THE EFFECT OF LITERACY HABITS AND THE USE OF AL-QURAN LEARNING METHODS ON STUDENTS' AL-QURAN READING ABILITY

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Abstract : *This research is based on a phenomenon seen in educational institutions at elementary, middle school, high school and even college levels, namely not being able to read the Al-Qur'an properly and correctly. This research is descriptive quantitative research with a correlation design that aims to find out how big the relationship is between literacy habits and the use of Al-Qur'an learning methods on students' ability to read the Al-Qur'an. The data analysis method is carried out using multiple linear regression analysis through the classic assumption test which consists of six tests on secondary data. The results of the research showed that the significance obtained was 0.000 so it was less than 0.05 (Sig.<0.05) so it was concluded that the implementation of Al-Qur'an literacy habits had a significant influence on the ability to read the Al-Al-Qur'an, while the significance of the variable secondly (using the Al-Qur'an learning method) it was found that the significance value was 0.325 so it was less than 0.05 (Sig.>0.05) so there was no significant influence on the ability to read the Al-Qur'an.*

Keywords : *Literacy Habits; Al-Qur'an Learning; Reading Ability.*

Abstrak : *Penelitian ini didasarkan pada fenomena yang terjadi di berbagai lembaga pendidikan, mulai dari tingkat sekolah dasar, menengah, hingga perguruan tinggi, yaitu ketidakmampuan membaca Al-Qur'an dengan baik dan benar. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan desain korelasional yang bertujuan untuk mengetahui seberapa besar hubungan antara kebiasaan literasi dan penggunaan metode pembelajaran Al-Qur'an terhadap kemampuan membaca Al-Qur'an siswa. Metode analisis data dilakukan dengan menggunakan analisis regresi linier berganda yang diawali dengan uji asumsi klasik, yang terdiri dari enam jenis uji pada data sekunder. Hasil penelitian menunjukkan bahwa nilai signifikansi untuk kebiasaan literasi Al-Qur'an adalah 0,000, yang lebih kecil dari 0,05 (Sig.<0,05). Hal ini menunjukkan bahwa penerapan kebiasaan literasi Al-Qur'an memiliki pengaruh yang signifikan terhadap kemampuan membaca Al-Qur'an. Sementara itu, untuk variabel kedua (penggunaan metode pembelajaran Al-Qur'an), nilai signifikansi yang diperoleh adalah 0,325, yang lebih besar dari 0,05 (Sig.>0,05). Dengan demikian, dapat disimpulkan bahwa penggunaan metode pembelajaran Al-Qur'an tidak memiliki pengaruh yang signifikan terhadap kemampuan membaca Al-Qur'an siswa.*

Kata Kunci : *Kebiasaan Literasi; Pembelajaran Al-Qur'an; Kemampuan Membaca.*

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INTRODUCTION

The ability to read the Al-Qur'an is a skill that everyone has to recite and say the verses or words of the Al-Qur'an. If it is said to be an ability, then in the effort to read the Al-Qur'an, there is a measure, namely what a person's ability to read the Al-Qur'an is like, usually expressed in a specific value or interval. As the measure of reading the Al-Qur'an is undoubtedly important for every Muslim, both in childhood, adolescence, adulthood, and old age (Hanafi, Yusuf, Nurul Murtadho, 2019). The ability to read the Al-Qur'an is aimed at providing understanding, ability, and appreciation of the contents contained in the Al-Qur'an so that it can be realized through daily behavior as a manifestation of faith and piety to Allah SWT. Thus, the ability to read the Al-Qur'an well and optimally will be important in achieving peace of life (Aprilia, 2023).

Learning the Al-Qur'an early is expected to create a quality young generation with a strong mentality. The implementation of learning the Al-Qur'an not only brings the nation's children peace in the world but is also expected to be able to increase acts of worship, one of which is Muslims who practice the Al-Qur'an. In order to practice the holy book of the Al-Qur'an correctly, students are guided on how to read the Al-Qur'an properly according to scientific rules such as the science of tajwid and the science of interpretation (Fithriyah, 2019). In reality, we often find that people have a low ability to read the Al-Qur'an, which is undoubtedly a significant problem for Muslims (Supriadi & Abdussalam, 2022). In the educational environment, the phenomenon is that many students who graduate from elementary, junior high, high school, and even college levels have yet to be able to read the Al-Qur'an properly and correctly. It is estimated that this is because there is no interest or desire for students to learn, so students need to be more focused on following the Al-Qur'an learning at school. In addition, it is also estimated that the implementation of Al-Qur'an learning in educational institutions could be more optimal (Zahra, 2017).

