

THE RELATIONSHIP BETWEEN AL-QUR'AN LITERACY AND LEARNING DISCIPLINE ON TAHFIZ LEARNING OUTCOMES OF GRADE VI STUDENTS OF SDIT ADZKIA PADANG

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Abstract

This study is motivated by the importance of strengthening Qur'anic reading literacy and learning discipline in tahfiz learning at integrated Islamic elementary schools. However, students' tahfiz learning outcomes are influenced by various factors that need to be examined empirically. This study aims to determine the relationship between Qur'anic reading literacy and learning discipline and the tahfiz learning outcomes of sixth-grade students at SDIT Adzkia Padang. This study employed a quantitative approach using a correlational survey method. The population of the study consisted of all sixth-grade students at SDIT Adzkia Padang, with a sample of 126 students. Data on Qur'anic reading literacy and learning discipline were collected using questionnaires that had been tested for validity and reliability, while data on tahfiz learning outcomes were obtained from teachers' score documentation. Based on the results of the normality test, the research data were not normally distributed; therefore, data analysis was conducted using the Spearman correlation test with the assistance of IBM SPSS Statistics version 27. The results showed that there was a positive and significant relationship between Qur'anic reading literacy and students' tahfiz learning outcomes with a low level of correlation. In addition, a positive and significant relationship was found between learning discipline and tahfiz learning outcomes with a low level of correlation. The analysis also revealed a strong and significant relationship between Qur'anic reading literacy and learning discipline. These findings indicate that improving students' tahfiz learning outcomes needs to be supported by consistent development of learning discipline, as well as the strengthening of Qur'anic reading literacy as part of character building and fostering students' love for the Qur'an.

Keywords: Qur'anic Reading Literacy, Learning Discipline, Tahfiz Learning Outcomes, Elementary School



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INTRODUCTION

Basic education is the main foundation in the formation of students' character, academic skills, and spirituality.¹ At the Islamic-based elementary school level, learning the Qur'an is not only directed to the ability to read, but also to the ability to memorize (tahfiz) as part of the development of religious character.² The tahfiz program in elementary schools aims to instill a love for the Qur'an from an early age, build discipline, and form directed and sustainable learning habits.³ In practice, the success of the tahfiz program is not only determined by the target number of memorization, but also by the quality of the learning process involving the cognitive, affective, and psychomotor aspects of students.

As one of the integrated Islamic elementary schools, SDIT Adzkia Padang makes tahfiz Al-Qur'an a superior program that is implemented in a structured and sustainable manner. Grade VI students as the final level in elementary school are expected to have achieved certain memorization targets and have good reading quality according to the rules of tajweed. However, in practice, the achievement of students' tahfiz learning outcomes shows quite diverse variations. Some students are able to achieve memorization targets well, while others still experience obstacles in the fluency and accuracy of memorization.

The learning outcomes of tahfiz are basically achievements that reflect the ability of students to memorize the verses of the Qur'an fluently, accurately tajweed, and consistently in muroja'ah (memorization repetition). The process of memorizing the Qur'an requires good reading skills as the main prerequisite.⁴ Students who do not have adequate literacy in reading the Qur'an tend to have difficulty reciting verses correctly, so that the memorization obtained becomes less strong and prone to errors.⁵ Therefore, Qur'an reading literacy is one of the important factors that is suspected to have a close relationship with the success of tahfiz. Qur'an reading literacy in the context of basic education is not only the ability to recognize hijaiyah letters, but includes fluency

¹ Etika Pujianti, "Kontribusi Pendidikan Agama Islam terhadap Pengembangan Spiritualitas dan Mentalitas Peserta Didik," *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 5, no. 1 (2024), <https://doi.org/10.62775/edukasia.v5i1.1342>.

² Devi Syaputri et al., "Implementasi Program Tahfidz Al-Qur'an Dalam Pembentukan Karakter Religius Siswa SD Islam Terpadu Ghilmani," *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 13, no. 11 (2025), <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/73979>.

³ Azka Syifaul Maula and Naeli Sangadah, "Peran Program Tahfidz dalam Pembinaan Karakter Religius: Relevansi Model Pembiasaan Qur'ani bagi Siswa MTs Pesantren Pembangunan Cigaru Majenang," *Journal of Social Humanities and Education* 1, no. 2 (2025), <https://doi.org/10.65310/55g22p29>.

⁴ Ruqoyyah Ruqoyyah and Wasik Wasik, "Supervisi Penerapan Metode Umumi dalam Meningkatkan Kemampuan Membaca dan Menghafal Al-Qur'an," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 8, no. 2 (2023), <https://doi.org/10.55187/tarjpi.v8i2.5427>.

