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**The Influence of the Intensity of Qur'an Recitation at
al-Jam'iyatul Washliyah Orphanage on the Arabic Text Reading
Ability of Students at Madrasah Tsanawiyah Al-Washliyah
Brayan Medan**

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ABSTRACT

Reciting the Qur'an is a mandatory activity for students residing at Al-Jam'iyatul Washliyah Orphanage, Brayan Medan. Qur'an recitation has become a daily routine involving the repeated reading of Arabic letters, words, and verses, which may enhance students' ability to recognize and read Arabic texts while reciting the Qur'an. However, the influence of the intensity of Qur'an recitation on Arabic text reading ability still requires empirical evidence. This study aims to describe the intensity of Qur'an recitation and students' Arabic text reading ability, as well as to analyze the influence of the intensity of Qur'an recitation on Arabic text reading ability. This study employed a quantitative method using a simple linear regression approach. The population consisted of 50 students, with a sample of 30 students selected through purposive sampling. Data were collected using a questionnaire and an Arabic text reading test, both of which had been tested for validity and reliability. The data were analyzed using normality, linearity, and simple linear regression tests. The findings revealed that the intensity of Qur'an recitation had a significant influence on students' Arabic text reading ability (Sig. = 0.000 < 0.05). The coefficient of determination (R^2) was 0.565, indicating that the intensity of Qur'an recitation contributed 56.5% to students' Arabic text reading ability.

Keywords: *Qur'an Recitation Intensity, Arabic Text Reading Ability, Orphanage*



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Introduction

Al-Jam'iyatul Washliyah Orphanage is one of the institutions that supports the educational and religious development of children. It serves not only as a place of residence but also as a center for guidance and education (Harahap & Sahrul, 2025). One of the guidance programs implemented outside formal education is Qur'an recitation, which is conducted for students residing at Al-Jam'iyatul Washliyah Orphanage in Medan. This activity has become an integral part of the institution's educational tradition, serving as a means of instilling Islamic values and enhancing students' religious knowledge (Nasution & Jazuli, 2022).

Based on observations conducted at Al-Jam'iyatul Washliyah Orphanage in Medan, Qur'an recitation is implemented through various structured learning activities. These include *tilawah* (Qur'an recitation), in which students are required to achieve specific recitation targets. In addition, Qur'an reading guidance sessions are held every evening after the Maghrib prayer, during which each student takes turns reciting the Qur'an before a teacher to improve their recitation and develop accurate reading skills in accordance with the rules of *tajwid*. Furthermore, students also participate in Arabic vocabulary and language learning sessions in the afternoon.

Recognizing the importance of Qur'an reading proficiency, Al-Jam'iyatul Washliyah Orphanage in Medan organizes these guidance activities on a regular and structured basis. These activities are intended not only to improve students' Qur'an reading proficiency but also to familiarize them with Arabic script and texts. Regular engagement in Qur'an recitation enables students to become increasingly familiar with Arabic letters, words, and texts. Through repeated exposure to the Qur'an, students can improve their Qur'an reading proficiency while also developing familiarity with Arabic vocabulary and linguistic structures (NSB, 2025). This sustained practice reflects the regular intensity of Qur'an recitation among students at Al-Jam'iyatul Washliyah Orphanage in Medan.

In the context of Al-Jam'iyatul Washliyah Orphanage in Medan, the intensity of Qur'an recitation refers to the students' level of commitment and consistent engagement in participating in, learning, and understanding the recitation of Qur'anic verses as part of their daily lives, with the primary purpose of worshipping Allah SWT (Ulum et al., 2024). As stated by Wassalwa in her study, the intensity of Qur'an recitation refers to the frequency and consistency

with which an individual engages in the continuous practice of reciting the Qur'an (Wassalwa et al., 2025).

