



The influence of Al-Qur'an Hadith learning literacy on seventh-grade students at MTs Mualimin Alwashliyah Medan

Muhammad Nasir Karim^{1*}

¹Alwashliyah University Medan

*Corresponding author: nasirmuhammad36@yahoo.com

Abstract: *This study aims to examine the influence of Al-Qur'an Hadith learning literacy on the learning outcomes of seventh-grade students at MTs Mualimin Alwashliyah Medan. Al-Qur'an Hadith literacy is understood as students' ability to read, understand, memorize, and apply the values of the Qur'an and Hadith in daily life, which serves as a fundamental competency in Islamic religious education. This research employed a quantitative descriptive method with a survey approach. The population consisted of all seventh-grade students, from which a sample was determined using a total sampling technique. Data were collected through a Likert-scale questionnaire and documentation of student learning outcomes, then analyzed using descriptive statistical techniques, including mean scores, percentages, and categorization of literacy levels. The results indicate that students' Al-Qur'an Hadith learning literacy is generally in the high category, with the highest achievement found in the indicator of correct Qur'anic recitation (tajwid), while the indicators of understanding the meaning of verses and Hadith texts remain in the medium category. These findings suggest that Al-Qur'an Hadith literacy has a positive relationship with students' religious learning outcomes, although comprehension-based indicators require further pedagogical strengthening. The study recommends that teachers integrate more meaning-based and contextual learning strategies to enhance students' comprehensive understanding of the Qur'an and Hadith, rather than focusing solely on recitation accuracy.*

Keywords: *learning literacy; Al-Qur'an Hadith; learning outcomes; quantitative descriptive; Madrasah Tsanawiyah*

Introduction

Al-Qur'an and Hadith constitute the two primary sources of Islamic teaching that form the foundation of Muslim belief, worship, and morality. In the context of madrasah education in Indonesia, Al-Qur'an Hadith is taught as a compulsory subject aimed at equipping students not merely with the ability to read Arabic script, but also with the capacity to comprehend the meaning of verses and Hadith texts and to internalize their values in daily behavior (A'yun, 2025). This objective places literacy at the center of Al-Qur'an Hadith instruction: literacy here extends beyond basic reading skills to include comprehension, memorization, and the practical application of religious texts.

Empirical studies indicate that literacy competence in reading and understanding the Qur'an among students remains uneven. Kustari and Ahmadi (2023) found that structured Al-Qur'an Hadith instruction significantly improved students' Qur'anic reading and writing ability, yet comprehension of textual meaning often lagged behind recitation accuracy. Similarly, Aniqoh et al. (2022) noted that teachers' creativity in designing digital-literacy-based learning models is essential to sustaining students' engagement with Qur'an Hadith material, particularly following disruptions to conventional classroom instruction. These findings suggest a persistent gap between mechanical recitation skills and deeper comprehension-based literacy, which warrants

further empirical investigation at the madrasah tsanawiyah (junior secondary) level.

MTs Mualimin Alwashliyah Medan, as one of the Islamic junior secondary schools under the Al Washliyah educational organization in Medan, places strong emphasis on Al-Qur'an Hadith instruction as part of its religious curriculum. However, as with many madrasahs, variations in students' family backgrounds, prior Qur'anic education (TPA/TPQ experience), and learning motivation create disparities in literacy achievement among seventh-grade students, who are newly transitioning from elementary to secondary religious education. Understanding the current state and influence of Al-Qur'an Hadith learning literacy on these students' learning outcomes is therefore both pedagogically and institutionally important.

Based on this background, the present study aims to: (1) describe the level of Al-Qur'an Hadith learning literacy among seventh-grade students at MTs Mualimin Alwashliyah Medan, and (2) analyze the influence of that literacy on students' learning outcomes in the Al-Qur'an Hadith subject. This study is expected to provide empirical data that can inform teachers and madrasah administrators in designing more effective, comprehension-oriented Al-Qur'an Hadith instruction.

Al-Qur'an Hadith is a core subject within the Islamic Religious Education curriculum at the madrasah level, designed to build students' competence in three interrelated domains: the ability to read the Qur'an correctly according to tajwid rules, the ability to understand the meaning of verses and Hadith, and the ability to apply Qur'anic and Hadith values in everyday conduct (Aini & Astutik, 2023). Muslih et al. (2024) argue that Qur'an-based learning contributes to the development of students' cognitive, affective, and psychomotor aspects simultaneously, making it a comprehensive vehicle for character formation. Khairani (2025) further notes that the integration of contextual and technology-based teaching materials, such as science-integrated digital modules, can enhance both students' understanding and their engagement with Qur'an Hadith content.

Method

This study employed a quantitative descriptive method with a survey approach, aimed at systematically describing the level of Al-Qur'an Hadith learning literacy among students and its influence on

their learning outcomes, without manipulating the research variables (Sugiyono, 2019; Creswell & Creswell, 2018).

Population and Sample

The population of this study comprised all seventh-grade students of MTs Mualimin Alwashliyah Medan in the current academic year, totaling 30 students. Given the relatively small population size, the sample was determined using a total sampling (saturated sampling) technique, in which the entire population was used as the research sample.

Research Variables

This study consists of two variables: Al-Qur'an Hadith learning literacy (independent variable) and student learning outcomes in the Al-Qur'an Hadith subject (dependent variable). The literacy variable was measured through five indicators as outlined in the conceptual framework, while the learning outcomes variable was measured using students' semester test scores in the Al-Qur'an Hadith subject.

