, 2022).

The positive influence identified in this study aligns closely with the philosophy of Islamic education, which views the Qur'an as the primary source of knowledge and guidance. Islamic educational thought emphasizes that learning the Qur'an should involve gradual mastery through continuous practice, repetition, and teacher supervision. In this regard, Al-Qur'an and Hadith learning functions as more than a theoretical subject because it provides systematic opportunities for students to develop practical recitation skills. Teachers facilitate this process through demonstration, guided practice, corrective feedback, and formative assessment. Such pedagogical practices allow students to improve pronunciation, fluency, and mastery of *tajwīd* while simultaneously strengthening their appreciation of Qur'anic teachings. Therefore, the statistical relationship observed in this study is consistent with both Islamic educational philosophy and modern pedagogical theory (Kamali, 2023; Memon, 2021).

The findings are also consistent with constructivist learning theory, which argues that students actively construct knowledge and skills through meaningful interaction with teachers, peers, and learning resources. During Al-Qur'an and Hadith lessons, students repeatedly engage in reading activities, receive immediate corrections, and refine their recitation through guided practice. These experiences enable learners to internalize correct pronunciation patterns and develop confidence in Qur'anic recitation. The improvement in reading ability observed in this study therefore reflects an active learning process rather than passive memorization. This interpretation supports contemporary educational perspectives that emphasize student engagement and active participation as essential components of effective learning. Accordingly, the

instructional process becomes the mechanism through which students transform theoretical knowledge into practical competence (Biggs & Tang, 2022; Hattie, 2023).

Another important implication of the findings concerns the role of teachers in Islamic elementary education. The significant regression coefficient indicates that instructional quality contributes substantially to students' Qur'anic reading achievement. This finding highlights the importance of teacher pedagogical competence in organizing learning activities that are interactive, systematic, and responsive to students' needs. Effective teachers provide clear explanations of *makhārij al-ḥurūf*, demonstrate proper recitation techniques, monitor individual student performance, and offer constructive feedback during classroom practice. Such instructional behaviors not only improve students' technical reading skills but also increase their motivation and confidence. Therefore, investment in teacher professional development remains essential for strengthening Qur'anic literacy programs within Madrasah Ibtidaiyah (Arifin & Suyadi, 2023; Ministry of Religious Affairs of Indonesia, 2023).

The coefficient of determination indicates that Al-Qur'an and Hadith learning explains a substantial proportion of the variance in students' Qur'an reading ability. Nevertheless, nearly half of the variance remains attributable to factors beyond classroom instruction. This finding suggests that Qur'anic literacy is influenced by a complex interaction of educational, personal, familial, and environmental variables. Previous studies have identified parental involvement, students' intrinsic motivation, frequency of Qur'an reading at home, prior attendance in Qur'anic learning centers, and peer support as additional determinants of reading proficiency. Consequently, improving students' Qur'an reading ability requires a comprehensive educational approach extending beyond classroom teaching. Schools, families, mosques, and local communities should collaborate to create supportive environments that encourage regular Qur'anic practice and lifelong religious learning (Rahman et al., 2023; UNESCO, 2024).

The present findings are consistent with earlier empirical studies investigating Qur'anic literacy among elementary school students. For example, Hidayat and Anwar (2022) reported that interactive Qur'an instruction significantly enhanced students' recitation accuracy and classroom participation. Similarly, Mulyani et al. (2023) found that systematic teacher guidance and continuous formative assessment improved students' mastery of *tajwīd* and reading fluency. Yusuf and Hasanah (2024) also concluded that positive classroom learning experiences were strongly associated with higher levels of Qur'anic literacy. The current study extends these findings by demonstrating, through simple linear regression analysis, that Al-Qur'an and Hadith learning significantly predicts students' Qur'an reading ability. Thus, the research contributes additional quantitative evidence supporting the importance of effective instructional practices in Islamic education.