Every learning activity undertaken by students, whether individually or collaboratively, represents an effort to achieve optimal learning outcomes that contribute to their personal and academic development (Neli Fitra Murni, 2021). The regular practice of Qur'an recitation has fostered strong Qur'an reading proficiency among students at Al-Jam'iyatul Washliyah Orphanage in Medan. This is reflected in their ability to recite the Qur'an fluently while accurately applying the rules of *tajwid*. These skills have been developed through sustained recitation practices, including *tilawah* sessions and guided Qur'an reading activities. Such continuous practice encourages students to keep learning and improving the quality of their recitation. Moreover, the reading proficiency developed through intensive exposure to the Arabic text of the Qur'an provides an important foundation for the acquisition of Arabic language skills (Sulaiman & Razaq, 2017).

In Arabic language learning, language proficiency is the primary competency that students are expected to attain. Accordingly, Arabic language instruction focuses on developing four fundamental language skills: listening (*Mahārah al-Istimā'*), speaking (*Mahārah al-Kalām*), reading (*Mahārah al-Qirā'ah*), and writing (*Mahārah al-Kitābah*) (Khairina & Sahkholid, 2024).

Lin Junianti Iwan et al. (2024) explain that Arabic reading ability is one of the essential competencies that students need to master to support the comprehensive development of Arabic language proficiency (Iwan et al., 2024). In the context of Arabic language learning, Qur'an recitation is considered one of the factors that may contribute to the development of this competency. Consistent with this view, Muthohhar (2022) argues that fluency in Qur'an recitation helps students become familiar with Arabic vocabulary, script, and linguistic structures (Muthohhar, 2022). Nevertheless, in practice, not all students possess adequate Arabic text reading ability. As a result, various challenges continue to arise in the process of learning Arabic at school.

Based on observations conducted from October 10 to October 20, 2025, at Madrasah Tsanawiyah Al-Washliyah Brayan Medan, as well as interviews with the Arabic language teacher, it was found that some students still experienced difficulties in learning Arabic. These difficulties included understanding lessons, reading and writing in Arabic, as well as a lack of motivation to learn the language. In response to these challenges, the Arabic language teacher

implemented instructional strategies designed to facilitate students' learning. These supplementary learning activities included vocabulary (*mufradāt*) instruction, sentence construction exercises in Arabic, and *tajwid* lessons aimed at improving students' Arabic reading ability. Although Arabic language instruction in the classroom had been implemented effectively, some students continued to experience difficulties in reading Arabic texts. These challenges did not arise without underlying factors.

Reading ability is influenced by various factors originating from both the students themselves and their learning environment. Therefore, it is important to understand the factors that affect reading ability in order to identify the aspects that contribute to students' success in reading Arabic texts (Suryani, 2020).

According to Suryani (2020), several factors influence students' ability to read Arabic texts. First, physiological factors include physical conditions related to vision, hearing, and the speech organs. These three aspects play an important role in the accurate articulation of Arabic letter pronunciation (*makhārij al-ḥurūf*) and reading fluency. Second, intellectual factors refer to students' ability to acquire vocabulary, understand sentence structures, and master the grammatical principles of *naḥw* (Arabic syntax) and *ṣarf* (Arabic morphology), which serve as the foundation for comprehending Arabic texts. Third, psychological factors encompass students' motivation and willingness to engage in consistent reading practice. Finally, environmental and instructional factors include family support, teaching methods, and the availability of adequate learning facilities and resources to promote the optimal development of Arabic reading ability (Suryani, 2020).

In addition to these factors, Hamkah and Mariah (2021) argue that several obstacles may hinder students' ability to read Arabic texts. These obstacles include limited vocabulary mastery, which makes it difficult for students to understand the meanings of words and the overall content of a text; inaccurate pronunciation of Arabic letter articulation (*makhārij al-ḥurūf*), which impedes reading fluency and may lead to misinterpretation of meaning; low motivation and interest in learning, which reduce students' engagement in reading activities; and insufficient reading practice and habituation. Reading is a skill that develops through regular, consistent, and sustained practice (Hamka & Mariah, 2021).

