



Contribution of Tahfidz Al-Qur'an Program to Qur'an Hadith Learning Achievement at MTsN 10 Nganjuk

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Abstract

This study examines the contribution of the Tahfidz Al-Qur'an Program to Qur'an Hadith learning achievement at MTsN 10 Nganjuk. The research background is based on the importance of integrating Qur'anic memorization programs to improve students' achievement, particularly in subjects directly related to Qur'anic content. This research employed a quantitative approach with a correlational design. The population consisted of all 36 students of class VIII B, selected using a saturated sampling technique. Data for variable X were obtained from the Tahfidz Program questionnaire, while variable Y was taken from Qur'an Hadith report card scores. Data analysis included validity and reliability tests, descriptive statistics, classical assumption tests, and simple linear regression using SPSS version 18. The results showed that the Tahfidz Program was in the moderate category (average score of 70 out of 80), while learning achievement was in the good category (average score of 83.17). Regression analysis revealed a positive and significant influence, with a significance value of 0.008 (< 0.05) and a coefficient of determination of 0.19. Thus, the Tahfidz Program contributed 19% to Qur'an Hadith learning achievement. This study confirms that the Tahfidz Program can be an effective strategy to improve academic achievement while fostering students' religious character.

Keywords: Tahfidz Al-Qur'an Program, Learning Achievement, Qur'an Hadith.

Abstrak

Penelitian ini mengkaji kontribusi Program Tahfidz Al-Qur'an terhadap prestasi belajar Al-Qur'an Hadis di MTsN 10 Nganjuk. Latar belakang penelitian didasarkan pada pentingnya integrasi program hafalan Al-Qur'an untuk meningkatkan capaian akademik peserta didik, khususnya pada mata pelajaran yang berkaitan langsung dengan isi Al-Qur'an. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian adalah seluruh siswa kelas VIII B berjumlah 36 responden yang dipilih menggunakan teknik sampling jenuh. Data variabel X diperoleh melalui angket Program Tahfidz, sedangkan variabel Y diambil dari nilai rapor mata pelajaran Al-Qur'an Hadis. Analisis data meliputi uji validitas dan reliabilitas, statistik deskriptif, uji asumsi klasik, dan regresi linier sederhana menggunakan SPSS versi 18. Hasil penelitian menunjukkan bahwa Program Tahfidz berada pada kategori sedang (skor rata-rata 70 dari maksimal 80 poin), sedangkan prestasi belajar berada pada kategori baik (skor rata-rata 83,17). Analisis regresi mengungkapkan pengaruh positif dan signifikan, dengan nilai signifikansi 0,008 (< 0,05) dan koefisien determinasi sebesar 0,19. Dengan demikian, Program Tahfidz memberikan kontribusi sebesar 19% terhadap prestasi belajar Al-Qur'an Hadis. Penelitian ini menegaskan bahwa Program Tahfidz dapat menjadi strategi efektif untuk meningkatkan capaian akademik sekaligus membentuk karakter religius peserta didik.

Kata Kunci: Program Tahfidz Al-Qur'an, Prestasi Belajar, Al-Qur'an Hadis.



INTRODUCTION

Islamic education is designed to develop students holistically, encompassing intellectual competence, religious commitment, moral integrity, and spiritual resilience. In the midst of rapid social change, technological advancement, and shifting cultural norms, Islamic educational institutions face the dual challenge of maintaining academic excellence while fostering piety and strong character. This dual mission aligns with the national education goals, which emphasize the formation of individuals who are both knowledgeable and virtuous (Maspa Makkawaru, 2019; Uno, 2007).

One strategic initiative to integrate academic and moral objectives is the Tahfidz Al-Qur'an Program, which emphasizes systematic Qur'anic memorization under disciplined guidance from qualified instructors. This program is not merely a religious enrichment activity but also an intellectual exercise that sharpens concentration, strengthens memory, and cultivates perseverance character traits essential for success across various disciplines. Research has shown that consistent memorization practice stimulates short-term and long-term memory, enhances focus, and reinforces self-regulation skills, all of which are vital for mastering both religious and general knowledge (Siswanto & Izza, 2018).