Based on the occurrence of these phenomena, the purpose of learning the Al-Qur'an in educational institutions is to foster and guide students to read and understand the verses of the Al-Qur'an that require primary attention. Learning the Al-Qur'an is a two-way activity between teachers and students related to reading, writing, listening, experiencing, understanding, and applying the verses of the Al-Qur'an in the educational institution environment. Systematic learning of the Al-Qur'an consists of steps including preparation or planning, implementation, and evaluation of learning (Alhamuddin, Surbiyantoro, & Erlangga, 2023). Thus, in learning the Al-Qur'an, it is necessary to decide on the method used as it must be appropriate and correct so that the students can carry it out quickly (Hanafi, 2019).

About this objective, the grand vision of all in learning the Al-Qur'an is explained. Namely, the Formation of an Al-Qur'anic Generation, so many methods are used to learn how to read the Al-Qur'an effectively and efficiently as the needs of schools and madrasahs for good teaching of the Al-Qur'an are felt to be increasing over time. Learning the Al-Qur'an requires a guaranteed system and supporting aspects such as content, context, and support system (Muhaini, Afifah, & Maulidiya, 2023). In addition, it is necessary to develop Al-Quran learning tools based on information technology so that it becomes easier to read the Al-Quran (Mundiri, 2018). In line with the statement of KH As'ad Humam in the introduction to the book Iqro, activities or learning the Al-Quran requires a guidebook with practical steps for learning to read the Al-Quran (Abror, 2022). In addition, one thing that needs to be appreciated about learning the Al-Qur'an is the method of introducing the sounds of the letters of the Al-Qur'an carried out by Kyai Zarkasyi from Semarang through the Qira'ati method, which was then followed by all the methods that developed in Indonesia (Abror, 2022).

MA YPI Panjeng is one of the secondary educational institutions under the auspices of a Foundation in Ponorogo Regency, launching an Al-Qur'an learning program for grades VII to IX in the 2015/2016 school year. Initially, implementing Al-Qur'an learning at MA YPI Panjeng tended to be monotonous because conventional methods dominated it. Learning was also only focused on achieving the competence of reading the verses of the Al-Qur'an, with little effort to appreciate the Al-Qur'an through specific learning methods. Departing from this, Al-Qur'an learning at MA YPI Panjeng was then implemented using Al-Qur'an literacy habits and Al-Qur'an learning using the Ummi method, which all students followed as the two activities include tahsin and tahfidz programs.

Schools as formal educational institutions have an important role in realizing the ability to read the Al-Qur'an properly and correctly, primarily through the Al-Qur'an literacy program. Several previous articles related to the topic include a collaborative article by Ali Mahfud and Sobar Al Ghazal on improving the ability to read the Al-Qur'an using the Iqro method (Mahfud & Al Ghazal, 2022). In addition, there is also a collaborative article by Moch Faizin Muflich and Wahyuni Ahadiyah on the influence of implementing the As-Shidiq method on efforts to improve the ability to read the Al-Qur'an (Muflich, 2022). Another article also focuses on the effectiveness of the Al-Quran reading method and the targets for improving the ability to read the Al-Quran. The method used in the article is the Qira'ati method (Nisa & Maharani, 2022). Several articles show that the emphasis on improving the ability to read the Al-Qur'an only refers to the Al-Qur'an learning method.

As can be taken, the essence that is needed is the comprehensive integration of the renewal of the Al-Qur'an learning program, one of which is the Al-Qur'an literacy program in elementary educational institutions.

This article will focus on the influence of the literacy habituation program and the Al-Qur'an reading method on students' Al-Qur'an reading ability at MA YPI Panjeng. This article involves the role of the principal and teachers at MA YPI Panjeng, especially the Al-Qur'an teacher, in realizing the Al-Qur'an literacy program and Al-Qur'an learning. The Ummi method ensures that students at MA YPI Panjeng can read the Al-Qur'an properly and correctly. The article also analyzes the effectiveness or influence of using the Ummi method in implementing literacy and learning the Al-Qur'an. Thus, this article is expected to positively contribute to the Al-Qur'an literacy activity to improve students' Al-Qur'an reading ability and support the progress of religious education through the Al-Qur'an literacy program at MA YPI Panjeng.