Both supporting and inhibiting factors influence an individual's reading ability. Based on the foregoing discussion, the development of reading ability depends not only on the instructional process provided by teachers but also on students' active involvement in improving their skills through various forms of sustained practice that support the achievement of learning objectives.

However, the intensity of Qur'an recitation is also presumed to influence students' ability to read Arabic texts. This assumption is supported by the findings of Mahdiyah NSB (2025), which indicate a positive effect of Qur'an reading proficiency on students' Arabic text reading ability. The study suggests that students with higher levels of Qur'an reading proficiency tend to demonstrate better ability in reading Arabic texts (NSB, 2025).

Although Qur'an recitation activities at Al-Jam'iyatul Washliyah Orphanage are generally well organized and systematically implemented, students' Arabic text reading ability at school remains varied. While some students are able to read Arabic texts fluently and accurately, others still experience difficulties in recognizing Arabic letters, interpreting diacritical marks, and pronouncing Arabic sounds correctly.

Based on the foregoing discussion, this study is important because, although the Qur'an is written in Arabic and Qur'an recitation has become a regular practice among students, their ability to read Arabic texts does not necessarily develop optimally. This suggests that, in addition to classroom instruction, various other factors may influence students' Arabic text reading ability, one of which is the intensity of Qur'an recitation. Therefore, this study aims to examine whether the intensity of Qur'an recitation has a significant influence on the Arabic text reading ability of students at Madrasah Tsanawiyah Al-Washliyah Brayan Medan who reside at Al-Jam'iyatul Washliyah Orphanage, thereby providing empirical evidence that reflects the actual conditions in the field.

Arabic text reading ability is defined as the ability to recognize the Arabic letters (*ḥurūf al-hijā' iyyah*) and accurately read Arabic texts. According to Agung Izza Mahendra et al. (2022), Arabic text reading ability comprises several key aspects: (1) letter accuracy, referring to the ability to pronounce Arabic letters correctly; (2) reading fluency, referring to the ability to read Arabic texts smoothly and continuously; and (3) word and sentence comprehension, referring to the ability to understand the meanings of words and sentences within the context of the Arabic language (Mahendra et al., 2022).

In this study, Arabic text reading refers to students' ability to read vowelized Arabic passages and simple expressions used as instructional materials in Arabic language classes at the Madrasah Tsanawiyah level. The Arabic texts selected for this study were taken from the official Arabic language textbook and were used as reading materials during the learning process. Therefore, the texts used were not unvowelized Arabic texts but rather Arabic texts fully provided with diacritical marks (*ḥarakāt*).

The Arabic texts used in this study were selected because they were appropriate for the proficiency level of Madrasah Tsanawiyah students and formed part of the Arabic language curriculum. Students' performance in reading these texts was expected to provide an indication of their *Mahārah al-Qirā'ah* (reading skill) proficiency (Sa'idah & Taufiq, 2025). Therefore, this study was conducted to examine whether the regular intensity of Qur'an recitation has a significant influence on the Arabic text reading ability of students at Madrasah Tsanawiyah Al-Washliyah Brayon Medan.

Research Method

A. Research Design

This study employed a quantitative method using a simple linear regression approach rather than an experimental design, as its purpose was to examine the influence of an independent variable on a dependent variable without administering any treatment to the research participants (Sugiyono, 2007). This approach was selected to describe each variable and to analyze the influence between them based on the theoretical framework of Arabic language learning. The study focused on the conceptual aspects of Arabic language learning related to the Qur'an as the revealed word of Allah in the Arabic language. Accordingly, proficiency in Arabic was regarded as a fundamental basis for achieving the objectives of this study (Afifah et al., 2023).

The study employed a simple linear regression design involving two main variables: the intensity of Qur'an recitation as the independent variable and Arabic text reading ability as the dependent variable (Devi et al., 2022). To strengthen the theoretical foundation of the study, the findings were also compared with those of relevant previous studies published between 2021 and 2026.