At MTsN 10 Nganjuk, the Tahfidz Al-Qur'an Program is a structured and compulsory component of the school's educational strategy, rather than an optional extracurricular activity. Participants are required to arrive one hour earlier than other students to submit their memorized verses to the tahfidz instructor, with progress evaluations conducted every three months. This routine is designed to ensure consistent memorization and retention while fostering punctuality, discipline, and responsibility (Author's field observation, MTsN 10 Nganjuk, May 16, 2025). Furthermore, participants are prohibited from joining other extracurricular activities to maintain focus on their memorization targets (A. Zainudin, personal communication, May 16, 2025).

The results of this structured approach are notable. Despite their additional responsibilities, many tahfidz students maintain high academic performance. Several have won awards in science and mathematics competitions at the district level, indicating that participation in the program does not hinder, and may even enhance, academic achievement. This supports the hypothesis that the cognitive and behavioral skills developed through tahfidz such as concentration, perseverance, and time management are transferable to other subjects.

The connection between Qur'anic memorization and Qur'an Hadith learning achievement is particularly direct. In Qur'an Hadith lessons, students are expected to read, recite, and interpret verses accurately. Students who are actively engaged in tahfidz generally have better pronunciation, greater fluency, and a deeper understanding of the meanings of verses, as many of these overlap with curriculum content.



As a result, tafhidz students tend to find it easier to comprehend lessons in tafsir, moral values, and hadith studies, which may translate into higher achievement in this subject area (Aniswatum Mu'alimah, personal communication, May 19, 2025).

Previous studies have highlighted the academic and character benefits of tafhidz programs, although results vary. Syah (2022) found that the Tahfidz Al-Qur'an Program significantly improved Qur'anic reading skills of students at MTs Darul Istiqamah, Maros. Susmita (2022) reported that memorization contributed 5.2% to character development at Muhammadiyah Boarding School Yogyakarta, although the effect was not statistically significant. Amalia (2021) observed improvements in students' politeness at SMP Negeri 2 Langsa. In another field, Khotimah (2019) demonstrated a significant relationship between Qur'anic memorization ability, student attitudes, and mathematics achievement.

Despite the growing body of literature, there remains a gap in research specifically examining the contribution of tafhidz to Qur'an Hadith learning achievement. This gap is important to address because Qur'an Hadith is a core subject in Islamic schools, directly linked to students' religious literacy and spiritual formation. Empirical evidence on the relationship between tafhidz and achievement in this subject can help educators integrate memorization programs more effectively with formal classroom learning.

Based on this background, this study aims to: (1) describe the implementation of the Tahfidz Al-Qur'an Program at MTsN 10 Nganjuk, (2) assess students' learning achievement in the Qur'an Hadith subject, and (3) analyze the program's contribution to improving that achievement. The findings are expected to serve as a foundation for strengthening the integration of spiritual and academic development in Islamic education, provide practical insights for teachers, and serve as a reference for other institutions seeking to optimize the benefits of tafhidz programs.

METHOD

Research Design

This study adopted a quantitative research approach with a correlational design, aimed at examining the contribution of the Tahfidz Al-Qur'an Program (independent variable, X) to students' learning achievement in the Qur'an Hadith subject (dependent variable, Y). The quantitative method was chosen because it enables data to be collected, processed, and analyzed numerically, allowing for high levels of objectivity, accuracy, and statistical reliability (Sugiyono, 2019).

The correlational design was considered most appropriate since the study not only sought to describe each variable individually but also to determine the strength, form, and significance of the relationship between them. This design allows researchers to verify whether variations in students' Qur'an Hadith achievement can be statistically linked to their involvement in the Tahfidz Program,



without manipulating any of the variables under investigation. This design was further justified by the fact that the research problem relates to a real, ongoing educational program at MTsN 10 Nganjuk, where experimental manipulation was neither feasible nor ethically appropriate. Instead, the correlational method allowed for a naturalistic yet statistically robust exploration of the phenomenon.

