

The Influence of Al-Quran Reading Fluency and Self-Confidence on the Reading Mastery of Islamic Boarding School

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Abstract:

This study aims to analyze the influence of Quranic reading fluency and self-confidence on students' mastery of Quranic reading at Ma'had Al-Hidayah, Batu City. The background of this study stems from the importance of Quranic reading skills as a foundation for students in understanding classical religious texts (yellow books), as well as the role of self-confidence as a psychological factor that fosters courage and active participation in the learning process. This study used a quantitative approach with multiple linear regression. The sample consisted of 40 students selected through purposive sampling. Data were obtained through questionnaires and Quranic reading ability tests, then analyzed using SPSS. The results showed that simultaneously, Quranic reading fluency and self-confidence had a positive and significant effect on students' mastery of Quranic reading, contributing 49.7%. Partially, Quranic reading fluency exerted a more dominant influence than self-confidence. These findings indicate that linguistic skills derived from familiarizing themselves with reading the Quran serve as the primary foundation for understanding the yellow text, while self-confidence strengthens students' mental readiness and courage in the learning process. This research emphasizes the importance of implementing integrative learning strategies that balance cognitive and affective aspects in Islamic boarding school education to optimally improve students' Quran literacy skills.

Key Words: *Reading the Qur'an, self-confidence, Reading the Book*

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INTRODUCTION

Qur'anic literacy remains a foundational pillar of Islamic education, particularly in pesantren where teaching and learning are deeply anchored in classical Arabic texts. However, national data reveal a persistent challenge—only 42% of students in religious schools have reached the expected level of Qur'anic fluency (Faris et al., 2023; Husnol Khotimah et al., 2024; Sari & Moore, 2024). This gap is not limited to reading accuracy but extends to comprehension, interpretation, and analytical understanding. Self-confidence also plays a critical role in shaping learning outcomes. Studies in Islamic higher education indicate

that students with higher self-confidence engage 30–40% more in discussions and recitations (Amir et al., 2025; Maulidi, 2025b; Nova Nur A'ini et al., 2025). These findings highlight how cognitive ability and psychological readiness work together in the learning process. By focusing on Qur'anic reading fluency and self-confidence, educators can better understand how these elements interact to enhance mastery of classical texts and elevate the overall quality of religious education in Islamic boarding schools.

Several empirical studies have explored the relationships among Qur'anic fluency, self-confidence, and mastery of religious texts. Safitri (2023) identified a significant correlation ($r = 0.59$, $p < 0.01$) between Qur'an reading intensity and self-confidence among student mentors, showing that consistent recitation improves psychological stability. Similarly, Herdiansyah & Saifullah (2025) found that regular Qur'anic reading enhances self-confidence by 35%. Heri (2023) reported that structured recitation programs raise reading accuracy and comprehension scores by up to 40%, particularly when integrated with confidence-based learning. Rahman (2021) noted that confident learners engage 25% more actively in discussions, accelerating mastery of Qur'anic content. Collectively, these studies confirm a strong relationship between Qur'anic fluency and self-confidence. However, most have examined each variable separately, providing limited understanding of how both jointly influence students' mastery of classical Islamic texts—especially within modern pesantren that blend traditional and contemporary pedagogical practices.

Despite the growing number of studies on Qur'anic literacy and self-confidence, few have analyzed their combined influence on students' mastery of religious texts. Prior research has tended to treat these factors independently, leading to fragmented conclusions. Some report moderate correlations between reading fluency and comprehension ($r = 0.47$), while others focus solely on the psychological role of self-confidence without linking it to linguistic competence. This separation constrains the understanding of how cognitive and affective domains interact to shape mastery of classical texts. Furthermore, most investigations have focused on traditional institutions or universities, neglecting integrated pesantren systems that combine *sorogan* and modern pedagogical methods. Addressing this gap, the present study seeks to examine the simultaneous effects of Qur'an reading fluency and self-confidence on reading mastery within Ma'had Al-Hidayah Batu City, a modern pesantren that incorporates both classical recitation and structured educational innovation.