B. Research Participants and Study Site

The participants in this study were students of Madrasah Tsanawiyah Al-Washliyah Brayan Medan who resided at Al-Jam'iyatul Washliyah Orphanage in Brayan Medan. The study population consisted of 50 students from Grades VII, VIII, and IX. The sample was selected using purposive sampling, a technique in which participants are chosen based on specific criteria relevant to the objectives of the study, resulting in a final sample of 30 students (Sugiyono, 2007). The sample was selected based on the following inclusion criteria: (1) students residing at the orphanage who were officially enrolled as active students at Madrasah Tsanawiyah Al-Washliyah Brayan Medan; (2) regular participation in Qur'an recitation activities at the orphanage; and (3) willingness to participate as respondents and complete all stages of the research. The study was conducted at Madrasah Tsanawiyah Al-Washliyah Brayan Medan over a period of approximately two months, beginning with the preliminary observation stage and continuing until the completion of data collection.

C. Research Instruments

The research instruments consisted of a questionnaire to measure the intensity of Qur'an recitation and a reading test to assess students' Arabic text reading ability. The reading test consisted of vowelized Arabic passages selected from the Arabic language textbook used at the Madrasah Tsanawiyah level. Students' reading ability was assessed through an oral reading test using a scoring rubric that evaluated the accuracy of Arabic letter articulation (*makhārij al-ḥurūf*), the accuracy of reading diacritical marks (*ḥarakāt*), and reading fluency.

D. Data Collection and Data Analysis

Data were collected directly through the administration of the questionnaire and the implementation of an Arabic text oral reading test conducted in the classroom. The collected data were subsequently analyzed using IBM SPSS Statistics 23 software (Santoso, 2016). Data analysis began with tests of the validity and reliability of the research instruments.

The validity of the 15 questionnaire items measuring the intensity of Qur'an recitation was examined using the Pearson Product–Moment correlation, while reliability was assessed using Cronbach's alpha coefficient. The results showed that all questionnaire items had calculated correlation coefficients (*r*-values) greater than the critical *r*-table value (0.361) and significance values below 0.05. Therefore, all questionnaire items were considered valid ($p < 0.05$) and reliable

(Cronbach's $\alpha > 0.60$), indicating that the instrument was suitable for measuring the intensity of Qur'an recitation.

Subsequently, a normality test was conducted to determine whether the data were normally distributed. After the normality assumption was satisfied, a linearity test was performed to examine whether the relationship between the two variables was linear. Once linearity had been confirmed, simple linear regression analysis was conducted to examine the influence of the independent variable, namely the intensity of Qur'an recitation, on the dependent variable, namely Arabic text reading ability.

The decision criterion for the regression analysis was based on the significance value (p). If the significance value was less than 0.05 ($p < 0.05$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, indicating that the intensity of Qur'an recitation had a significant influence on Arabic text reading ability. Conversely, if the significance value exceeded 0.05 ($p > 0.05$), H_0 was accepted and H_a was rejected, indicating that the intensity of Qur'an recitation had no significant influence on Arabic text reading ability. The magnitude of the influence of the independent variable on the dependent variable was determined using the coefficient of determination (R^2), which indicates the percentage of variance in Arabic text reading ability explained by the intensity of Qur'an recitation.

Results and Discussion

Table 1.
Descriptive Statistics of the Research Variables

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Intensity of Qur'an Recitation	30	30	64	94	80.63	7.481
Arabic Text Reading Ability	30	30	55	85	71.33	7.420
Valid N (listwise)	30					

Source: *Processed by the authors using IBM SPSS Statistics 23 (2026).*

A. Descriptive Statistics of the Intensity of Qur'an Recitation

Data on the intensity of Qur'an recitation were collected using a research questionnaire, the items of which had been validated prior to data collection. Each respondent completed 15 questionnaire items using a five-point Likert scale to indicate the frequency of Qur'an recitation, with the response options ranging from *never*, *rarely*, *sometimes*, *often*, to *very often*. The questionnaire was administered to a sample of 30 students.