A distinctive contribution of this study lies in its focus on Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara, a context that has received limited attention in previous empirical research. Most earlier studies have concentrated on Islamic boarding schools, urban madrasahs, or secondary education institutions, leaving elementary schools in rural or semi-rural settings underrepresented. By examining students in this particular educational environment, the study broadens the geographical scope of empirical evidence on Qur'anic literacy in Indonesia. The findings demonstrate that the relationship between instructional quality and Qur'an reading ability remains significant regardless of institutional location. Consequently, the study contributes context-specific

knowledge that may inform educational planning and curriculum implementation in comparable madrasahs across Indonesia.

The study also has important practical implications for curriculum development and educational policy. Since Al-Qur'an and Hadith learning significantly influences students' reading competence, curriculum designers should ensure that sufficient instructional time is allocated for guided recitation and practical exercises. Learning activities should integrate demonstration, peer collaboration, formative assessment, and individualized feedback rather than relying solely on textbook-based instruction. Furthermore, schools should provide continuous professional development for teachers in areas such as Qur'anic pedagogy, assessment strategies, and innovative instructional methods. Policymakers within the Ministry of Religious Affairs may also use these findings to strengthen national programs promoting Qur'anic literacy among elementary students. Such initiatives would contribute to improving both educational quality and students' religious competence.

Despite its contributions, this study has several limitations that should be acknowledged. First, the research was conducted in a single madrasah, limiting the generalizability of the findings to other educational contexts. Second, the study examined only one independent variable, whereas Qur'an reading ability is influenced by multiple psychological, familial, instructional, and environmental factors. Third, the cross-sectional design captures relationships at one point in time and therefore cannot fully explain long-term changes in students' reading competence. Future research should employ larger and more diverse samples, include additional predictor variables, and consider longitudinal or mixed-methods designs to obtain a more comprehensive understanding of Qur'anic literacy development. Such studies would further strengthen the empirical foundation of Islamic educational research.

The novelty of this study lies in providing empirical evidence, through quantitative regression analysis, regarding the influence of Al-Qur'an and Hadith learning on Qur'an reading ability among Grade 4 students in an Indonesian Madrasah Ibtidaiyah. Unlike many previous studies that emphasize instructional methods or qualitative descriptions of Qur'anic learning, this research quantitatively measures the predictive relationship between classroom learning and students' reading competence. The findings demonstrate that high-quality instruction significantly contributes to improved Qur'anic literacy while also highlighting the need for complementary support from families and communities. The study therefore offers both theoretical and practical contributions to the field of Islamic Religious Education by reinforcing the importance of evidence-based instructional practices. Ultimately, these findings support ongoing efforts to improve Qur'anic literacy and strengthen the quality of Islamic elementary education in Indonesia.

Conclusion

The findings of this study demonstrate that Al-Qur'an and Hadith learning exerts a positive and statistically significant influence on the Qur'an reading ability of Grade 4 students at Madrasah Ibtidaiyah Negeri 28 Hulu Sungai Utara. The results of Pearson correlation and simple linear regression analyses indicate that improvements in the quality of classroom instruction are associated with higher levels of Qur'anic reading proficiency. Effective instructional practices—including systematic teacher guidance, interactive learning activities, formative assessment, and continuous recitation exercises contribute substantially to students' mastery of Arabic letter recognition, makhārij al-ḥurūf, tajwīd, reading fluency, and confidence in Qur'anic recitation. These findings confirm the theoretical assumptions of Islamic educational philosophy, constructivist learning theory, and competency-based education, all of which emphasize the importance of meaningful instructional experiences in developing students' religious competencies. Consequently, Al-Qur'an and Hadith learning should be viewed not merely as a curricular subject but as a strategic educational instrument for strengthening Qur'anic literacy among elementary school students.

Although Al-Qur'an and Hadith learning explains a substantial proportion of students' Qur'an reading ability, the findings also indicate that additional factors beyond classroom instruction contribute to learning outcomes. Therefore, improving Qur'anic literacy requires collaborative efforts involving teachers, school leaders, parents, religious institutions, and educational policymakers. Schools should strengthen teacher professional development, integrate innovative instructional strategies, and provide regular opportunities for guided Qur'anic practice. Future studies are recommended to employ larger samples, include additional predictor variables such as parental support, learning motivation, and digital learning resources, and adopt longitudinal or mixed-methods designs to provide a more comprehensive understanding of Qur'anic literacy development. Overall, this study contributes empirical evidence to the field of Islamic Religious Education by demonstrating that effective Al-Qur'an and Hadith learning constitutes an essential foundation for enhancing students' Qur'an reading ability in Madrasah Ibtidaiyah.