Time and Place of the Research

This research was conducted at Madrasah Tsanawiyah Negeri (MTsN) 10 Nganjuk, located in Bagorkulon Village, Bagor District, Nganjuk Regency, East Java Province. The school was selected purposively because it has a structured and sustainable Tahfidz Al-Qur'an Program as one of its flagship programs. This program requires students to arrive one hour earlier than the regular class schedule to recite their memorized verses to a tahfidz mentor. In addition, memorization is evaluated every three months to monitor students' progress and provide motivation. The program is integrated into the madrasah curriculum and is directly related to the Qur'an Hadith subject (Sugiyono, 2019).

The research was conducted during the 2024/2025 academic year, specifically from May to June 2025. This period was chosen based on the consideration that students had participated in the Tahfidz Al-Qur'an Program for a sufficient duration, making it possible to measure its contribution to their learning achievement.

Research Subjects

The population in this study consisted of all students of class VIII B, totaling 36 individuals, who represented the first cohort participating in the Tahfidz Al-Qur'an Program at MTsN 10 Nganjuk. The sampling technique used was saturated sampling (total sampling), in which all members of the population were included as research participants. This technique was chosen because the population size was relatively small, easily accessible, and allowed for more comprehensive and representative data collection (Arikunto, 2005).

The independent variable (X) in this study was the Tahfidz Al-Qur'an Program, measured through a structured questionnaire developed by the researcher based on indicators of participation and program implementation quality. The dependent variable (Y) was students' learning achievement in the Qur'an Hadith subject, measured using report card scores.

Research Procedure

The research procedure was conducted in five sequential stages:

1. Preliminary Observation and Coordination

- a. Conducted field observations to understand the structure, schedule, and assessment methods of the Tahfidz Program.



- b. Coordinated with the principal, Qur'an Hadith teachers, and tahfidz instructors to gain institutional support.
2. Instrument Development
 - a. Developed a questionnaire based on five key indicators derived from literature review and the actual implementation of the Tahfidz Program:
 - 1) Students' motivation to memorize the Qur'an.
 - 2) Institutional requirements for Qur'an memorization.
 - 3) Mastery of Qur'anic memorization skills.
 - 4) Strategies for implementing the Tahfidz Program.
 - 5) Impact of Qur'anic memorization on academic and cognitive development.
3. Instrument Validation
 - a. Conducted validity testing (Pearson Product Moment) to ensure item accuracy in measuring intended constructs.
 - b. Conducted reliability testing (Cronbach's Alpha) to confirm measurement consistency.
4. Data Collection
 - a. Administered the validated questionnaire to all 36 participants.
 - b. Collected official Qur'an Hadith report card scores from the school administration.
5. Data Processing and Analysis

Entered data into SPSS version 18 for cleaning and preparation for statistical analysis.

Data, Instruments, and Techniques for Collecting the Data

The study utilized quantitative data from the following sources:

1. Tahfidz Al-Qur'an Program Data
 - a. Collected via a closed-ended questionnaire using a Likert scale (1–5), covering five key indicators: students' motivation, institutional requirements, mastery of memorization skills, implementation strategies, and the impact of memorization on academic and cognitive development.
 - b. Indicators covered the motivational, procedural, skill-based, strategic, and cognitive dimensions of the program.
2. Learning Achievement Data

The data were collected from the official odd-semester Qur'an Hadith report card scores for the 2024/2025 academic year, representing formal teacher assessments.

The questionnaire was tested for validity and reliability prior to data collection. Data were gathered through written questionnaires and official documents provided by the school administration.