As presented in Table 1, the descriptive statistical analysis of the 30 respondents showed that the intensity of Qur'an recitation scores ranged from a minimum of 64 to a maximum of 94, resulting in a score range of 30. The mean score was 80.63, with a standard deviation of 7.481. The highest score recorded for the intensity of Qur'an recitation was 94, whereas the lowest score was 64. Based on the predetermined interval classification, four respondents were categorized as having a low level of Qur'an recitation intensity (64–73), sixteen respondents were classified as having a moderate level (74–83), and ten respondents were categorized as having a high level (84–94).

Overall, the mean score for the intensity of Qur'an recitation was 80.63, which falls within the interval of 74–83, indicating that the respondents' intensity of Qur'an recitation was at a moderate level. These findings suggest that the students' levels of Qur'an recitation intensity varied, with most respondents falling within the moderate category, although the overall mean approached the high category. In contrast, only a relatively small number of students were classified as having a low level of Qur'an recitation intensity compared with those in the moderate and high categories. Therefore, it can be concluded that the students residing at Al-Jam'iyatul Washliyah Orphanage in Brayan Medan generally demonstrated a moderate level of Qur'an recitation intensity based on the overall mean score.

B. Descriptive Statistics of Arabic Text Reading Ability

Data on students' Arabic text reading ability were collected through an oral Arabic text reading test using a scoring rubric. The assessment consisted of four indicators, with performance evaluated on a four-level scale: poor, fair, good, and very good. As presented in Table 1, the descriptive statistical analysis of the 30 respondents showed that the scores for Arabic text reading ability ranged from a minimum of 55 to a maximum of 85, resulting in a score range of 30. The mean score was 71.33, with a standard deviation of 7.420.

The highest score recorded for this variable was 85, whereas the lowest score was 55. Based on the predetermined interval classification, four respondents were categorized as having a low level of Arabic text reading ability (55–64), fourteen respondents were classified as having a moderate level (65–74), and twelve respondents were categorized as having a high level (75–85).

Overall, the mean score for Arabic text reading ability was 71.33, which falls within the interval of 65–74, indicating that the respondents' Arabic text reading ability was at a moderate level. These findings suggest that students' Arabic text reading ability varied, with most respondents classified in the moderate category, although the overall mean approached the high category. In contrast, only a relatively small number of students demonstrated a low level of Arabic text reading ability. Therefore, it can be concluded that, overall, the students residing at Al-Jam'iyatul Washliyah Orphanage in Brayan Medan demonstrated a moderate level of Arabic text reading ability based on the overall mean score.

C. Assumption Tests

a. Normality Test

Table 2.
Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Intensity of Qur'an Recitation	0.979	30	0.800
Arabic Text Reading Ability	0.938	30	0.080

Source: *Processed by the authors using IBM SPSS Statistics 23 (2026).*

Based on the results of the normality test conducted on data obtained from 30 respondents, the Shapiro–Wilk test was employed because the sample size was relatively small and this test is considered one of the most appropriate methods for assessing data normality in small samples (Ghasemi & Zahediasl, 2012). The purpose of the normality test was to determine whether the data for each research variable were normally distributed, thereby establishing the appropriateness of using parametric statistical analyses in the subsequent stages of the study.

The results of the normality test showed that the significance value (p) for the intensity of Qur'an recitation variable was 0.800, whereas the significance value for the Arabic text reading ability variable was 0.080. According to the decision criterion for the normality test, the data are considered to be normally distributed when the significance value exceeds 0.05 ($p > 0.05$).