⁵ Dewi Rustiana and Muhammad Anas Ma'arif, "Manajemen Program Unggulan Tahfidz Qur'an dalam Meningkatkan Kualitas Hafalan Al-Qur'an Siswa," *Kharisma: Jurnal Administrasi dan Manajemen Pendidikan* 1, no. 1 (2022), <https://doi.org/10.59373/kharisma.v1i1.2>.

in reading, accuracy of letters, application of tajweed laws, and fluency in reciting verses.⁶ This ability serves as a foundation in the memory encoding process when students memorize. The better the quality of the student's reading, the easier the process of internalizing the verse into long-term memory. Conversely, inaccurate reading can hinder the memorization process because students have to repeatedly correct pronunciation errors.

In addition to the factor of reading ability, non-cognitive aspects such as learning discipline also play an important role in the success of tahfiz. Memorizing the Qur'an is not an instant process, but requires consistency, regular repetition, and good time management. Learning discipline is reflected in students' adherence to the memorization schedule, seriousness in participating in learning, and responsibility in performing muroja'ah at school and at home. Students who have high learning discipline tend to be more structured in achieving memorization targets and are able to maintain the quality of their memorization for a longer period of time.⁷

In the context of elementary school, the character of discipline is still in the formation stage, so it requires intensive habituation and assistance from teachers and parents.⁸ Inconsistency in repeating memorization is often the cause of a decline in the quality and quantity of students' memorization. This shows that the success of tahfiz is not only influenced by the technical ability of reading, but also by positive attitudes and study habits.

In practice, not all students have the same level of Qur'an literacy and learning discipline. In grade VI, there is a variation in the ability to read the Qur'an and a variation in the level of discipline in managing study time. Some students are able to read fluently and consistently in maintaining memorization, so that the tahfiz learning results are high. However, there are also students who still have difficulties in the aspect of tajweed or lack discipline in muroja'ah, so that their memorization achievements are less than optimal.

This condition is also a concern at SDIT Adzkia Padang as an integrated Islamic elementary school that makes the tahfiz program one of the hallmarks of learning. Efforts to improve the quality of tahfiz continue to be carried out through the development of Qur'an literacy and habituation of learning disciplines. However, there is a need for an empirical study to find out the extent of the relationship between Qur'an literacy and learning discipline on tahfiz learning outcomes of students, especially in grade VI which is in the final stage of basic education.

⁶ M. Amhar Dany et al., "Penerapan Metode *An-Nahdliyah* dalam Meningkatkan Kemampuan Membaca Al-Qur'an di TPQ Al Falah Siwalan Pekalongan," *Jurnal Pendidikan Agama Islam* 2, no. 1 (2025), <https://doi.org/10.62712/jurpai.v2i1.28>.

⁷ Suci Mutmainna Said et al., "Strategi Guru Dalam Program Kelas Tahfidz Siswa MTs Negeri 1 Balikpapan," *Journal of Islamic Education Policy* 10, no. 1 (2025), <https://doi.org/10.30984/jiep.v10i1.3668>.

⁸ Maryati et al., "Implementasi Pendidikan Karakter Di Sekolah Dasar Dalam Pembentukan Pribadi Siswa," *JISPE Journal of Islamic Primary Education* 5, no. 02 (2024), <https://doi.org/10.51875/jispe.v5i02.535>.

Research on the relationship between Qur'an literacy and learning discipline to tahfiz learning outcomes is important to obtain a more objective picture of the factors that contribute to the success of the tahfiz program. The results of this research are expected to be the basis for formulating strategies to improve the quality of learning, both through strengthening the ability to read the Qur'an and through fostering the character of student learning discipline.

Based on this description, this study is focused on analyzing the relationship between Qur'an literacy and learning discipline to the tahfiz learning outcomes of grade VI students of SDIT Adzkia Padang. Thus, this research is expected to be able to make a theoretical contribution to the development of Islamic education studies as well as practical contributions to improving the quality of tahfiz programs in elementary schools.

RESEARCH METHODS

This study uses a quantitative approach, which is a research approach that emphasizes the collection and analysis of numerical data to obtain objective and measurable conclusions. The type of research used is explanatory research. Explanatory research aims to explain the causal relationship or influence between free variables and bound variables based on statistical hypothesis testing. The population in this study is all grade VI students of SDIT Adzkia Padang which consists of three school units, namely SDIT Adzkia 1, SDIT Adzkia 2, and SDIT Adzkia 3. This study uses the Stratified Random Sampling technique because the population consists of different groups (strata), namely three school units, and each strata must be proportionally represented. The data collection instruments used in this study are questionnaires and documentation. The questionnaire was used to collect data on Qur'anic reading literacy and student learning discipline, while documentation was used to obtain variable data on students' tahfiz learning outcomes.