Data Analysis Techniques

The data analysis was carried out through several stages. It began with validity and reliability testing to ensure that the research instruments were accurate and consistent. Descriptive statistics were then used to illustrate students' engagement in the Tahfidz Al-Qur'an Program and their academic achievement in Qur'an Hadith subjects. Classical assumption tests were conducted to confirm that the data met the necessary conditions for regression analysis. Finally, a simple linear regression analysis using SPSS version 18 was applied to examine the contribution of the Tahfidz Al-Qur'an Program to students' learning achievement in Qur'an Hadith at MTsN 10 Nganjuk. The detailed analysis process is explained as follows:

1. Instrument Testing

- a. Validity Test: Pearson Product Moment correlation was used to assess the validity of each item.
- b. Reliability Test: Cronbach's Alpha was used to evaluate the internal consistency of the instrument.

2. Descriptive Statistics

Descriptive analysis was employed to determine the distribution and categorization of the levels of Tahfidz Program implementation and students' achievement in Qur'an Hadith.

3. Classical Assumption Tests

- a. Normality Test: The Kolmogorov-Smirnov test was applied to assess whether the data followed a normal distribution.
- b. Linearity Test: Conducted to verify the linear relationship between the independent (X) and dependent (Y) variables.
- c. Homogeneity Test: Levene's Test was used to examine the equality of variances across groups.

4. Inferential Analysis

- a. Simple Linear Regression: Used to analyze the contribution of the Tahfidz Al-Qur'an Program (X) to students' Qur'an Hadith achievement (Y).
- b. Coefficient of Determination (R^2): Measured the percentage of variance in Y explained by X.
- c. t-test: Assessed the significance of the individual contribution of the independent variable.
- d. F-test: Evaluated the overall significance of the regression model.

The results of the data analysis were interpreted in accordance with the research objectives and problem formulation.



RESULTS AND DISCUSSION

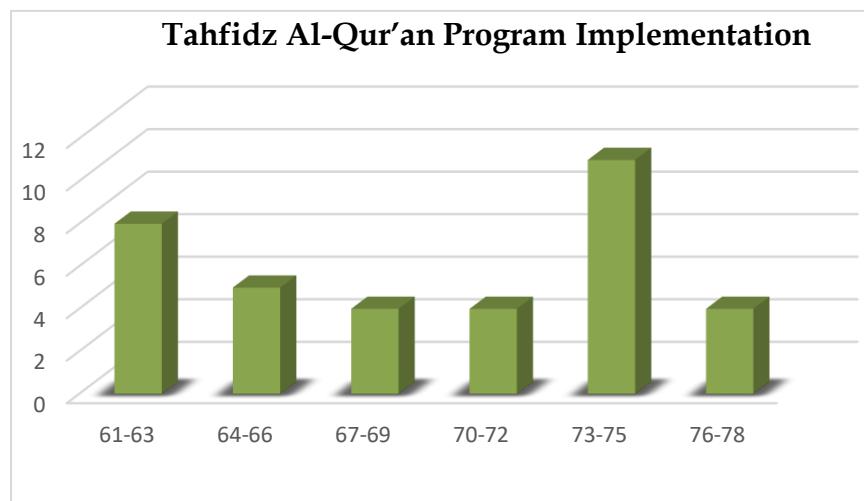
A. Results

This study aims to identify the contribution of the Tahfidz Al-Qur'an Program to the improvement of students' learning achievement in the Qur'an Hadith subject at MTsN 10 Nganjuk. The results of the data analysis are presented in three main sections:

1. Description of the Tahfidz Al-Qur'an Program
2. Description of Qur'an Hadith Learning Achievement
3. Results of Simple Linear Regression Analysis

1. Description of the Tahfidz Al-Qur'an Program

Based on descriptive analysis of the research questionnaire, the implementation level of the Tahfidz Al-Qur'an Program at MTsN 10 Nganjuk falls into the moderate category, with an average score of 70 out of a maximum of 80. This score reflects that most students show active participation, although there is still room for improvement in the quality of program implementation.