Therefore, both research variables yielded significance values greater than 0.05, indicating that the data for the intensity of Qur'an recitation and Arabic text reading ability were normally distributed. Accordingly, the normality assumption was satisfied, confirming that the data were appropriate for further parametric analysis. Following the confirmation of normality, a linearity test was conducted to examine whether the relationship between the intensity of Qur'an recitation and Arabic text reading ability was linear.

b. Linearity Test

Table 3.
ANOVA Results for the Linearity Test

			df	F	Sig.
Arabic Text Reading Ability × Intensity of Qur'an Recitation	Between Groups	(Combined)	16	4.377	0.005
		Linearity	1	46.884	0.000
		Deviation from Linearity	15	1.543	0.219
		Within Groups	13		
		Total	29		

Source: Processed by the authors using IBM SPSS Statistics 23 (2026).

Based on the results of the linearity test obtained from the ANOVA table, the significance value for the Linearity component was 0.000. The linearity test was conducted to determine whether the relationship between the intensity of Qur'an recitation and Arabic text reading ability followed a linear pattern. Assessing linearity is an essential prerequisite for simple linear regression analysis, as this statistical method assumes a linear relationship between the independent and dependent variables.

The results of the linearity test indicated that the significance value for the Linearity component was 0.000. Since this value was less than 0.05 ($0.000 < 0.05$), it indicates that the relationship between the intensity of Qur'an recitation and Arabic text reading ability follows a linear pattern. Furthermore, the

significance value for the Deviation from Linearity component was 0.219. Because this value exceeded 0.05 ($0.219 > 0.05$), it indicates that there was no significant deviation from linearity.

Based on these findings, it can be concluded that the relationship between the intensity of Qur'an recitation and Arabic text reading ability satisfies the assumption of linearity, as it follows a linear pattern and shows no significant deviation from linearity. Since both the normality and linearity assumptions, as well as the assumptions required for parametric statistical analysis, were satisfied, the data were considered suitable for further analysis using simple linear regression to examine the magnitude of the influence of the intensity of Qur'an recitation on Arabic text reading ability among the research participants.

D. Simple Linear Regression Analysis

Simple linear regression analysis was conducted to examine the influence of the independent variable, namely the intensity of Qur'an recitation (X), on the dependent variable, namely Arabic text reading ability (Y). The analysis began with an examination of the coefficient of determination (R^2) to determine the extent to which the intensity of Qur'an recitation explained the variance in Arabic text reading ability. Next, the overall significance of the regression model was evaluated to determine whether the model was statistically appropriate for explaining the relationship between the variables. Finally, a *t*-test (partial test) was performed to assess whether the intensity of Qur'an recitation had a statistically significant influence on Arabic text reading ability.

Table 4.
Coefficient of Determination (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751 ^a	.565	.549	4.982

a. Predictors: (Constant), Intensity of Qur'an Recitation

Source: Processed by the authors using IBM SPSS Statistics 23 (2026).

Based on Table 4, the results of the coefficient of determination test (Model Summary) show that the R value is 0.751. This value indicates a positive influence between the variable of Qur'an recitation intensity and Arabic text reading ability. Furthermore, the R Square (R^2) value is 0.565, which means that 56.5% of the variation in Arabic text reading ability can be explained by the

variable of Qur'an recitation intensity. The remaining 43.5% is influenced by other factors outside the research model. In addition, the Adjusted R Square value of 0.549 indicates that after adjusting for the sample size and the number of variables in the model, the model's ability to explain the variation in Arabic text reading ability is 54.9%. Meanwhile, the Std. Error of the Estimate value of 4.982 indicates the magnitude of the standard error in predicting the value of the dependent variable.

Table 5.
Model Significance Test (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	901.616	1	901.616	36.321	.000 ^b
	Residual	695.050	28	24.823		
	Total	1596.667	29			

a. Dependent Variable: Arabic Text Reading Ability

b. Predictors: (Constant), Intensity of Qur'an Recitation

Source: *Processed by the authors using IBM SPSS Statistics 23 (2026).*

Based on the results of the model significance test (ANOVA) presented in Table 5, the significance test obtained an F-calculated value of 36.321 with a significance value (Sig.) of 0.000. This significance value is smaller than the significance level of 0.05 ($0.000 < 0.05$), indicating that the regression model used in this study is statistically significant.