Data Analysis Techniques

1. Descriptive Analysis

Descriptive analysis was used to describe the characteristics of each research variable, namely Qur'anic reading literacy, learning discipline, and students' tahfiz learning outcomes. To support the interpretation of the results of the descriptive analysis, respondents' scores were grouped into low, medium, and high categories. The determination of categories was based on the ideal score range of the research instrument using a three-level Likert scale. This category grouping was only used for data description purposes and did not affect the inferential analysis carried out.

2. Inferential Analysis

Before the inferential analysis is carried out, a prerequisite test is first carried out so that the data meets the parametric statistical assumptions. The prerequisite tests carried out include:

- a. Normality Test, to find out whether the data is normally distributed or not.⁹ This test can be performed using *the Kolmogorov-Smirnov* or *Shapiro-Wilk method*, with the criteria of normal distributed data if the significance value (Sig.) > 0.05 .
- b. Linearity test, to ensure that the relationship between the free variable and the bound variable is linear.¹⁰ The relationship is expressed linear when the significance value (Sig.) on the ANOVA test < 0.05 .
- c. The Multicollinearity test is carried out if there is more than one independent variable (as in this study). This test aims to ensure that there is no high correlation between independent variables, with the criteria of VIF values < 10 and *Tolerance* > 0.1 .¹¹

RESULTS AND DISCUSSION

A. Data Decryption

1. Description of Tahfiz Learning Outcome Variable Data

The learning outcome data was obtained from the average score of the Semester 1 Report Card in the Tahfiz Al-Qur'an lesson with a score range of 0 to 100. It is presented in the form of an average score, where the lowest average score is 76.50 and the highest average score is 92.50. If it is connected to the subject KKM which is 75, the learning outcomes of all students have reached the completeness criteria. The description of the learning outcome data obtained by the class is shown in the following table:

⁹ Dodi Fahmeyzan et al., "Uji Normalitas Data Omzet Bulanan Pelaku Ekonomi Mikro Desa Senggigi Dengan Menggunakan Skewness Dan Kurtosis," *Jurnal Varian* 2, no. 1 (2018), <https://doi.org/10.30812/varian.v2i1.331>.

¹⁰ Anjeliyani et al., "Pemodelan Regresi Linear Untuk Memprediksi Nilai Penjualan Di PT Goodiebag Custom Indonesia Tanpa Mempertimbangkan Uji Asumsi," *DESANTA (Indonesian of Interdisciplinary Journal)* 5, no. 1 (2024), <https://jurnal.desantapublisher.com/index.php/desanta/article/view/336>.

¹¹ Effiyaldi Yaldi et al., "Penerapan Uji Multikolinieritas Dalam Penelitian Manajemen Sumber Daya Manusia," *Jurnal Ilmiah Manajemen dan Kewirausahaan (JUMANAGE)* 1, no. 2 (2022), <https://doi.org/10.33998/jumanage.2022.1.2.89>.

Table 1. Tahfiz Learning Outcomes

No.	Statistics	Tahfiz Learning Outcomes
1.	N	126
2.	Min	80,33
3.	Max	98,33
4.	Mean	91,02
5.	Median	91
6.	Standar Deviasi	3,83

Source : Primary data processed in 2026

Qualitatively, the distribution of student achievement is shown in the following table:

Table 2. Frequency Distribution of Tahfiz Learning Outcomes

No.	Value Interval	Qualitative Criteria	Frequency	Percentage (%)
1.	90 – 100	A (Mumtaz)	77	61,11
2.	80 – 89	B (Jaid Jiddan)	49	38,89
3.	76 – 79	C (Jaid)	0	0
4.	70 – 75	D (Mardud)	0	0
5.	60 - 69	E (Maqbul)	0	0
Quantity			126	100

Source : Primary data processed in 2026

Based on the table above, it can be seen that the tahfiz learning outcomes of most students are in category A (Mumtaz) with a score range of 90–100, namely 77 students (61.11%). Meanwhile, as many as 49 students (38.89%) are in category B (Jaid Jiddan) with a score range of 80–89. There are no students in categories C (Jaid), D (Mardud), or E (Maqbul). Overall, the average score of students' tahfiz learning outcomes is 91.02 with a minimum score of 80.33 and a maximum score of 98.33. These findings show that the achievement of tahfiz learning outcomes of students is in the very good category.