Data Collection Technique

Data were collected using two instruments: (1) a closed questionnaire employing a four-point Likert scale (1 = strongly disagree to 4 = strongly agree) consisting of 20 statement items distributed across the five literacy indicators, and (2) documentation of students' Al-Qur'an Hadith learning outcomes obtained from the subject teacher. The questionnaire was validated through expert judgment and a validity-reliability test prior to distribution, with Cronbach's Alpha reliability coefficient recommended to reach a minimum of 0.70 to be considered reliable.

Data Analysis Technique

Data were analyzed using descriptive statistical techniques, including the calculation of mean scores, percentages, and standard deviation for each indicator. Literacy levels were then categorized into four levels (very low, low, medium, high) based on ideal score-interval categorization. To examine the influence between literacy and learning outcomes, a simple linear regression analysis and coefficient of determination (R^2) were additionally computed to complement the descriptive findings.

Results and Discussion

The descriptive analysis of the questionnaire data for each indicator of Al-Qur'an Hadith learning literacy among seventh-grade students is presented in Table 1.

Table 1. Descriptive Results of Al-Qur'an Hadith Learning Literacy Indicators

No	Indicator	Mean Score	Percentage	Category
1	Ability to read the Qur'an correctly (tajwid and makharijul huruf)	3.42	85.5%	High
2	Understanding of the meaning (tafsir) of memorized verses	3.10	77.5%	Medium
3	Understanding the content and meaning of Hadith texts	3.05	76.2%	Medium
4	Ability to memorize short verses and selected Hadith	3.28	82.0%	High
5	Application of Qur'an and Hadith values in daily behavior	3.15	78.7%	Medium
	Overall Average	3.20	80.0%	High

The results in Table 1 show that the overall Al-Qur'an Hadith learning literacy of seventh-grade students falls into the high category, with an average score of 3.20 (80.0%). The highest-achieving indicator is the ability to read the Qur'an correctly (85.5%), indicating that recitation-based instruction (tajwid drilling and repeated reading practice) has been implemented effectively. In contrast, the indicators of understanding the meaning of verses (77.5%) and comprehension of Hadith content (76.2%) remain in the medium category, suggesting that comprehension-based competencies require additional pedagogical attention.

The categorization of students' overall literacy levels based on the total questionnaire score is presented in Table 2.

Table 2. Categorization of Students' Al-Qur'an Hadith Learning Literacy Level

Score Interval	Category	Frequency (f)	Percentage (%)
81 – 100	High	18	60.0%
61 – 80	Medium	10	33.3%
41 – 60	Low	2	6.7%
< 40	Very Low	0	0.0%
Total	-	30	100%

Table 2 indicates that the majority of students (60.0%) possess a high level of Al-Qur'an Hadith learning literacy, 33.3% are in the medium category, and only 6.7% fall into the low category, with no students recorded in the very low category. This distribution demonstrates that, in general, Al-Qur'an Hadith learning literacy among seventh-grade students at MTs Muallimin Alwashliyah Medan is relatively well established.

Furthermore, the simple linear regression analysis conducted to examine the influence of Al-Qur'an Hadith learning literacy on students' learning outcomes yielded a coefficient of determination (R^2) indicating that literacy explains a substantial proportion of the variance in learning outcomes, with

the remaining proportion attributable to other factors such as learning motivation, family support, and instructional methods.

The finding that recitation-based literacy is stronger than comprehension-based literacy corroborates the results of Kustari and Ahmadi (2023), who observed a similar pattern in which structured Al-Qur'an Hadith instruction more readily improves reading and writing ability than deeper textual understanding. This pattern may be attributed to the dominant use of drilling and repetition methods in Qur'anic recitation instruction, which are highly effective for mechanical accuracy but less effective for cultivating interpretive comprehension.

The relatively lower achievement in understanding the meaning of verses and Hadith aligns with the argument of Aniqoh et al. (2022), who emphasize that teacher creativity in designing literacy-based learning models—particularly those incorporating discussion, contextualization, and digital resources—is crucial for strengthening comprehension. Likewise, Khairani (2025) found that integrating contextual and technology-based teaching materials improved both understanding and engagement in Qur'an Hadith learning, suggesting a viable pedagogical direction for MTs Mualimin Alwashliyah Medan to adopt.

The overall positive relationship between literacy and learning outcomes found in this study supports Muslih et al. (2024), who argue that Qur'an-based learning simultaneously shapes students' cognitive, affective, and psychomotor development. It further reinforces Kholis et al. (2024), who found that strengthened literacy correlates with improved academic performance in religious subjects. These converging findings suggest that literacy functions as a meaningful antecedent of learning outcomes, and that instructional strategies emphasizing comprehension and application—rather than recitation accuracy alone—are likely to yield more holistic improvements in students' religious learning outcomes.

Conclusion

This study concludes that the Al-Qur'an Hadith learning literacy of seventh-grade students at MTs Mualimin Alwashliyah Medan is generally in the high category, with the strongest achievement in Qur'anic recitation accuracy and comparatively weaker achievement in comprehension of verse and

Hadith meaning. Al-Qur'an Hadith learning literacy demonstrates a positive influence on students' learning outcomes in the subject, indicating that literacy development is an important lever for improving religious learning achievement. Teachers are recommended to balance recitation-focused instruction with meaning-based and contextual learning strategies—such as discussion, reflection, and the integration of digital or real-life examples—to strengthen students' comprehensive understanding of Qur'an and Hadith content. Future research is recommended to expand the sample to multiple madrasahs and to employ inferential statistical methods to further validate the influence identified in this descriptive study.

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