The novelty of this study lies in its development of an integrated empirical model that combines Qur'an reading fluency and self-confidence to assess their joint effects on students' mastery of classical Islamic texts. Conducted at Ma'had Al-Hidayah Batu City, the research unites linguistic and psychological dimensions through multiple regression analysis. Unlike previous studies that focused on single-variable analysis, this research investigates how both constructs interact to influence learning outcomes. It also introduces pedagogical

dimensions such as learning motivation and engagement, which are rarely quantified in pesantren contexts. By bridging traditional recitation practices (*sorogan*) with psychopedagogical principles, this study provides data-driven insights to strengthen Qur'anic literacy programs. The results are expected to help pesantren educators design evidence-based interventions that simultaneously improve reading proficiency and foster self-efficacy, contributing to a more comprehensive and sustainable framework for Qur'anic education.

This quantitative study analyzes the influence of Qur'an reading fluency and self-confidence on students' mastery of classical Islamic texts at Ma'had Al-Hidayah Batu City. Employing a correlational design, data will be obtained from 125 respondents using structured questionnaires and reading proficiency assessments. The research tests three hypotheses: (1) Qur'an reading fluency significantly affects students' mastery of classical texts, (2) self-confidence positively influences reading mastery, and (3) both variables jointly contribute to improved comprehension and accuracy in reading classical materials. Multiple regression analysis using SPSS version 29 will evaluate the strength and significance of each relationship at a 95% confidence level. The findings are expected to produce empirical evidence supporting the development of pedagogical models that integrate linguistic skills and psychological readiness, ultimately enhancing the effectiveness of Qur'anic-based education within contemporary Islamic boarding schools.

RESEARCH METHOD

The study was conducted using a quantitative approach (Adhinugraha et al., 2024; Basri et al., 2024; Zaini, 2023). Three variables were analyzed: Quran reading fluency, self-confidence, and students' mastery of reading the Quran. Quran reading fluency is thought to influence students' mastery of reading the Quran, as the Quran is the holy book of Muslims in Arabic, while the Turots is a literary text also in Arabic. In addition to Quran reading fluency, self-confidence is also thought to influence students' mastery of reading the Quran. Students' proficiency in reading the Quran without self-confidence is also thought to influence their mastery of reading the Quran. In this study, the researchers analyzed these variables to obtain test results that can be proven with data.

The population in this study were students of the Al-Hidayah Islamic Boarding School in Batu City in 2024. We conducted the study on 200 students, consisting of both resident and non-resident students. The sampling technique was random, distributing questionnaires through the Ikatan Santri Ma'had Al-Hidayah Kota Batu WhatsApp group. Using this method, researchers were able to collect data from 125 respondents with the following characteristics (Amali et al., 2024; Ramdhan, 2021; Veronika & Hasan Baharun, 2024).

Table 1. Respondent Characteristics

Dimension	Category	Total	Percentage
Gender	Male	45	36%
	Female	80	64%
School Level	MTs / Junior High School	40	32%
	MA / Senior High School	85	68%

This data was obtained by distributing questionnaires to both resident and non-resident students in October 2024, resulting in 125 respondents. Data to support this research was also gathered through direct interviews with both students and the teaching staff at the dormitory.

Construct validity was measured using factor analysis (indicators), correlating instrument items within an indicator and correlating indicator scores using product-moment correlation. The formula used was the Product-Moment correlation formula. The researchers analyzed the data using SPSS 21, tested instrument validity with correlation-bivariate analysis, and tested instrument reliability using scale-reliability analysis. The coefficient of determination and correlation coefficient were tested using linear regression analysis (Hardani, 2020).

RESULT AND DISCUSSION

Result

Validity Test

Validity is a test that aims to measure how accurately and precisely a measuring instrument performs its function. This is important to ensure that the measurement results align with the desired objectives. The results of the validity test for three variables: Qur'an Reading Fluency (X1), Self-Confidence (X2), and Book Reading Mastery (Y) can be seen in Table 2.