2. Description of Literacy Variable Data for Reading the Qur'an

For the Literacy variable of Reading the Qur'an, 3 indicators are used, namely pre-reading activities, reading activities and post-reading activities. The three indicators are described in 17 statement items. The Respondent Achievement Level (TCR) for the three indicators can be seen in the table below:

Table 3. Achievement Level of Respondents Literacy Variable of Reading the Qur'an (X1)

No	Indicators/Statements	Average	TCR (%)
A. Pre-Reading Activities		2,56	85,45
1	I feel happy when I start reading the Qur'an.	2,56	85,19
2	I prepared myself to calm down before reading the Qur'an.	2,60	86,77
3	I take a special time to read the Qur'an every day.	2,5	83,33
4	I keep it clean (such as ablution/washing hands) before reading.	2,28	75,93
5	I place the Qur'an mushaf in a good and respectable place.	2,89	96,3
6	I participated in the habit/recitation of the Qur'an at school earnestly.	2,56	85,19
B. Reading Activities		2,58	86,15
7	I read the Qur'an with focus without being distracted.	2,31	76,98
8	I try to read calmly and not in a hurry.	2,65	88,36
9	I follow the punctuation marks as long and short according to tajweed.	2,62	87,3
11	I try to understand the letters/sentences that feel difficult.	2,67	89,15
12	I feel comfortable when I read the Qur'an.	2,81	93,65
13	I am active during tahsin activities or learning to read in class.	2,44	81,48
C. Activities After Reading		2,54	84,83
14	I felt calmer after reading the Qur'an.	2,83	94,18
15	I tried to understand the simple meaning of the verse I was reading.	2,25	74,87
16	I want to improve the reading over time.	2,71	90,48
17	Reading the Qur'an makes me want to behave better.	2,75	91,53
18	I want to memorize short verses after I finish reading.	2,17	72,49

Source : Primary data processed in 2026

From the table above, it can be explained that the three indicators have an average respondent achievement rate (TCR) on good criteria. The highest TCR is found in the Reading Activity indicator with an average of 86.15. Most of the statement items have a Very Good TCR, where the highest level of respondent achievement is in the statement "*I put the Qur'an mushaf in a good and honorable place*", with an average of 96.30. Then followed by the statement "*I feel calmer after reading the Qur'an*" with an average of 94.18. Furthermore, the statement "*I feel comfortable when reading the Qur'an*" with an average of 93.65. In the activity indicator after reading, there are also statement items that have a very good TCR,

namely the statement *"I want to improve my reading from time to time"* and the statement *"Reading the Qur'an makes me want to behave better."*

Some items have a low TCR on the Pre-Reading Activity indicator, namely on the statement *"I maintain cleanliness (such as ablution/hand washing) before reading"*. Likewise in the Reading Activity indicator, where in the statement *"I read the Qur'an with focus without being distracted"*. Finally, on the Activity after reading indicator, there is also a statement with a low TCR value, namely in the statement *"I try to understand the simple meaning of the verse I read"* and the statement *"I want to memorize a short verse after finishing reading"*.

3. Description of Learning Discipline Variable Data

For the variable of Learning Discipline (X2) it was measured using 8 indicators, namely Order and compliance, Learning punctuality, Memorization responsibility, Regularity and consequences, Focus and seriousness, Learning independence, Activeness in tahfiz activities and 1 negative statement indicator. The Respondent Achievement Level (TCR) for the eight indicators can be seen in the table below:

Table 4. Achievement Level of Respondents of Learning Discipline Variables

No	Indicators/Statements	Average	TCR (%)
A. Order and Compliance		2,28	76,05
1	I maintain order during tahfiz activities.	2,28	76,05
B. Timeliness of Learning		2,56	85,33
2	I am always present on time for tahfiz activities.	2,38	79,26
3	I prepared myself before the tahfiz activities started.	2,39	79,75
C. Memorization Responsibilities		2,79	93,04
4	I try to deposit memorization according to the specified target.	2,65	88,40
5	I am responsible for completing memorization tasks.	2,56	85,43
6	I tried to correct the memorization that was still wrong.	2,59	86,17
D. Regularity and Consistency		2,32	77,35
7	I have a special time for muroja'ah at home.	2,13	71,11
8	I routinely repeat memorization every day.	2,10	70,12
9	I keep the old memorization from being lost.	2,19	72,84
E. Focus and Determination		2,67	89,01
10	I was fully concentrated while following the	2,44	81,48