Graph 1. Frequency Distribution Chart of the Tahfidz Al-Qur'an Program

According to the bar chart, the frequency distribution across score intervals is as follows:

- a. 8 students scored between 61-63
- b. 5 students between 64-66
- c. 4 students between 67-69
- d. 4 students between 70-72
- e. 11 students between 73-75
- f. 4 students between 76-78

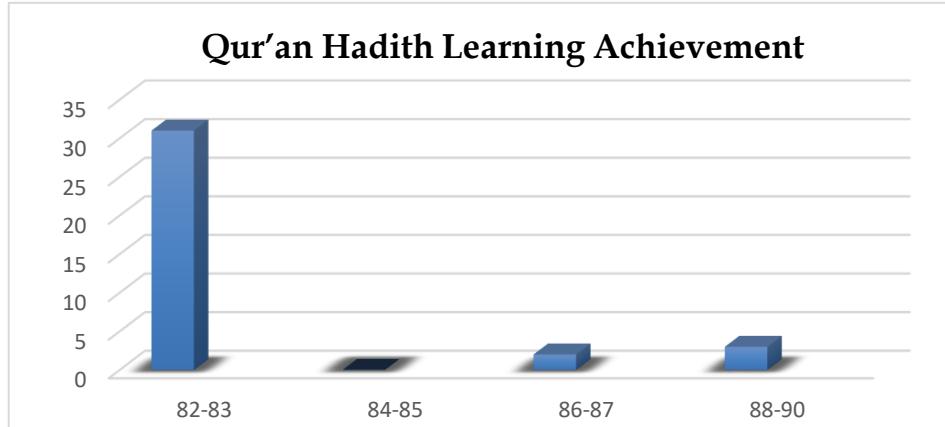
**Table 1. Frequency Distribution of the Tahfidz Al-Qur'an Program**

| No. | Score Interval | Frequency | Percentage |
|---------------|----------------|-----------|------------|
| 1 | 61-63 | 8 | 22% |
| 2 | 64-66 | 5 | 14% |
| 3 | 67-69 | 4 | 11% |
| 4 | 70-72 | 4 | 11% |
| 5 | 73-75 | 11 | 31% |
| 6 | 76-78 | 4 | 11% |
| Jumlah | | 36 | 100% |

The table shows that the majority of students (31%) scored in the 73-75 range out of a maximum of 80 points, indicating that most have reached a reasonably optimal level in program implementation. This result reflects the effectiveness of the applied coaching system, which includes regular memorization evaluations and discipline in punctual attendance.

2. Description of Qur'an Hadith Learning Achievement

Student learning achievement data were obtained from the odd semester report cards for the 2024/2025 academic year. The average score achieved was 83.17, which falls into the good category. All students obtained scores above the Minimum Mastery Criterion (MMC) of 75, indicating generally high academic achievement.

**Graph 2. Learning Achievement in Qur'an Hadith Among Tahfidz Participants**

According to the bar chart, the distribution of student scores is as follows:

- 31 students scored between 82-83
- 0 students between 84-85
- 2 students between 86-87
- 3 students between 88-90



Table 2. Frequency Distribution of Qur'an Hadith Learning Achievement

| No. | Score Interval | Frequency | Percentage |
|---------------|----------------|-----------|------------|
| 1 | 82-83 | 31 | 86% |
| 2 | 84-85 | 0 | 0% |
| 3 | 86-87 | 2 | 6% |
| 4 | 88-90 | 3 | 8% |
| Jumlah | | 36 | 100% |

The results show that most students (86%) scored within the 82–83 range, with all students achieving scores above the Minimum Mastery Criterion (75), reflecting a high level of achievement in the Qur'an Hadith subject.

Classical Assumption Tests

Before conducting regression analysis, classical assumption tests were applied to ensure the appropriateness of the parametric analysis:

1. Normality Test (Kolmogorov-Smirnov): Significance value = 0.185 (> 0.05), indicating that the residuals are normally distributed.
2. Linearity Test: Significance value for *Deviation from Linearity* = 0.226 (> 0.05), indicating a linear relationship between the independent and dependent variables.
3. Homogeneity Test (Levene's Test):
 - a. Tahfidz Al-Qur'an Program variable (X): Sig. = 0.870 (> 0.05)
 - b. Learning Achievement variable (Y): Sig. = 0.824 (> 0.05)

Compliance with the assumptions of normality, linearity, and homogeneity ensures the validity of the simple linear regression analysis and the reliability of its results.

