

Does Memorizing the Qur'an Improve Arabic Proficiency? Insights from Students in Islamic School

- ^{1.} Siti Zahra Nur Jannah, ^{2.} Astri Ramadhani, ^{3.} Dhea Agustia, ^{4.} Remba Salsabila,
^{5.} Khairil Anwar
^{1,2,3,4,5.} Institut Agama Islam Darul Fattah Lampung-Indonesia
^{1.} Zahra23@gmail.com ^{2.} Astri02@gmail.com ^{3.} dhea@gmail.com, ^{4.}
remba57@gmail.com, ^{5.} anwarkhairil23@gmail.com

ABSTRACT

The aim of this research is to determine the amount of memorization of the Al-Qur'an and the results of learning Arabic for class V students at SDIT Muhammadiyah Gunung Terang and to determine the significant correlation between the amount of memorization of the Al-Qur'an and the results of learning Arabic for class V students at SDIT Muhammadiyah Gunung Bright. The questions in this research include "What is the amount of memorization of the Al-Qur'an and the results of learning Arabic for class V students at SDIT Muhammadiyah Gunung Terang?". This research is quantitative using a correlation design. The subjects in this research were 27 students. The results of this research found that the average number of memorized Al-Qur'an students in class V Imam Baihaqi was 78.6. And the average score for learning Arabic for class V Imam Baihaqi students is 80.3. Based on the analysis of product moment correlation test data, the coefficient value is 0.673, it can be concluded that this value is in the interval 0.40-0.70 with the criterion "between variables X and Y there is a moderate correlation

Keywords: *Number of Al-Qur'an Memorizing, Arabic Language Learning Results*

ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan tingkat hafalan Al-Qur'an dan hasil belajar Bahasa Arab pada siswa kelas V SDIT Muhammadiyah Gunung Terang, serta untuk menguji korelasi yang signifikan antara kedua variabel tersebut. Permasalahan penelitian yang dikaji dalam studi ini adalah: "Bagaimana tingkat hafalan Al-Qur'an dan hasil belajar Bahasa Arab siswa kelas V di SDIT Muhammadiyah Gunung Terang?". Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Subjek penelitian berjumlah 27 siswa kelas V Imam Baihaqi. Hasil penelitian menunjukkan bahwa rata-rata tingkat hafalan Al-Qur'an siswa adalah 78,6, sedangkan rata-rata nilai hasil belajar Bahasa Arab adalah 80,3. Berdasarkan analisis korelasi product moment Pearson, diperoleh koefisien korelasi sebesar 0,673. Nilai ini berada pada rentang 0,40–0,70 yang menunjukkan bahwa terdapat korelasi positif tingkat sedang antara jumlah hafalan Al-Qur'an dan hasil belajar Bahasa Arab.

Kata kunci: *Jumlah Hafalan Al-Qur'an, Hasil Belajar Bahasa Arab*

INTRODUCTION

Creating an educational atmosphere and learning process in which students actively develop their potential, including spiritual strength, self-control, character,

intelligence, noble morals, and the skills needed for themselves and society, is essential (Suja et al., 2025). The most important function of education is to develop human potential and guide individuals toward becoming better (Anwar et al., 2025). Thus, individuals are expected to grow into creative, knowledgeable, well-mannered, and responsible persons (Rahmawati, 2024). Education encompasses a wide range of knowledge, one of which is Arabic language learning (Khumaidi & Rahmawati, 2023). Arabic plays an important role for society, especially for Muslims around the world. Arabic and the Qur'an are like two sides of the same coin that cannot be separated from one another, including in the process of learning them (Hidayat & Sya'bani, 2024).

Learning Arabic is a mandatory requirement for mastering the Qur'an, and learning the Qur'an begins with learning Arabic (Rahmawati et al., 2023). Thus, the role of the Arabic language, besides serving as a means of communication among human beings, is also as a medium of communication in expressing faith in Allah, manifested through supplication, prayer, and other acts of worship (Ghafur & Sastrawan, 2023). The Qur'an is the final holy book revealed by Allah SWT through the Angel Jibril to the Prophet Muhammad as the key and conclusion of all previous scriptures ever sent by Allah to His prophets and messengers (Lestari et al., 2023). The laws of Islam, which contain a set of knowledge about creed, fundamental moral principles, and actions, can be found in their original sources within the verses of the Qur'an (Yunita et al., 2023).