Table 2. Validity Test Results for 3 Variables

	Statement	Total item correlation coefficient			Information
		(X1)	(X2)	(Y)	
Item 01	Pearson Correlation	.490	.510	.536	Valid
Item 02	Pearson Correlation	.448	.473	.486	Valid
Item 03	Pearson Correlation	.468	.403	.425	Valid
Item 04	Pearson Correlation	.527	.431	.494	Valid
Item 05	Pearson Correlation	.570	.462	.512	Valid
Item 06	Pearson Correlation	.420	.478	.370	Valid
Item 07	Pearson Correlation	.451	.435	.424	Valid
Item 08	Pearson Correlation	.486	.450	.485	Valid
Item 09	Pearson Correlation	.428	.530	.543	Valid
Item 10	Pearson Correlation	.552	.380	.443	Valid

Source: Data processed 2025

Information:

X1 = Qur'an Reading Fluency

X2 = Self-Confidence
Y = Book Reading Mastery

Based on table 2, the results of the validity test of 3 variables, fluency in reading the Qur'an (X1), self-confidence (X2), and mastery of reading the students' books (Y), we can see the results of the instrument validity test which states that overall the instrument questions are valid, because overall $r_{count} > r_{table}$, while the r_{table} value with $N = 125$ at a significance level of 5% according to that stated in the statistical r table value distribution table, the r_{table} value obtained is 0.176.

Reliability Test

Reliability testing was conducted to determine the level of consistency of the research instrument. A questionnaire is considered reliable if it produces consistent results when administered repeatedly under similar conditions. In this study, the reliability of three variables—Qur'an reading fluency (X1), self-confidence (X2), and book reading mastery (Y)—was tested using the Cronbach's Alpha coefficient. According to Wiratna Sujarweni (2014), an instrument is considered reliable if the Cronbach's Alpha value exceeds 0.6. The reliability test results are presented in Table 3.

Table 3. Results of Reliability Test

Variable	Cronbach's Alpha	Information
Qur'an Reading Fluency (X1)	0.707	Reliable
Self-Confidence (X2)	0.692	Reliable
Book Reading Mastery (Y)	0.701	Reliable

Source: Data processed 2025

Based on table 3, the results of the reliability test of 3 variables: Qur'an Reading Fluency, Self-Confidence, and Book Reading Mastery of students, it can be seen that the test results show that the questionnaire has consistency if the measurement is carried out with the questionnaire repeated, the questionnaire is said to be reliable if the cronbach alpha value is > 0.6 , we can see from table 5 that the cronbach alpha of the variable fluency in reading the Qur'an is 0.707, the cronbach alpha of the variable self-confidence is 0.692, and the cronbach alpha of the variable mastery of reading the book is 0.701, overall the cronbach alpha value is > 0.6 , so overall the variables are reliable.

Data Analysis

Linear Regression

Linear regression analysis was conducted to determine the influence of Qur'an Reading Fluency (X1) and Self-Confidence (X2) on Book Reading Mastery (Y). The results are presented in Table 4.

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	4.397	1.955		2.249	.026
	X1	.508	.077	.511	6.601	.000
	X2	.297	.082	.283	3.649	.000

a. Dependent Variable: Y

Source: Data processed 2025

Based on Table 4, the significance value for Qur'an reading fluency (X1) on mastery of reading the book (Y) is $0.000 < 0.05$, so it can be concluded that there is an influence between Qur'an reading fluency (X1) on the Book Reading Mastery (Y) PP. Al Hidayah Batu City. And the significance value for self-confidence (X2) on mastery of reading the book (Y) is $0.000 < 0.05$, so it can be concluded that there is an influence between self-confidence (X2) on mastery of reading the book (Y) PP. Al Hidayah Batu City. Thus, H0 is accepted, while H1 & H2 are rejected, which means there is an influence between Qur'an reading fluency and self-confidence on the mastery of reading the book of students PP. Al Hidayah Batu City.

