

The Influence of Quran Learning on the Ability to Write Quran Verses of Junior High School Students

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Introduction

Quran learning holds immense significance in the lives of Muslims, serving as both a spiritual guide and an intellectual pursuit (Sardar, 2011). As the holy book of Islam, the Quran provides divine wisdom, moral principles, and instructions for leading a righteous life. Beyond its religious importance, learning the Quran contributes to personal development, cultural preservation, and academic enrichment (Sahin, 2018).

The Quran serves as the ultimate source of guidance for Muslims, offering teachings that promote kindness, honesty, patience, and humility (Rahman, 2013). By studying the Quran, individuals gain insight into ethical behavior and learn how to navigate life's challenges in accordance with Islamic principles. Quran learning instills a sense of purpose and moral responsibility, encouraging students to apply its teachings in their daily interactions. Furthermore, regular engagement with the Quran strengthens one's relationship with God (Allah), fostering spiritual peace and contentment.

The Quran is written in classical Arabic, and its proper recitation and interpretation require a strong understanding of the language. Learning the Quran helps preserve Arabic literacy among Muslims, ensuring that future generations maintain a connection with their religious and linguistic heritage (García-Sánchez, 2010). Moreover, many Islamic traditions, historical texts, and scholarly works are based on Quranic principles, making Quran learning essential for cultural and intellectual continuity.

Quran learning enhances cognitive abilities by improving memory, concentration, and analytical thinking (Nawaz & Jahangir, 2015). The process of memorizing verses (hifz) strengthens mental discipline and boosts retention skills. Additionally, reciting and understanding the Quran improves linguistic proficiency, particularly in Arabic. Mastering Quranic Arabic allows students to engage more deeply with Islamic teachings and appreciate the beauty and complexity of the Quran's language (Gade, 2004). This linguistic competence can also facilitate the learning of other languages that share Arabic roots.

Engaging with the Quran has been shown to have a calming effect on the mind and heart. Reciting its verses promotes tranquility, reducing stress and anxiety(Nayef & Wahab, 2018). The rhythmic and melodic nature of Quranic recitation has a soothing effect, which can enhance emotional well-being. Furthermore, Quran learning provides comfort and resilience during difficult times, as its teachings encourage patience and faith in divine wisdom.

Quran learning often takes place in communal settings such as mosques, madrasahs, and Islamic schools(Anzar, 2003). This collective learning experience fosters a sense of unity, brotherhood, and mutual respect among students. It also encourages social responsibility, as the Quran emphasizes compassion, justice, and helping others(Supriyatno & Ubabuddin, 2020). By studying the Quran together, individuals develop stronger ties with their religious community and contribute to the betterment of society.

Quran learning nurtures intellectual curiosity and critical thinking. The Quran encourages reflection, questioning, and seeking knowledge, which align with the broader goals of education. Many scientific, mathematical, and philosophical concepts have been inspired by Quranic teachings, demonstrating its role in shaping human understanding. Additionally, Quran learning enhances discipline and time management, as students must dedicate consistent effort to memorization, recitation, and comprehension(Gade, 2004).

The ability to read and write Quranic verses correctly is an essential skill in Islamic education(Rosniati, 2019). Learning the Quran is not only a spiritual practice but also an academic and linguistic discipline that requires proficiency in Arabic script, proper pronunciation (tajweed), and accurate writing. For junior high school students, mastering the skill of writing Quranic verses is crucial, as it strengthens their understanding of the text, enhances memorization, and ensures the preservation of the Quran's authenticity(Alaydrus, 2019).

However, many students face difficulties in accurately writing Quranic verses due to several factors, such as limited exposure to formal Arabic writing, insufficient practice, and variations in teaching methods. Some students struggle with writing the script correctly, especially with diacritics (harakat) and letter connections, which are essential for preserving the meaning of the verses(El Bakri, 2013). These challenges raise concerns about the effectiveness of current Quran learning programs in schools.

Quran learning plays a significant role in improving students' ability to write Quranic verses by reinforcing their familiarity with Arabic script and grammatical

structures(Supriyadi et al., 2019). The process of learning the Quran involves reading, recitation, memorization, and writing, all of which contribute to a student's overall literacy in Arabic. However, the extent to which Quran learning influences students' writing ability remains an area that requires further investigation. Understanding this relationship can help educators refine teaching methods and enhance students' proficiency in writing Quranic verses accurately(Kassem, 2017).

This research aims to analyze the influence of Quran learning on the ability of junior high school students to write Quranic verses correctly. By examining factors such as teaching approaches, student engagement, and writing accuracy, this study seeks to provide insights into how Quran education can be improved to support better writing skills. The findings of this research will be valuable for educators, curriculum developers, and policymakers in designing more effective Quran learning programs that ensure students develop both reading and writing competencies in Arabic(Abdallah, 2011).

Research Problem Statement

The ability to accurately write Quranic verses is a fundamental skill for students in Islamic education, as it ensures the correct transmission and preservation of the Quran. However, many junior high school students struggle with writing Quranic verses correctly due to challenges in Arabic script comprehension, proper application of diacritical marks (harakat), and inconsistencies in teaching methods. While Quran learning is widely implemented in Islamic schools, its direct impact on students' writing abilities remains an area that requires deeper investigation(Boyle, 2006).

One of the primary concerns is the variation in Quran learning methodologies, which may influence students' proficiency in writing(N. A. Shukri, 2014). Some schools emphasize memorization and oral recitation (tajweed) over writing practice, leading to an imbalance in Quranic literacy. Additionally, the level of exposure to Arabic script in non-Arabic-speaking regions affects students' ability to write Quranic verses accurately. Many students rely on phonetic memorization without fully understanding the structure of written Arabic, resulting in errors when they attempt to transcribe verses.