These statements, in today's era with the development of modernization, are marked by a crisis in religious practices, one of which is the awareness that strengthening the spirit of studying the Al-Qur'an is very much needed. The optimal ability to read the Al-Qur'an is considered an important spiritual need because being able to read the Al-Qur'an will lead to peace and happiness in life and can build religious character in educational environments and society (Tabroni, 2023). Researchers are interested in studying more deeply how to implement Al-Al-Qur'an learning through strategies and the implications of its implementation. Therefore, research on the Influence of Literacy Habits and the Use of Al-Qur'an Learning Methods on Students' Al-Qur'an Reading Ability at MA YPI Panjeng in this study is important to conduct.

METHOD

This study utilizes an associative quantitative methodology to ascertain the correlation between the Al-Qur'an literacy habituation program (independent variable X_1) and the use of Al-Qur'an reading techniques (independent variable X_2) on students' Al-Qur'an reading proficiency (dependent variable Y). This study's quantitative research relies on numerical data and employs statistical analysis methods (Sugiyono, 2016). The Al-Qur'an literacy program aims to develop students' habits in reading and comprehending the Al-Qur'an. In contrast, the reading methods include strategies and approaches to enhance students' reading abilities.

The study was carried out at MA YPI Panjeng over one month, from March 10 to April 10, 2024, with a sample size of 94 students. This sampling approach was selected to

improve the precision of the research findings in contrast to utilizing the entire population as the subject of study. Employing a sample facilitates the acquisition of more precise and quantifiable data, hence streamlining data processing. Creswell (2011) states that the study instrument was formed based on theoretical frameworks and indicators and was subjected to validity and reliability assessments through trial tests, factor analysis, and Cronbach's Alpha tests to guarantee the dependability of the measurement tools employed.

Data gathering involved observing and attaching students' achievement sheets in literacy habituation and the implementation of Al-Qur'an reading methodologies. This data is the foundation for assessing students' Al-Qur'an reading proficiency as the dependent variable. The applied data analysis methods consist of descriptive statistical analysis and multiple linear regression, accompanied by a precondition analysis test (classical assumption). The preparatory tests consist of six stages: normality test (Kolmogorov-Smirnov), linearity test, autocorrelation test (Durbin-Watson), multicollinearity test (Tolerance & VIF), heteroscedasticity test (Park Test), and hypothesis testing. These procedures guarantee that the analyzed data adhere to essential statistical assumptions, improving the results' dependability (Yusuf, 2014).

RESULT AND DISCUSSION

Before conducting regression analysis, it is crucial to ensure that the data meets the assumptions required for a valid and reliable model. These assumptions, referred to as classical assumption tests, serve as a foundational step in regression analysis. By fulfilling these prerequisites, the model can accurately evaluate the influence of independent variables (X) on the dependent variable (Y). In this study, which employs secondary data, six statistical tests were used to verify the classical assumptions as follow;

1. **Assumption Test**

   The classical assumption test is a prerequisite test in regression analysis. A good regression model must pass the classical assumption test. Regression analysis is used as a basis to determine whether or not there is an influence of the independent variable or X (which must use at least two variables) on the dependent variable or Y. In the Normality Test, if the significance value is more than 0.05 (Sig. > 0.05), then the data is normally distributed; conversely, if the significance value is less than 0.05 (Sig. < 0.05), then the data is not normally distributed. Analysis of the Normality Test results related to the influence of literacy habits and using the Al-Qur'anlearning method on the ability to read the Al-Qur'anof MA YPI Panjeng students can be seen in the following table.

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Table 1: Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		94
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	13.02024904
Most Extreme Differences	Absolute	.059
	Positive	.048
	Negative	-.059
Test Statistics		.059
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The results of the Normality Test as table 1 output can be seen from the results of the Asymp.Sig. (2-tailed) value. If the Asymp.Sig. (2-tailed) The value obtained is 0.200 or more than 0.05 (Sig. > 0.05), and then it is concluded that the data is usually distributed.