Reference

- Ainiy, Nurul. 2022. "Philosophical Approaches in Islamic Studies: Theory and Practice." *An-Natiq Journal of Interdisciplinary Islamic Studies* 2(1):71. doi: 10.33474/an-natig.v2i1.15503.
- Alendra Yusiyaka, Rahmi, and Herawati Sri Septina. 2022. "Games-Based Learning Using Origami Media to Stimulate the Creativity of Children Aged 6-12 Years at the Bukit Mekar Wangi Community Learning Resource Center." *Inspirational Education* 11(2):482–94. doi: 10.24252/ip.v11i2.35496.
- Anwar, Rosyida Nurul, and Siti Muhayati. 2021. "EFFORT TO BUILD A MODERATED ATTITUDE OF RELIGIOUSNESS THROUGH ISLAMIC RELIGIOUS EDUCATION AMONG STUDENTS OF GENERAL HIGHER EDUCATION." *Al-Tadzkiyyah: Journal of Islamic Education* 12(1):1–15. doi: 10.24042/atjpi.v12i1.7717.
- Aprilia, Rifdah Auva, Dwi Putri Miftahatun Rodiyah, Bunga Melati Sukma, Desta Restu Puspitasari, Eka Salma Dina, and Anaas Tri Ridlo Dina Yuliana. 2022. "Implementation of Madrasah Financial Management in the Context of Improving the Quality of Islamic Education." *El-Idare: Journal of Islamic Education Management* 8(2):93–107. doi: 10.19109/elidare.v8i2.14425.
- Ariana, I. Gede Yoga, I. Gusti Ayu Tri Agustiana, and I. Ketut Dibia. 2020. "The Effect of Quantum Teaching Learning Model With Tri Kaya Parisudha Toward Natural Science Learning Outcome." *JOURNAL OF EDUCATION AND TEACHING* 4(4):754. doi: 10.33578/pjr.v4i4.8048.
- Awwaliyah, Robiatul, and Hasan Baharun. 2020. "ISLAMIC EDUCATION IN THE NATIONAL EDUCATION SYSTEM (EPISTEMOLOGICAL STUDY ON ISLAMIC EDUCATION PROBLEMS)." *SCIENTIFIC JOURNAL OF DIDAKTIKA* 19(1):34–49. doi: 10.22373/jid.v19i1.4193.
- Bafadhol, Ibrahim. 2020. "ISLAMIC EDUCATIONAL INSTITUTIONS IN INDONESIA." *Islamic Education: Journal of Islamic Education* 6(11):14. doi: 10.30868/ei.v6i11.95.
- Bawa, Dahlan Lama. 2020. "THE INFLUENCE OF LECTURERS' ACADEMIC QUALIFICATIONS ON THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION LEARNING (Review of Research Results and Follow-up Studies)." *JIE (Journal of Islamic Education)* 5(1):78–88. doi: <https://ejournal.stitmuhbangil.ac.id/index.php/jie/article/view/172>.
- Candra, Bach Yunof. 2021. "Problems of Islamic Religious Education." *ISTIGHNA: Journal of Islamic Education and Thought* 1(1):134–53.
- Febrianty, and S. Muhammad. 2023. "The Power of Appreciation Unlocks Human Resource Potential in Organizations." *Malahayati University*.
- Fikri, Abdul, and Mukhsin Achmad. 2023. "ANALYSIS OF POTENTIAL LEARNING RESOURCES IN THE BOOK ISLAM THE MIDDLE WAY BY YUSUF QARDHAWI." *Kuttab: Journal of Islamic Education* 7(2).