	memorization deposit.		
11	I listened to the guidance of the tahfiz teacher well.	2,54	84,69
	F. Learning Independence	2,46	81,90
12	I learned memorization without having to be told by my parents or teachers.	2,09	69,63
13	I took the initiative to add new memorization.	2,29	76,30
14	I checked the part of the verse that I doubted.	2,50	83,46
	G. Activeness in Tahfiz Activities	2,48	82,54
15	I actively deposit memorization with tahfiz teachers.	2,44	81,48
16	I participated in tahfiz activities with enthusiasm.	2,19	73,09
	H. Negative Statement (Reverse Item)	1,73	57,82
17	I often postpone muroja'ah at home. <i>(Score reversed)</i>	1,77	59 01
18	I get bored easily when the tahfiz activity takes place. <i>(Score reversed)</i>	1,46	48,64
Source : primary data processed in 2026			

From the table above, it can be explained that the eight indicators have an average respondent achievement rate (TCR) on good criteria. The highest TCR is found in the memorization responsibility indicator with an average of 93.04. Most statement items have a good TCR, where the highest respondent achievement level is in the statement "*I try to deposit memorization according to the specified target*" with a TCR of 88.40. Some items have a low TCR in the negative statement indicator, namely in the statement "*I often postpone muroja'ah at home*", and "*I get bored easily when tahfiz activities take place*".

B. Analysis Trial

Before hypothesis testing is carried out, the research data is first tested to meet the requirements of statistical analysis.¹² The normality test was carried out on the total score of the variables of Qur'anic reading literacy, learning discipline, and tahfiz learning outcomes. The normality test in this study used *the Shapiro-Wilk test*, because the number of research samples amounted to 126 respondents, so this test was considered more sensitive and accurate in detecting data distribution.

¹² Reza Akbar et al., "Analisis Data Penelitian Kuantitatif: Pengujian Hipotesis Asosiatif Korelasi," *Jurnal Pelita Nusantara* 1, no. 3 (2024): 430–48, <https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350>.

Based on the results of the normality test using *Shapiro-Wilk*, the significance value for each variable was obtained as follows: the X1 variable had a significance value of 0.001, the X2 variable 0.022, and the Y variable 0.008. All of these significance values were smaller than 0.05 ($p < 0.05$). Thus, it can be concluded that the data on the X1, X2, and Y variables are not normally distributed. Therefore, the subsequent data analysis in this study does not meet the assumption of normality, so the statistical analysis technique used is adjusted to the data conditions, namely nonparametric statistical analysis, namely the Spearman correlation test, which does not require normally distributed data.

Table 5. Normality test results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	.117	126	<.001	.961	126	.001
X2	.096	126	.006	.976	126	.022
Y	.115	126	<.001	.971	126	.008
a. Lilliefors Significance Correction						

This condition occurs after the research instrument goes through a validation and reliability process, so that the total score of the analyzed variables is the final score based on valid statement items. The elimination of invalid items causes the distribution of data to become more clustered, which statistically has an impact on the non-fulfillment of normality assumptions.

C. Research Hypothesis Testing Results

Hypothesis testing in this study was carried out to determine the influence of reading Qur'an literacy (X1) and learning discipline (X2) on student learning outcomes (Y). Hypothesis testing was carried out using the Spearman correlation test because the data did not meet the assumption of normality. The results of the Spearman Correlation Test with the help of the Statistical Package for the Social Sciences (SPSS) program, can be seen in the following table:

Table 6. Results of the Spearman Correlation Test Between Variables

Correlations			X1	X2	Y
Spearman's rho	X1	Correlation Coefficient	1.000	.740**	.308**
		Sig. (2-tailed)	.	<.001	<.001
		N	126	126	126
	X2	Correlation Coefficient	.740**	1.000	.364**
		Sig. (2-tailed)	<.001	.	<.001
		N	126	126	126
	Y	Correlation Coefficient	.308**	.364**	1.000
		Sig. (2-tailed)	<.001	<.001	.
		N	126	126	126

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

Based on the table above, it can be described as follows :

1. First Hypothesis Testing (H1)

The first hypothesis states that there is an influence of Qur'an reading literacy on students' tahfiz learning outcomes. The results of the Spearman correlation test show a significant relationship between Qur'an reading literacy and tahfiz learning outcomes with a correlation coefficient of 0.308 with a significant value of $p < 0.001$. This result shows that there is a positive and significant relationship between the X1 variable and the Y variable with a low level of relationship. This indicates that the literacy ability to read the Qur'an plays a role in supporting students' memorization achievements, although it is not the only determining factor.