Correlation Coefficient

Correlation analysis was conducted to examine the strength and direction of the relationships among Qur'an reading fluency (X1), self-confidence (X2), and book reading mastery (Y). The results are presented in Table 5.

Table 5. Correlation Analysis Results X1 and X2 Against Y

		Correlations		
		X1	X2	Y
X1	Pearson Correlation	1	.569**	.672**
	Sig. (2-tailed)		.000	.000
	N	125	125	125
X2	Pearson Correlation	.569**	1	.573**
	Sig. (2-tailed)	.000		.000
	N	125	125	125
Y	Pearson Correlation	.672**	.573**	1
	Sig. (2-tailed)	.000	.000	
	N	125	125	125

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

Source: Data processed 2025

Table 5 reveals that Qur'an reading fluency and self-confidence have a correlation coefficient of 0.569, indicating a moderate and positive relationship. This finding implies that students who demonstrate higher fluency in reading the Qur'an generally exhibit greater self-confidence. The correlation between Qur'an reading fluency and book reading mastery is 0.672, signifying a strong

positive association. In this context, increased fluency in Qur’anic recitation is closely linked to improved competence in reading classical Arabic books, which are essential components of pesantren learning.

In addition, the correlation value of 0.573 between self-confidence and book reading mastery reflects a moderate positive connection, suggesting that self-assured students are more capable of understanding and interpreting Arabic texts. Collectively, the analysis confirms that all variables are positively and significantly related. These results highlight that enhancing students’ Qur’an reading fluency and self-confidence can meaningfully strengthen their ability to master kitab kuning reading, a key indicator of academic achievement in Al-Hidayah Islamic Boarding School, Batu City.

Determination Coefficient

The coefficient of determination (R^2) was applied to assess the extent to which variations in Book Reading Mastery (Y) are explained by Qur’an Reading Fluency (X1) and self-confidence (X2). This statistical measure indicates how effectively the independent variables account for changes in the dependent variable. The results of this analysis are presented in Table 6, providing an overview of the explanatory power of both predictors toward students’ mastery of Arabic book reading at Al-Hidayah Islamic Boarding School, Batu City.

Table 6. Results of the Determination Coefficient Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.505	.497	3.839
a. Predictors: (Constant), Self-Confidence, Qur’an Reading Fluency				

Source: Data processed 2025

As shown in Table 6, the adjusted R square value is 0.497, indicating that Qur’an reading fluency (X1) and self-confidence (X2) together account for 49.7% of the variance in students’ book reading mastery (Y). This proportion demonstrates a substantial contribution of both variables to students’ ability to read and comprehend Arabic texts. The remaining 50.3% of the variation is attributed to other factors not examined in this study, such as reading motivation, instructional strategies, and the learning environment within the pesantren. These findings suggest that while Qur’an reading fluency and self-confidence are strong predictors, comprehensive improvement in book reading mastery also requires attention to broader pedagogical and contextual elements.

Discussion

The results of the study showed a significant influence between Quranic reading fluency and self-confidence on the students' reading comprehension of the Al-Hidayah Islamic Boarding School in Batu City, contributing 49.7%. This finding indicates that the higher the students' Quranic reading fluency and self-

confidence, the better their ability to master classical texts (yellow books). The strong correlation between Quranic reading fluency and Quranic reading comprehension ($r = 0.672$) indicates that Quranic reading skills serve as a linguistic and spiritual foundation for students in understanding Arabic religious texts.

This finding aligns with the theory of transfer of learning, which states that skills acquired in one context can be transferred to other learning contexts with similar characteristics (Al Mursyidin & A'lal Hikam, 2024; Yana, 2021; Yulia Rahmi Ilmani & Hasanah, 2024). In this context, Qur'an reading skills, which require mastery of makhraj, tajwid, and basic Arabic language structure, have a positive effect on the ability to read yellow books that use classical Arabic grammar and vocabulary. This research also supports Hamidah's (2024) view that students who are accustomed to reading the Qur'an will find it easier to read Arabic texts because they have naturally internalized the sound patterns and forms of Arabic words.