إِنَّ هَذَا الْقُرْآنَ يَهْدِي لِلَّتِي هِيَ أَقْوَمُ وَيُبَشِّرُ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا كَبِيرًا

The meaning of the verse: “Indeed, this Quran guides to the path that is most upright and gives good news to the believers who do righteous deeds that they will have a great reward.” (Quran, Surah Al Isra 9)

According to the interpretation of the Ministry of Religious Affairs, Allah revealed the Quran to Prophet Muhammad so that it may become guidance for humankind in attaining safety and happiness in this world and the hereafter (Singgih, 2018). Truly, the Quran provides guidance to the straightest path that leads to their safety and happiness, and it gives glad tidings to the believers who perform good deeds as evidence of their faith that

they will receive a great reward as compensation for their faith and their righteous actions (Setiawan, 2025).

Because of its very important role in life, it is obligatory for every Muslim to learn the Quran. The cultivation of Quranic learning must be introduced from an early age, beginning with learning to read, understand, and even memorize the Quran (Istiqomah et al., 2022). Those who memorize the Quran are granted by Allah a sharp memory and a brilliant mind. The Arabic language is a fundamental discipline of Quranic knowledge that forms the basis for understanding the language of the Quran (Fauziah et al., 2021). Memorizing the Quran is like a light from Allah that is placed in the heart of His servant, and this is supported by the saying of the Prophet: “The reciter of the Quran is like a citrus fruit, its taste is pleasant and its fragrance is delightful.” (Narrated by Bukhari no. 5020 and Muslim no. 797)

Several similar studies also prove the existence of a relationship between Quran memorization and learning achievement. These studies include the undergraduate thesis by Mazidatul Ilmia (Ilmia, 2016) “The Relationship Between Quran Memorization and the Learning Achievement of Grade IV Students at As-Salam Islamic Elementary School,” the journal article by Erwan Cakra Yudha and Yusup Rohmadi (Yudha & Rohmadi, 2022) “The Relationship Between Quran Memorization Ability and Mathematics Achievement in Grade VIII at SMP IT Ibnu Abbas Klaten in the 2017/2018 Academic Year,” and the journal article by Abd Aziz and colleagues (Erlina et al., 2022) “The Relationship Between Quran Memorization Ability and Arabic Learning Achievement of Tadris Students at the Sulaimaniyah Syarief Tahfidz Islamic Boarding School in Medan,” published by the Islamic University of North Sumatra. These three studies conclude that there is a positive relationship between Quran memorization and students’ learning outcomes.

Based on the observations conducted, SDIT Muhammadiyah Gunung Terang implements its curriculum by focusing the first month before the start of the new semester on intensive Quran memorization (Quantum Al Quran), with a target of one juz before beginning academic subjects in the second month. Students in Grade V are required to have memorized three juz as their Quran memorization target. Each student’s memorization level depends on the target set by their parents, which results in differences

in the number of verses memorized by the students. In reality, in Grade IV at SDIT Muhammadiyah Gunung Terang, observations showed that 66.7 percent of the students achieved good Arabic learning outcomes above the minimum competency standard, while 33.3 percent scored below the standard. This is also supported by documentation of students' scores. Based on this, the researcher was encouraged to examine whether Quran memorization is related to the Arabic learning outcomes of Grade V students at SDIT Muhammadiyah Gunung Terang.

Based on the preliminary research conducted through interviews and supported by documentation of Arabic learning outcomes with Mr. M. Mutatohirin, S.Pd., it was found that the Grade IV Abu Hatim class at SDIT Muhammadiyah Gunter consists of 27 students. Among them, 13 students have not yet reached the Quran memorization target, while 14 students have completed the school's memorization target. In the Arabic subject, there are 9 students whose scores are below the minimum competency standard and 18 students who have successfully achieved it. Based on the background described above, the researcher is interested in studying the number of Quran memorization achievements and the Arabic learning outcomes of Grade V students at SDIT Muhammadiyah Gunung Terang, as well as determining the significant correlation between the amount of Quran memorization and the Arabic learning outcomes of Grade V students at SDIT Muhammadiyah Gunung Terang.

RESEARCH METHODS

This research is a quantitative study. According to (Sugiyono, 2021), quantitative research is based on the philosophy of positivism, used to examine specific populations or samples, employing research instruments for data collection, and using quantitative or statistical data analysis with the aim of describing and testing predetermined hypotheses. The subjects in this study were all fifth-grade students of SDIT Muhammadiyah Gunung Terang in the 2023/2024 academic year, totaling 27 students.

The data collection techniques in this study consisted of observation, interviews, and documentation (J. w Creswell & Creswell, 2023). Observation was conducted to directly examine the implementation of the Qur'an memorization program and the Arabic learning process at the research site. Interviews were carried out with the Tahfiz teacher and the Arabic teacher to obtain relevant information regarding memorization targets,

teaching processes, and factors influencing student achievement. Meanwhile, documentation was used to obtain quantitative data in the form of students' Qur'an memorization amounts and their Arabic learning achievement scores, which served as the research variables.