2. Second Hypothesis Testing (H₂)

The second hypothesis states that there is an influence of learning discipline on students' tahfiz learning outcomes. The results of the correlation test between variable X2 and variable Y showed a correlation coefficient value of 0.364 with a significance value of $p < 0.001$. This result indicates a positive and significant relationship between variable X2 and variable Y with a low level of relationship.

3. Testing the Third Hypothesis (H3)

The third hypothesis states that Qur'an reading literacy and learning discipline together affect students' tahfiz learning outcomes. Based on the results of testing the first and second hypotheses, both show a significant relationship, as well as a strong relationship between Qur'an reading literacy and learning discipline, with a correlation coefficient value of 0.740 and a significance value of $p < 0.001$. This shows that the two independent variables have a fairly high relationship.

Thus, it can be concluded that the hypothesis that states the relationship between variables X1 and Y as well as between variables X2 and Y is accepted, because the significance value is less than 0.05.

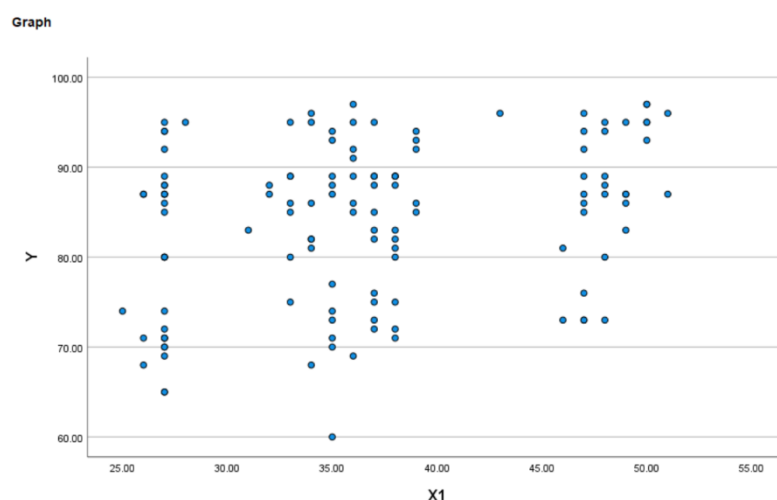
D. Correlation Result Reinforcement Test

To strengthen the results of the Spearman correlation test, additional analysis was carried out in the form of examining the relationship pattern through scatterplots and the Kendall's Tau-b correlation test.

1. Scatterplot Analysis

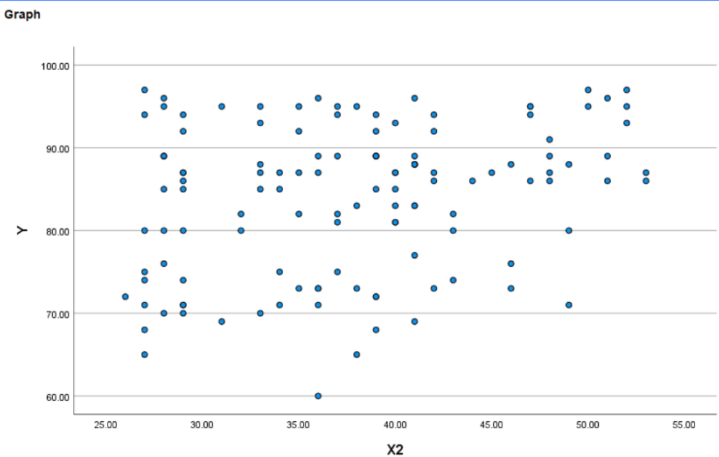
The scatterplot results between Qur'anic reading literacy and student learning outcomes showed that the data points tended to form a pattern of unidirectional relationships, although they did not form a perfect linear line. Similarly, the scatterplot between learning disciplines and learning outcomes showed a tendency for relationship patterns to increase from left to right. The pattern indicated a monotonic relationship between each independent variable and the bound variable. Thus, the assumption of using Spearman correlation in this study has been fulfilled.

Table 7. Scatterplot Output Output X1 to Y



The scatterplot results between the Qur'an reading literacy variable and the student learning outcomes showed that the data points tended to form a unidirectional relationship pattern, even though the spread did not form a perfect straight line. This pattern indicated a monotonic relationship between the two variables. Thus, the use of the Spearman correlation test in this study has met the required assumptions.

Table 8. Scatterplot Output Results of X2 to Y analysis



The scatterplot results between the learning discipline variable (X₂) and student learning outcomes (Y) showed that the data points tended to form a pattern of unidirectional relationships, even though the spread did not form a strong straight line. These patterns indicated a positive monotonic relationship between the learning discipline and student learning outcomes. Thus, the assumption of the use of Spearman correlation in this study has been fulfilled.