From a psychological perspective, the research results show that self-confidence has a positive effect on reading mastery with a moderate correlation ($r = 0.573$). This finding supports the self-efficacy theory of (Abu Yasid Albustomi & Hefniy, 2024; Amir et al., 2025; Basri et al., 2024), which explains that a person's confidence in their abilities will influence their motivation, persistence, and performance in learning. Students with high self-confidence tend to be less afraid of making mistakes when reading the scriptures, are more willing to ask questions of the religious teacher, and are more active in discussions in learning forums. This is in line with the results of research (Amali et al., 2024; Maulidi, 2025a; Romzy et al., 2025). Which shows that students' self-confidence correlates with increased participation and learning outcomes in sermons and book reading activities.

When compared with previous research, the results of this study are consistent with the findings of Nurkusuma (2022) which found that the intensity of Quran reading was positively related to the self-confidence of religious mentors. However, this study provides a more comprehensive contribution because it simultaneously analyzes both variables in relation to Quran reading ability, rather than just a partial relationship. Furthermore, this study broadens the context by placing Islamic boarding school students as the primary subjects, thus adding to the body of research on Islamic boarding school-based Islamic education, which has so far received relatively little quantitative research.

The regression test results also show that Quran reading fluency ($\beta = 0.511$) has a greater influence than self-confidence ($\beta = 0.283$). This indicates that cognitive-linguistic competence factors have a dominant contribution to Quran reading mastery compared to affective-psychological factors. Nevertheless, self-confidence remains a crucial factor in strengthening students' readiness to learn and perseverance in understanding religious texts. This finding confirms the research (Setyaningrum, 2020; Zulfiah, 2025) Self-confidence is a crucial

prerequisite for internalizing religious knowledge, which requires the courage to think and argue openly.

This study advances the field of Islamic education by presenting empirical evidence that integrates cognitive-linguistic and affective dimensions within the pesantren learning system. It establishes that Qur'anic reading fluency serves not only as a devotional act but also as a transferable literacy skill that enhances students' comprehension of classical Arabic texts. Simultaneously, self-confidence operates as an affective catalyst that encourages persistence, engagement, and active participation in religious study. Through this dual analytical perspective, the research proposes a contextual model of Qur'anic literacy transfer that connects traditional Islamic pedagogy with contemporary educational theory.

In practical terms, the findings provide pesantren educators with applicable guidance to design learning strategies that strengthen both Qur'anic fluency and self-confidence in an integrated manner. Such strategies can improve students' readiness and competence in mastering the *kitab kuning*, which remains the foundation of Islamic intellectual tradition. Moreover, the study demonstrates that Qur'an reading fluency and self-confidence jointly enhance students' mastery of classical texts, reflecting the interplay between cognitive and affective elements in Islamic learning. Strengthening these two aspects is crucial for developing students who are confident, independent, and linguistically adept. Future research could expand this framework through longitudinal or intervention-based studies aimed at refining Qur'anic literacy and self-confidence pedagogies within Islamic boarding schools.

CONCLUSION

This study confirms that Qur'anic reading fluency and self-confidence have a positive and significant influence on students' mastery of Qur'anic reading at Ma'had Al-Hidayah, Batu City. Together, these two variables contribute 49.7% to students' ability to comprehend classical Islamic texts. Qur'anic reading fluency shows a more dominant effect, highlighting the essential role of linguistic competence and consistent reading habits as the foundation for understanding Arabic language structures. Meanwhile, self-confidence functions as a psychological factor that strengthens students' motivation and courage during the learning process.

These findings emphasize the importance of adopting a learning approach that integrates cognitive and affective dimensions in a balanced manner. Within the pesantren education context, the results demonstrate the urgency of developing integrative learning models that focus not only on the technical proficiency of Qur'anic reading but also on nurturing students' psychological growth. Such an approach is expected to enhance the effectiveness and long-term quality of Qur'anic learning in Islamic boarding schools.

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