The data analysis techniques used in this study included statistical analysis consisting of normality tests and the Pearson Product Moment correlation test. The normality test was carried out to determine whether the Qur'an memorization data and Arabic learning achievement data were normally distributed, fulfilling the requirements for parametric testing. Subsequently, the Pearson Product Moment correlation test was performed to determine the strength of the relationship between Qur'an memorization (X) and Arabic learning achievement (Y). All data analyses were conducted using SPSS version 26 to ensure results that are objective, accurate, and scientifically accountable.

RESULTS AND DISCUSSION

The results of the number of memorization of the Qur'an and the results of learning Arabic for students of grade V of SDIT Muhammadiyah Gunung Terang. From table 4.2, it is known that the number of students who got the score of the number of memorizations of the Qur'an above the KKM was 23 students, with a percentage of 85.2%, while the number of students who got the score of the number of memorization of the Qur'an below the KKM was 4 students, with a percentage of 14.8%. The value of the number of Qur'an memorizations of grade V students of Imam Baihaqi in the odd semester of SDIT Muhammadiyah Gunung Terang for the 2023/2024 Academic Year with the highest student score of 95 and the lowest student score of 65. In addition, the average Qur'an memorization score of Imam Baihaqi's fifth grade students is 78.6.

Looking at the number of students who got Arabic learning outcomes above KKM 22 students, with a percentage of 81.5%, on the other hand, the number of students who got Arabic learning outcomes was brought by KKM 5 students with a percentage of 18.5%. In connection with that, the Arabic Language Score of grade V students in the odd semester Quis at SDIT Muhammadiyah Gunung Terang for the 2023/2024 Academic Year has the highest score of 100 and the lowest score of 55. Thus, the average score of

Arabic language scores for grade V students of Imam Baihaqi is 80.3. in the known table 4.3 data.

In the implementation of the PTS exam for students who scored the number of Qur'an memorization from the top three, namely Xena Khairunnisa Syakira, Muhammad Danish Azzam and Tasya Kamila Jaya, this was in accordance with the results of observation in the learning process of the 3 students who had the most good memorization, as well as the students who scored Arabic learning outcomes from the top three Tasya Kamila Jaya, Xena Khairunnisa Syakira and Khanesa Syahsiha Khairunnisa, based on the results of an interview with Mrs. Fitriani, M.Pd., the Arabic language teacher, the students have enthusiasm and speed in understanding Arabic.

Based on observations and interviews with Mr. Ahmad Tarnudzi, S.Pd.I. as tahfidz teachers, the students who got the lowest number of Qur'an memorization, namely Nafiis Sandy Zaidan, Aivy Winara Salsabila and M. Anwar Marulitua Raya S, the three students did not deposit to their teachers and did not focus on memorization and difficulty in reciting verses, along with that the students who got the lowest Arabic learning results were students named Nafiis Sandy Zaidan, Aivy Winara Salsabila and Muhammad Dzakwan Hafidz. According to the results of the interview with the Arabic teacher when studying, the 3 students had difficulty catching Arabic lessons and often fell behind in doing practice assignments.

Correlation of the number of memorization of the Qur'an and the results of Arabic learning for grade V students of SDIT Muhammadiyah Gunung Terang. After calculating the data on the value of the number of Qur'an memorization and the value of Arabic learning outcomes with the help of SPSS 26, the Pearson Correlation results obtained the number of Qur'an memorization, which is 0.673 and Arabic learning outcomes 0.673. If the calculated value is $< r_{table}$, then the qualifications are correlated. The calculation value (Pearson Correlation) is 0.673 and the r_{table} value is at a significance level of 5% with the sum of N (respondents) $27 = 0.381$. So with a calculation value of $0.673 < a$ table value of 0.381. So, it can be stated that the data is correlated.

Table 1. Product Moment Results

Correlations

| | | hafalan Al-Qur'an | hasil belajar Bahasa Arab |
|---------------------------|---------------------|-------------------|---------------------------|
| hafalan Al-Qur'an | Pearson Correlation | 1 | ,673** |
| | Sig. (2-tailed) | | ,000 |
| | N | 27 | 27 |
| hasil belajar Bahasa Arab | Pearson Correlation | ,673** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 27 | 27 |

** . Correlation is significant at the 0.01 level (2-tailed).

By looking at the relationship strength interpretation table as follows:

Table 2. Correlation Density Interpretation Table

| No | Interval Nilai | Kekuatan Hubungan |
|----|------------------|------------------------------------|
| 1 | KK = 0 | None |
| 2 | 0,00 < KK ≤ 0,20 | Very low or very weak |
| 3 | 0,21 < KK ≤ 0,40 | Low or weak but sure |
| 4 | 0,41 < KK ≤ 0,70 | Moderately or moderately |
| 5 | 0,71 < KK ≤ 0,90 | Height or strong |
| 6 | 0,91 < KK < 0,99 | Very tall or very strong, reliable |
| 7 | KK=1,00 | Perfect |