These results indicate that the variable of Qur'an recitation intensity has a significant effect on Arabic text reading ability. Thus, the simple linear regression model used in this study has met the requirements to explain the influence of the independent variable on the dependent variable and is appropriate for use in this research analysis.

Table 6.
Regression Equation and t-Test Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.234	10.014		1.122	.271
	Intensity of Qur'an Recitation	.745	.124	.751	6.027	.000

a. Dependent Variable: Arabic Text Reading Ability

Based on the simple linear regression equation presented in Table 6, the constant value (Constant) was obtained at 11.234, and the regression coefficient of the Qur'an recitation intensity variable was 0.745. Thus, the simple linear regression equation in this study is as follows:

$$Y = 11.234 + 0.745X$$

The equation indicates that if the value of Qur'an recitation intensity (X) is assumed to be zero, then the value of Arabic text reading ability (Y) is estimated at 11.234. Furthermore, the regression coefficient value of 0.745 indicates that every one-unit increase in Qur'an recitation intensity will increase Arabic text reading ability by 0.745 units, assuming that other variables remain constant. The positive sign of the regression coefficient indicates that the higher the intensity of Qur'an recitation, the higher the Arabic text reading ability.

Based on the results of the t-test, the calculated t-value was 6.027 with a significance value (Sig.) of 0.000. Since the significance value is smaller than the significance level of 0.05 ($0.000 < 0.05$), it can be concluded that the Qur'an recitation intensity variable has a positive and significant effect on Arabic text reading ability. This is also indicated by the regression coefficient value of 0.745, which is positive, meaning that every increase in Qur'an recitation intensity is followed by an increase in Arabic text reading ability. Thus, the alternative hypothesis (H_a), which states that there is a positive and significant effect of Qur'an recitation intensity on Arabic text reading ability, is accepted, while the null hypothesis (H_0) is rejected.

Discussion

In this study, the proposed hypotheses consist of the null hypothesis (H_0) and the alternative hypothesis (H_a). The null hypothesis (H_0) states that there is no significant effect of Qur'an recitation intensity on Arabic text reading ability. Conversely, the alternative hypothesis (H_a) states that there is a significant effect of Qur'an recitation intensity on Arabic text reading ability. Based on the results of simple linear regression analysis, a significance value (Sig.) of 0.000 was obtained, which is smaller than the significance level of 0.05 ($0.000 < 0.05$). Therefore, H_0 is rejected and H_a is accepted. This indicates that Qur'an recitation intensity has a significant effect on Arabic text reading ability. The magnitude of this effect is shown by the coefficient of determination (R Square) value of 0.565, meaning that Qur'an recitation intensity explains 56.5% of the

variation in Arabic text reading ability, while the remaining 43.5% is influenced by other factors outside the research model that were not examined.

Based on the results of the research analysis, the Qur'an recitation intensity of students at Al Jami'yatul Washliyah Brayan Medan Orphanage is in the moderate category, with an average score of 80.63, which falls within the interval of 74–83. According to the researcher's analysis, this condition indicates that Qur'an recitation activities have become a habit for most students; however, their implementation is not yet fully consistent among individuals.

This may be influenced by several factors, such as self-motivation, laziness, environmental influences, and students' time management in their daily activities. Students who have self-awareness and good environmental support tend to recite the Qur'an more regularly compared to students who recite it only as an obligation. In addition, the peer environment also has a considerable influence because students are more easily motivated when they are in an environment that is active in religious activities.

In addition, based on the researcher's analysis at Al-Jam'iyatul Washliyah Orphanage, there are differences in the length of stay among the students. Some students have lived in the orphanage since an early age, allowing them to participate in Qur'an recitation activities regularly for a longer period. Meanwhile, other students have only recently stayed at the orphanage, so the duration of their participation in Qur'an recitation activities is relatively shorter. These differences in length of stay result in variations in the intensity of Qur'an recitation among students, which are presumed to also influence their ability to read Arabic texts.