2. Test Kendall's Tau-b

Table 9. Test Output of Kendall's Tau-b Variable X1 to Y

Correlations			X1	Y
Kendall's tau_b	X1	Correlation Coefficient	1.000	.221
		Sig. (2-tailed)	.	<.001
		N	126	126
	Y	Correlation Coefficient	.221	1.000
		Sig. (2-tailed)	<.001	.
		N	126	126
Spearman's rho	X1	Correlation Coefficient	1.000	.303
		Sig. (2-tailed)	.	<.001
		N	126	126
	Y	Correlation Coefficient	.303	1.000
		Sig. (2-tailed)	<.001	.
		N	126	126

As a reinforcing test of the results of the Spearman correlation, a correlation analysis of Kendall's Tau-b was performed. The results of the analysis showed a value of the Kendall's Tau coefficient of 0.221 with a significance of < 0.001. This value showed a positive and significant relationship between the literacy of reading the Qur'an and the learning outcomes of students with a low level of relationship.

This result is consistent with the Spearman test which shows a coefficient of 0.303 with a significance of < 0.001 . The consistency of direction and significance of the two tests shows that the research findings are stable and statistically accountable.

Table 10. Tau-b Test Output of Kendall's Variable X2 to Y

Correlations			Y	X2
Kendall's tau_b	Y	Correlation Coefficient	1.000	.171
		Sig. (2-tailed)	.	.006
		N	126	126
	X2	Correlation Coefficient	.171	1.000
		Sig. (2-tailed)	.006	.
		N	126	126
Spearman's rho	Y	Correlation Coefficient	1.000	.242
		Sig. (2-tailed)	.	.006
		N	126	126
	X2	Correlation Coefficient	.242	1.000
		Sig. (2-tailed)	.006	.
		N	126	126

As a reinforcing test of the results of the Spearman correlation, a Kendall's Tau-b analysis was carried out between the variables of learning discipline and student learning outcomes. The results of the analysis showed a value of the Kendall's Tau coefficient of 0.171 with a significance of 0.006. This value showed a positive and significant relationship with a low level of relationship. This result was consistent with the Spearman test which showed a coefficient of 0.242 with a significance of 0.006. The consistency of direction and the level of significance of the two tests strengthened the finding that learning discipline has a real relationship with student learning outcomes.

Discussion

Based on the results of hypothesis testing, Qur'an reading literacy and learning discipline are proven to have a significant influence on students' tahfiz learning outcomes. This influence is shown through a statistically significant relationship between each independent variable and a bound variable.

1. The Influence of Qur'an Reading Literacy on Student Learning Outcomes

The results of the Spearman correlation test showed that Qur'an reading literacy had a correlation coefficient of $\rho = 0.308$, which was included in the category of low to moderate relationships. Corsially, this value indicated that Qur'an reading literacy contributed about 9.5% to the variation in students' tahfiz learning outcomes. This shows that the ability to read

the Qur'an plays a supporting factor in the success of memorization, although it is not the only determining factor.

Theoretically, Qur'an reading literacy plays a greater role in character building, spiritual attitudes, inner peace, and readiness to learn, which tends to have an indirect impact on academic grades.¹³ Therefore, although Qur'an reading literacy has an important value in Islamic education, its influence on academic learning outcomes can emerge through intermediate variables, such as learning motivation, discipline, or students' learning attitudes.¹⁴

In the context of learning in elementary schools, especially in integrated Islamic-based schools, Qur'an reading activities are often carried out as part of habituation and character formation.¹⁵ This allows Qur'anic reading literacy to make a long-term contribution to student development, but it is not always directly reflected in the value of cognitive learning outcomes.

2. The Influence of Learning Discipline on Student Learning Outcomes

The results showed that learning discipline had a correlation coefficient of $\rho = 0.364$, which was in the category of moderate relationships. Correlationally, learning discipline contributed around 13.3% to the variation in tahfiz learning outcomes. These findings show that learning discipline has a relatively larger role than Qur'an reading literacy in supporting students' tahfiz learning outcomes.

Students who have a good level of learning discipline tend to obtain higher learning outcomes. Learning discipline is closely related to students' ability to manage time, obey learning rules, complete assignments on time, and show seriousness in following the learning process. Students who are disciplined generally have regular and consistent study habits, so they are better prepared to receive learning materials and do evaluations.