- Hadi, Muhammad Nur, Syaifullah, and Wiwin Fachrudin Yusuf. 2022. "INNOVATION IN ISLAMIC RELIGIOUS EDUCATION." *Mu'allim Journal*4(1):53–66. doi: 10.35891/muallim.v4i1.2948.
- Hermawan, Handi Tri, Hesti Sadtyadi, and Hariyanto. 2019. "Development of Visual Novel-Based Learning Media on the Four Great Events in Junior High Schools." *Journal of Buddhism and Science*VI(1):89–103. doi: 10.53565/bahusacca.v1i2.374.
- Hermawan, Yudi Candra, Wikanti Iffah Juliani, and Hendro Widodo. 2020. "CURRICULUM CONCEPT AND ISLAMIC EDUCATION CURRICULUM." *MUDARRISUNA Journal: Islamic Religious Education Research Media*10(1):34–44. doi: 10.22373/jm.v10i1.4720.
- Hilmi, Danial, Nur Toifah, and Erna Herawati. 2020. "Fostering Islamic Character-Based Religious Studies at the Lowokwaru Islamic Study Group." *Tarbiyatuna: Journal of Scientific Education* 5(1):25–48.
- Lestari, Prawidya P. L. 2022. "CONTRIBUTION OF RELIGIOUS PROGRAMS IN SUPPORTING CHARACTER EDUCATION ACHIEVEMENTS AT SMAN 7 PURWOREJO." *Al Ghazali*5(1):12–29. doi: 10.52484/al_ghazali.v5i1.286.
- Meriza, Iin. 2020. "Supervision (Controlling) in Educational Institutions." Pp. 37–46 in *AT-TA'DIB: SCIENTIFIC JOURNAL OF ISLAMIC RELIGIOUS EDUCATION STUDY PROGRAM*.
- Misbahul Jannah, Muassomah, Rauzatul Jannah, and Fadilah Al Azmi. 2023. "Implementation of the Lok-R Learning Model (Literacy, Orientation, Collaboration, and Reflection) in Improving Reading Literacy (Maharah Qiraah) in Reading Arabic Texts." *Muhadasah: Journal of Arabic Language Education*5(1):37–48. doi: 10.51339/muhad.v5i1.750.
- Muhit, Abdul, and Fikri Maulana. 2022. "Utilizing Islamic Educational Sites as Learning Resources in Online/Online-Based Learning." *IQ (Quranic Science): Journal of Islamic Education* 5 (01):60–72. doi: 10.37542/iq.v5i01.621.
- Rahman, Danial, and Abu Rizal Akbar. 2022. "PROBLEMATICS FACED BY ISLAMIC EDUCATIONAL INSTITUTIONS AS CHALLENGES IN IMPROVING THE QUALITY OF EDUCATION." *Nazzama: Journal of Management Education*1(1):76–89. doi: 10.24252/jme.v1i1.25242.
- Saeful, Achmad. 2022. "EDUCATIONAL ENVIRONMENT IN ISLAM." *Tarbawi: Journal of Islamic Thought and Education*4(1):50–67. doi: 10.51476/tarbawi.v4i1.246.
- Setyorini, Noni, and Qristin Violinda. 2022. "Management and Development of Mosque Assets as an Effort to Improve Worship Services." *JPPM (Journal of Community Service and Empowerment)*5(1):55–59. doi: 10.30595/jppm.v5i1.6343.
- Sintasari, Beny. 2022. "Empowering Mosque Youth and Their Role in Islamic Education." *Urwatul Wutsqo: Journal of Educational and Islamic Studies*10(1):100–114. doi: 10.54437/urwatulwutsqo.v10i1.251.

- Subrata, Gede Harja. 2022. "Implementation of the Tri Sandya Puja in the Community of Sukasada Traditional Village." *Widya Sastra Journal of Hindu Religious Education* 4(2):150–62. doi: 10.36663/wspah.v4i2.302.
- Tabroni, Imam, Dyah Erawati, Imam Maspiah, and Hilma Sa'adatunnisa. 2022. "ISLAMIC RELIGIOUS EDUCATION IN THE GUIDANCE OF THE PROPHET'S SHARIA." *Journal of Education and Culture* 2(1):53–56. doi: 10.58707/jec.v2i1.141.
- Utami, Istiqomah Bekthi, and Agus Ahmad Safei. 2021. "The Role of the Islamic Community in Encouraging Youth Religiousness." *Tamkin: Journal of Islamic Community Development* 5(2).