The students' Arabic text reading ability is also in the moderate category, with an average score of 71.33, which falls within the interval of 65–74. According to the researcher's analysis, this ability indicates that students have a fairly good foundation in reading Arabic letters; however, some students still experience difficulties in reading fluency, accuracy of makhraj (articulation points), length and shortness of recitation, and the pronunciation of certain letters. Differences in each student's Arabic text reading ability are influenced by several factors, such as reading accuracy, lack of understanding of classroom learning, teaching methods that do not adequately support the learning process, and lack of motivation in learning. Although students who frequently recite the Qur'an at Al Jami'yatul Washliyah Orphanage do not necessarily mean that they are also active in learning Arabic in the classroom. Conversely, students

who rarely recite the Qur'an tend to require more time to read Arabic texts due to limited practice and habituation in reading Arabic letters in their daily lives.

However, the results of the study indicate a significant positive effect between Qur'an recitation intensity and Arabic text reading ability. According to the researcher's analysis, this effect occurs because Qur'an recitation activities basically train the fundamental skills of reading Arabic through repeated and continuous practice. When students regularly recite the Qur'an, they indirectly practice the recognition of hijaiyah letters, the pronunciation of makharijul huruf (articulation points of letters), understanding of diacritical marks, and reading fluency. This habituation makes it easier for students to read Arabic texts in Arabic language learning at school.

In addition, Qur'an recitation activities have become one of the traditions that are consistently implemented at Al Jami'yatul Washliyah Orphanage. The implementation of these activities aims to develop students' ability to read the Qur'an properly and correctly. For students at Al Jami'yatul Washliyah Orphanage, Qur'an recitation activities have become part of their guidance and development since they entered the orphanage, from elementary school to senior high school levels.

These Qur'an recitation activities are carried out every day with materials arranged alternately, such as Qur'an tartil learning, tajwid, and talaqqi, which is the activity of reciting the Qur'an together under the guidance of supervisors. In addition, each student is required to record their daily Qur'an recitation as a form of monitoring their consistency in reading the Qur'an. Through this habituation, students are expected to improve their fluency, accuracy, and quality of Qur'an recitation in accordance with tajwid rules.

In addition, Qur'an recitation activities also develop students' discipline and learning habits. Students who are accustomed to allocating time for reciting the Qur'an usually have better perseverance and patience in learning to read Arabic texts. This indicates that the intensity of Qur'an recitation not only affects technical reading skills but also helps build students' readiness and self-confidence in participating in Arabic language learning. Therefore, Qur'an recitation is an activity and learning pattern that can support the ability to read Arabic texts among students at the Madrasah Tsanawiyah level. Thus, the higher the intensity of Qur'an recitation carried out by students, the greater the possibility that students will have better and more fluent Arabic text reading abilities.

Conclusion

Based on the results of the descriptive analysis, the level of Qur'an recitation intensity among students is generally in the moderate category, with an average score of 80.63, which falls within the interval of 74–83. The data distribution shows that most respondents have a moderate level of Qur'an recitation intensity, followed by the high category.

In addition, the level of students' Arabic text reading ability is also generally in the moderate category, with an average score of 71.33, which falls within the interval of 65–74. The results of the data distribution indicate that the majority of respondents have Arabic text reading ability in the moderate category, followed by the high category.

The results of the simple linear regression analysis indicate that Qur'an recitation intensity has a positive and significant effect on students' Arabic text reading ability. This is evidenced by the results of the t-test, which obtained a calculated t-value of 6.027 with a significance value of 0.000 (< 0.05), indicating that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The magnitude of the effect, as indicated by the coefficient of determination (R Square) value of 0.565, shows that Qur'an recitation intensity contributes 56.5% to students' Arabic text reading ability, while the remaining 43.5% is influenced by other factors not examined in this study. Thus, the higher the intensity of students' Qur'an recitation, the higher their Arabic text reading ability.

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