3. Results of Simple Linear Regression Analysis

Simple linear regression analysis was conducted to determine the relationship and contribution of the Tahfidz Al-Qur'an Program to students' learning achievement in the Qur'an Hadith subject. The results are as follows:

- a. Correlation and Coefficient of Determination

Tabel 3. Model Summary
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .435 ^a | .190 | .166 | 1.947 |

a. Predictors: (Constant), Tahfidz Al-Qur'an Program



From Table Model Summary, it is evident that the correlation coefficient (R) is 0.435, indicating a moderate positive relationship, and the coefficient of determination (R^2) is 0.190. Therefore, 19% of the variance in learning achievement is explained by the Tahfidz Program, while the remaining 81% is influenced by other factors.

b. F-test (Simultaneous Significance)

Tabel 4. 23 Uji Signifikansi (Uji F)

ANOVA^b

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|-------|-------------------|
| 1 Regression | 30.148 | 1 | 30.148 | 7.955 | .008 ^a |
| Residual | 128.852 | 34 | 3.790 | | |
| Total | 159.000 | 35 | | | |

a. Predictors: (Constant), Tahfidz Al-Qur'an Program

b. Dependent Variable: Learning Achievement

From Table ANOVA, it is evident that the calculated F-value (7.955) exceeds the F-table value (4.13), with a significance level of 0.008 (< 0.05). Therefore, the regression model is statistically significant.

c. t-test (Partial Significance)

Tabel 4. 24 Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients Beta | t | Sig. |
|-----------------|-----------------------------|------------|-----------------------------------|--------|------|
| | B | Std. Error | | | |
| 1 (Constant) | 71.004 | 4.324 | | 16.419 | .000 |
| Program Tahfidz | .140 | .050 | .435 | 2.820 | .008 |

a. Dependent Variable: Learning Achievement

From Table Coefficients, it is evident that the calculated t-value (2.820) exceeds the t-table value (2.032), with a significance level of 0.008 (< 0.05). Therefore, the Tahfidz Program has a significant positive effect on students' learning achievement.

d. Regression Equation: $Y = 71.004 + 0.140X$



The regression coefficients in the Coefficients table show that each one-point increase in the Tahfidz Program score is associated with a 0.140-point increase in learning achievement, while the constant value of 71.004 indicates that if the Tahfidz Al-Qur'an Program score is zero, the predicted student learning achievement score would be 71.004. This equation confirms that strengthening the implementation of the Tahfidz Al-Qur'an Program through improving the quality of instructors, increasing the intensity of memorization evaluations, and optimizing coaching methods can contribute positively to students' performance in the Qur'an Hadith subject.

B. Discussion

Based on the findings and the conducted data analysis, the following key conclusions can be drawn:

First, the implementation of the Tahfidz Al-Qur'an Program at MTsN 10 Nganjuk is categorized as moderate, with an average score of 70 out of a maximum of 80. This indicates that the majority of students are actively engaged in Qur'anic memorization activities, which are conducted daily before formal learning begins. The program is carried out in a structured manner—starting from memorization submissions to instructors, quarterly evaluations, and discipline enforcement through punctual attendance.

However, improvements can still be made by incorporating more diverse mentoring methods, improving instructor quality, and enhancing students' motivation for better memorization outcomes.

Second, students' learning achievement in the Qur'an Hadith subject is classified as good, with an average score of 83.17. All students exceeded the Minimum Mastery Criterion (KKM) of 75, and most scores ranged between 82–83, indicating a relatively homogeneous distribution. This reflects that the learning process for Qur'an Hadith at the madrasah is well-implemented and equitable. The integration of tahfidz activities into classroom learning has shown a positive impact on students' ability to memorize verses, understand tafsir, and internalize the values conveyed in both the Qur'an and hadith.