Sumber : (Roflin, 2022)

The correlation coefficient of 0.673 indicates a moderate and meaningful relationship between Qur'anic memorization and students' Arabic learning achievement. Based on (J. W. Creswell, 2023), correlation values between 0.40 and 0.70 fall within the moderate category, meaning that Qur'anic memorization provides a measurable positive contribution to students' mastery of Arabic. This finding strengthens the central premise of the study: memorizing the Qur'an supports the development of linguistic abilities that are directly relevant to Arabic learning (Aldaghaishi et al., 2025). Recent cognitive memory studies emphasize that repeated verbal recall enhances working memory

capacity, phonological awareness, and long-term retention, all of which are essential for second language acquisition involving Arabic (Kormos & Sáfár, 2008).

Interview results with Arabic teacher Fitriani M.Pd. further support the quantitative findings. She explains that students who consistently engage in Qur'anic memorization tend to show superior performance in understanding Arabic vocabulary, grammar patterns, and pronunciation. This is plausible because Qur'anic verses provide authentic and repetitive exposure to Classical Arabic structures, which form the basis of Modern Standard Arabic taught in schools. Contemporary research in language education (Najeh et al., 2025) also confirms that habitual exposure and repeated linguistic input significantly strengthen language acquisition. Students' strong motivation in tahfiz also appears to influence their engagement in Arabic lessons, supporting the Expectancy Value Theory developed in its recent elaboration by Wigfield (Sakinah, n.d.) , which states that learners' interest and perceived value strongly influence their academic outcomes.

Meanwhile, interview data from Ahmad Tarnudzi S.Pd.I reveal inhibiting factors that may reduce the strength of the correlation. Several students still experience difficulties in basic Qur'an reading and have not fully mastered Arabic orthography and phonetics. Students who remain at the IQRA reading level face challenges in benefiting optimally from memorization activities. This aligns with recent literacy research (Saepudin et al., 2024), which shows that foundational reading skills are a prerequisite for progressing to more complex language tasks, including interpreting and memorizing Arabic texts. Furthermore, individual differences in motivation, cognitive ability, and memorization aptitude, as proposed in updated language learning research (Pilotti et al., 2022), contribute to the variation in students' achievement levels. These differences help explain why not all students with strong memorization routines achieve equally high results in Arabic learning.

Overall, these findings confirm that Qur'anic memorization has a clear and meaningful moderate correlation with students' Arabic learning achievement. Memorization provides natural exposure to authentic Arabic linguistic structures, improves verbal memory, and enhances students' familiarity with vocabulary and syntax. However, the correlation is influenced by factors such as reading fluency, motivation,



and individual aptitudes. This study reinforces recent educational insights (Annisa & Yudiati, 2024) that integrating Qur'an memorization programs with Arabic language instruction can significantly strengthen students' linguistic and cognitive competencies. Therefore, Qur'anic memorization can serve as a strategic pedagogical foundation in Arabic language education within Islamic schools.

CONCLUSION

Based on the results of the research and the description in the previous chapter of the analysis that has been carried out, it can be concluded as follows: The Arabic Language Score of grade V students in the odd semester Quis at SDIT Muhammadiyah Gunung Terang for the 2023/2024 Academic Year has the highest score of 100 and the lowest score of 55. As for the average score of Arabic language scores for students in grade V of Imam Baihaqi is 80.3. Students who have not reached KKM (70) total 5 students and as many as 22 students whose scores have reached KKM. The value of the number of memorizations of the Qur'an for grade V students of Imam Baihaqi in the odd semester Quis of SDIT Muhammadiyah Gunung Terang for the 2023/2024 academic year with the highest score of 95 and the lowest score of 65. Meanwhile, the average score of memorization of the Qur'an for students in grade V of Imam Baihaqi is 78.6. Students who have not reached KKM (70) are 4 students and as many as 23 students whose scores have reached KKM. Based on the correlative quantitative analysis of the results of the study, it shows that there is a correlation between the number of memorization of the Qur'an and the Arabic learning outcomes of grade V students of Imam Baihaqi at SDIT Muhammadiyah Gunung Terang for the 2023/2024 Academic Year of 0.673. The coefficient value of 0.673 can be interpreted that the niali is in the interval of 0.40-0.70 with the criterion of relationship closeness "The existence of variables X and Y has a fairly significant or moderate correlation. This shows that the number of memorizations of the Quran affects success in Arabic learning outcomes. The author suggests that future researchers continue to conduct more in-depth research on the number of memorization of the Qur'an and the results of learning Arabic as well as the significant correlation between the number of memorization of the Qur'an and the results of learning Arabic so that later it can be used as a better reference.

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