These findings are in line with learning theory which states that discipline is one of the internal factors that greatly influence learning success.¹⁶ In the context of learning in elementary school, learning discipline is an important foundation for the formation of effective and sustainable learning behavior. So the results of this study confirm that improving student learning discipline is one of the important strategies in an effort to improve student learning outcomes.

¹³ Yuliana Siregar, "Peran Al-Qur'an Dalam Pembentukan Kecerdasan Emosional Peserta Didik," *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 5, no. 3 (2025), <https://doi.org/10.56832/edu.v5i3.2064>.

¹⁴ Siti Umayah et al., "Penguatan Literasi Dini melalui Pendekatan Islami: Tinjauan Teoritis dan Empiris," *ATH-THALIB: Jurnal Penelitian Mahasiswa* 2, no. 1 (2024), <https://jurnal.stittangamus.ac.id/index.php/ATH-THALIB/article/view/136>.

¹⁵ Nurul Ainita et al., "Implementasi Penguatan Pendidikan Karakter Melalui Pendidikan Agama Islam Di Sekolah Dasar Islam Terpadu Adzkia 1 Kota Padang," *Sultra Educational Journal* 5, no. 2 (2025), <https://doi.org/10.54297/seduj.v5i2.1242>.

¹⁶ Ahmad Pujo Sugiarto et al., "Faktor Kedisiplinan Belajar Pada Siswa Kelas X SMK Larenda Brebes," *Mimbar Ilmu* 24, no. 2 (2019), <https://doi.org/10.23887/mi.v24i2.21279>.

3. The Influence of Reading Qur'an Literacy and Learning Discipline Simultaneously on Student Learning Outcomes.

The results of the study show that Qur'an reading literacy and learning discipline have a strong relationship with student learning outcomes. These findings show that these two variables together contribute to the achievement of student learning outcomes. These results strengthen the view that the achievement of student learning outcomes is not determined by a single factor, but by a combination of various aspects, both religious aspects, attitudes, and learning behaviors.¹⁷ Therefore, strengthening the culture of Qur'an literacy and habituating learning discipline needs to be carried out in a balanced manner in the educational process in schools.

CONCLUSION

Based on the results of the research and discussion that has been described in the previous chapter regarding the influence of Qur'an reading literacy and learning discipline on the learning outcomes of tahfiz students in grade VI SDIT Adzkia Padang, the following conclusions can be drawn: (1) Literacy of reading the Qur'an has a statistically significant effect on the learning outcomes of tahfiz students in grade VI SDIT Adzkia Padang. This influence is shown by the existence of a significant relationship between literacy in reading the Qur'an and tahfiz learning outcomes. The strength of the relationship is in the low to medium category, which indicates that Qur'an reading literacy plays a supporting role in achieving tahfiz learning outcomes, although it is not the only determining factor. (2) Learning discipline has a significant effect on tahfiz learning outcomes of grade VI students of SDIT Adzkia Padang. These findings show that students who have a good level of learning discipline tend to obtain higher tahfiz learning outcomes. (3) Literacy of reading the Qur'an and learning discipline together have a significant effect on the learning outcomes of tahfiz students in grade VI of SDIT Adzkia Padang. This shows that these two variables together contribute to influencing the learning outcomes of tahfiz students. Although the combined magnitude of the influence is not calculated quantitatively because the analysis used is nonparametric, the results show that the combination of literacy and learning discipline is an important factor in the success of tahfiz learning.

¹⁷ Halimah Tusaddiyah Siregar, "Faktor-Faktor Yang Mempengaruhi Hasil Belajar Dalam Pembelajaran PAI," *Jurnal Ilmu Tarbiyah Dan Keguruan (JITK)* 2, no. 2 (2024), <https://doi.org/10.65311/jitk.v2i2.791>.

ADVICE

Based on the results of the research and conclusions that have been presented, the researcher provides the following suggestions: (1) For schools, schools are expected to continue to develop Qur'an literacy programs and integrated learning discipline development in tahfiz activities, so as to support the improvement of the quality of student learning outcomes. (2) For Tahfiz teachers and classroom teachers, teachers are expected to be able to integrate the development of Qur'an reading literacy with the cultivation of learning discipline attitudes, such as the regularity of muroja'ah, punctuality, and consistency of memorization exercises, so that the tahfiz learning process runs more effectively. (3) For parents, parents are expected to be able to provide support and assistance to students at home, especially in building the habit of reading and repeating the Qur'an memorization regularly, as well as instilling learning discipline from an early age. (4) For the next researcher, it is recommended to examine other variables that have the potential to affect tahfiz learning outcomes, such as learning motivation, family environment support, or tahfiz learning strategies, and use different research designs to obtain a more comprehensive picture.

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