Another challenge is the effectiveness of Quranic education programs in junior high schools. While students are taught to recite and memorize verses, there is limited research on whether these methods significantly improve their writing skills. Factors such as the role of teachers, the frequency of writing practice, and the integration of Arabic language instruction into Quran learning all contribute to the complexity of this issue(Wahba et al., 2014). Understanding the relationship between Quran learning and

writing ability is crucial in developing more effective educational approaches that enhance students' Quranic literacy.

This research aims to investigate the influence of Quran learning on junior high school students' ability to write Quranic verses accurately. By analyzing the extent to which different teaching methods impact students' writing skills, this study will provide valuable insights for educators and curriculum developers (Hyland, 2015). The findings will help in identifying best practices for improving Quranic writing instruction, ensuring that students not only recite and memorize the Quran but also develop the necessary skills to write its verses correctly.

Novelty of Research

The study on *The Influence of Quran Learning on the Ability to Write Quran Verses of Junior High School Students* offers a novel contribution to the field of Islamic education by addressing an underexplored aspect of Quranic literacy writing proficiency. While numerous studies have examined Quran memorization, recitation (tajweed), and comprehension, limited research has been conducted on how Quran learning specifically impacts students' ability to write Quranic verses accurately (MOHAMUD, n.d.). This research fills a critical gap by investigating the direct relationship between Quranic education methods and writing skills among junior high school students.

One of the key innovations of this study is its focus on the practical application of Quran learning in written form. Many Islamic educational programs emphasize verbal recitation and memorization, yet writing is an essential skill for preserving the accuracy of Quranic texts (N. H. A. Shukri et al., 2020). By analyzing how different instructional strategies such as structured writing exercises, integrated Arabic language teaching, and various pedagogical approaches affect students' ability to transcribe Quranic verses correctly, this research provides new insights that can help enhance Quranic education curricula.

Furthermore, this study applies a systematic evaluation of students' writing proficiency using measurable indicators, such as accuracy in letter formation, application of diacritics (harakat), and overall structural correctness of written verses. Unlike previous research that primarily focuses on oral proficiency, this study highlights the importance of written competency, offering a comprehensive perspective on Quranic literacy (Berglund, 2019). The findings will contribute to the improvement of teaching methodologies by identifying effective practices that can be incorporated into Islamic schools to develop both reading and writing skills.

Additionally, this research considers the role of modern educational tools and teaching techniques in Quran learning. With advancements in digital learning and pedagogical strategies, understanding how technology and innovative teaching methods can improve Quranic writing proficiency is a significant aspect of this study (Wekke & Hamid, 2013). By exploring the integration of traditional and modern teaching approaches, the research provides a fresh perspective on Quran education in the 21st century.

Ultimately, this study introduces a novel dimension to the discussion of Quranic education by shifting the focus toward writing proficiency. Its contributions will help educators, policymakers, and curriculum developers refine Quranic education programs, ensuring that students not only memorize and recite the Quran but also develop strong writing skills that support the accurate transmission of the holy text.

Plan for the results and discussion of this research

The results and discussion section of this research will be structured to provide a comprehensive analysis of how Quran learning influences the ability of junior high school students to write Quranic verses. This section will interpret the study's findings, compare them with existing literature, and discuss their implications for Islamic education. The analysis will be divided into several key themes, ensuring that the relationship between Quran learning and writing proficiency is examined from multiple perspectives.

The first aspect of the results will focus on assessing students' ability to write Quranic verses accurately. The study will evaluate common errors in writing, such as misplacement of diacritical marks (harakat), incorrect letter formation, or structural mistakes in transcription. By categorizing these errors, the research will determine the primary challenges faced by students and how Quran learning methods influence their writing proficiency.

A significant part of the discussion will explore how different Quran learning approaches affect students' writing abilities. The research will compare traditional memorization-based learning, recitation-focused teaching, and methods that integrate Arabic writing exercises. By analyzing which teaching methods lead to better writing proficiency, this study will provide insights into the most effective strategies for improving students' ability to transcribe Quranic verses accurately.

Another important aspect of the discussion will be the relationship between students' ability to recite the Quran and their skill in writing its verses. The study will examine whether students who excel in tajweed and memorization also perform well in writing

or if there is a disconnect between oral proficiency and written accuracy. Understanding this relationship will help educators refine teaching strategies to balance both aspects of Quranic literacy.

Since Quranic writing is rooted in Arabic script, the discussion will also explore the extent to which students' familiarity with Arabic grammar, vocabulary, and script impacts their ability to write Quranic verses correctly. The research will assess whether students with stronger Arabic language skills demonstrate higher accuracy in writing and whether Arabic language instruction should be integrated more effectively into Quran learning programs.

The results will also consider how students' level of engagement and the learning environment affect their ability to write Quranic verses. Factors such as teacher guidance, classroom resources, frequency of writing practice, and the use of technology in Quran learning will be analyzed. This section will provide insights into how external factors influence students' learning outcomes and what improvements can be made in the educational environment.

The discussion will conclude with recommendations for Islamic educators, policymakers, and curriculum developers. Based on the findings, this section will suggest strategies for improving Quranic writing instruction, integrating writing exercises into Quran learning programs, and addressing challenges faced by students. The implications will emphasize the importance of a well-balanced approach that strengthens both oral and written Quranic literacy.

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