Third, the results of the simple linear regression analysis confirm that the Tahfidz Al-Qur'an Program makes a positive and statistically significant contribution to students' learning achievement in the Qur'an Hadith subject. The correlation coefficient (R) of 0.435 indicates a moderately strong positive relationship between the quality of program implementation and student achievement. The coefficient of determination (R^2) of 0.190 means that 19% of the variation in learning achievement is explained by the implementation of the tahfidz program, while the remaining 81% is attributed to other factors such as teachers' instructional strategies, parental support, home learning environment,



students' interest in learning, and psychological factors. Both the F-test and t-test returned significance values below 0.05, confirming the program's influence is statistically valid.

Overall, the study successfully addresses all research objectives: (1) to describe the implementation of the Tahfidz Al-Qur'an Program, (2) to describe students' Qur'an Hadith learning achievement, and (3) to analyze the program's contribution to improving learning outcomes. The findings suggest that strengthening the implementation of the Tahfidz Al-Qur'an Program through structured guidance, qualified instructors, consistent evaluation, and full support from both the school and parents can serve as an effective strategy to enhance students' learning in Qur'an Hadith while also nurturing strong religious character.

CONCLUSION

This study concludes three main points. First, the implementation of the Tahfidz Al-Qur'an Program at MTsN 10 Nganjuk is categorized as moderate, indicating that the program is well-structured, ongoing, and integrated into the school curriculum. Second, students' learning achievement in the Qur'an Hadith subject is good, with an average score of 83.17, significantly exceeding the Minimum Mastery Criterion (KKM). Third, simple linear regression analysis shows that the Tahfidz Program contributes 19% to students' learning achievement, with a significance value of 0.008 (< 0.05), indicating a statistically significant effect.

The correlation coefficient (R) of 0.435 reflects a moderate positive relationship between program implementation and student achievement. The coefficient of determination (R^2) of 0.190 means the program accounts for 19% of the variance in learning outcomes, while other factors contribute to the remaining 81%. Statistical tests (F-test and t-test) confirm the significance of this contribution, both simultaneously and partially.

These findings align with the research objective to examine how the Tahfidz Al-Qur'an Program enhances academic performance in Qur'an Hadith. Students actively and consistently participating in the program tend to achieve higher learning outcomes, supported by structured memorization schedules, regular evaluations, and disciplined attendance. This study underscores the importance of integrating Tahfidz activities into Islamic school curricula as an effective strategy for both religious character formation and academic improvement.

SUGGESTION



1. For the Madrasah

MTsN 10 Nganjuk is encouraged to continuously strengthen the implementation of the Tahfidz Al-Qur'an Program by improving the quality of memorization instructors, diversifying teaching methods, and utilizing technological support such as digital-based memorization monitoring applications. Regular evaluations should be conducted not only on the memorization achievements but also on the program's impact on students' attitudes, discipline, and overall academic performance.

2. For Qur'an Hadith Teachers

Qur'an Hadith teachers are advised to integrate students' memorized verses into classroom learning activities. For example, teachers can relate the memorized verses to the tafsir or hadith content being studied, making the memorization more contextual and meaningful. This approach is expected to strengthen memory retention while enhancing comprehension of the subject matter.

3. For Students

Participants in the tahfidz program are encouraged to maintain daily consistency in reviewing their memorization (muroja'ah), not merely to fulfill program requirements, but also to develop cognitive skills such as focus, memory retention, and time management. The personal discipline built through tahfidz activities can serve as an important foundation for academic success in other subjects.

4. For Future Researchers

This study is limited to one independent variable, namely the implementation of the Tahfidz Al-Qur'an Program. Future researchers are recommended to include other variables such as learning motivation, parental support, teachers' instructional methods, or the home learning environment to obtain a more comprehensive picture of the factors influencing Qur'an Hadith learning achievement. Moreover, adopting a mixed-methods approach can provide deeper insights into the qualitative and quantitative impacts of the tahfidz program.

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