The Linearity Test is a prerequisite test for regression analysis. The linearity test aims to determine the relationship between independent and dependent variables tested linearly or not; linear relationships can be positive (unidirectional) or negative (non-unidirectional). There are two types of linearity tests, such as deviation from linearity test and linearity test. In the deviation from linearity test, there are two test criteria: first, if the significance value of the deviation from linearity is more than 0.05 (Sig. > 0.05), then it is concluded that the Linearity Test has been fulfilled. Conversely, if the significance value of the deviation from linearity is less than 0.05 (Sig. < 0.05), then it is concluded that the Linearity Test is not fulfilled. In the linearity test, there are two test criteria: first, if the linearity significance value is more than 0.05 (Sig > 0.05), then it is concluded that the Linearity Test is not met. Second, if the linearity significance value is less than 0.05 (Sig. < 0.05), then it is concluded that the Linearity Test has been met.

When dealing with this linearity test, using only one type of test is recommended to determine the relationship between the independent variable and the dependent variable. This study uses testing at point A, namely deviation from linearity. In testing deviation from linearity. There are two test criteria: first, if the significance value of deviation from linearity is more than 0.05 (Sig. > 0.05), then it is concluded that the Linearity Test has been met. Conversely, if the significance value of deviation from linearity is less than 0.05 (Sig. < 0.05), then it is concluded that the Linearity Test is not

met. The following table 2 analyzes the results of the Linearity Test related to the influence of literacy habits and the use of the Al-Qur'anlearning method on the ability of MA YPI Panjeng students to read the Al-Al-Qur'an.

Table 2: Linearity Test Related To The Influence of Literacy Habits and The Use of The Al-Qur'an Learning Method on The Ability

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Reading Ability * Literacy Habits	Between Groups	(Combined)	9732.818	44	221,200	1.156	.310
		Linearity	3176.883	1	3176.883	16,596	.000
		Deviation from Linearity	6555.935	43	152,464	.796	.775
	Within Groups		9379.650	49	191,421		
	Total		19112.468	93			

Based on the Normality Test output results, the significance value in the deviation from the linearity testing column from the implementation of literacy habits is 0.775, so the significance value is more than 0.05 (Sig. > 0.05). So, the Linearity Test has been met. Linearity Test Analysis related to the relationship between independent variables (literacy habits and use of Al-Qur'anlearning methods) with the dependent variable (students' ability to read the Al-Al-Qur'an) is as table 3.

Table 3: Linearity Test Analysis Relationship Between Independent Variables with The Dependent Variable

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
Reading Ability * Learning Method	Between Groups	(Combined)	11896.194	44	270,368	1,836	.020
		Linearity	521,018	1	521,018	3,538	.066
		Deviation from Linearity	11375.176	43	264,539	1,796	.024
	Within Groups		7216.274	49	147,271		
	Total		19112.468	93			

Based on the results of the Normality Test output, the significance value in the deviation from the linearity testing column from the implementation of the Learning method is 0.24, so the significance value is more than 0.05 (Sig.> 0.05). It can be concluded that the linearity test was met. The testing criteria for the Autocorrelation Test can be written in the table 4.

Table 4: Autocorrelation Test

D< DL or D>2-DL	Autocorrelation occurs
DU<D<2-DU	No autocorrelation occurs
DL<D<DU or 2-DU<D<2-DL	No Conclusion

The data analysis in the autocorrelation test is based on specific testing criteria, including the Durbin-Watson (DW) test. This study's known parameters include 94 respondents (N) and two independent variables (K). Based on these values, the Durbin lower limit (DL) and Durbin upper limit (DU) are determined as 1.6211 and 1.7078, respectively. The complementary values, 2-DL and 2-DU, are also calculated as 0.3789 and 0.2922. With the DW value calculated at 2.026, the decision rule for autocorrelation is applied. The criteria indicate that if the DW value falls below 2-DL (2.026 < 0.3789), autocorrelation exists among the variables. Based on this analysis, it is concluded that autocorrelation occurs between the variables in this study. This finding implies that the assumption of no autocorrelation is violated, which may affect the validity of the regression model and necessitate further adjustments or considerations in the analysis.

Table 5: Autocorrelation Test

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.418a	.175	.157	13.163	2,026

a. Predictors: (Constant), Learning_Method, Literacy_Habit
b. Dependent Variable: Reading Ability

The examination of the data according to the testing criteria in the Autocorrelation Test indicates the subsequent values: The sample size (N) comprises 94 respondents, with two independent variables (K). The Durbin-Watson (DW) statistic was determined to be 2.026. The test's critical values, determined by the number of respondents and independent variables, are as follows: The Durbin lower limit (DL) is 1.6211, while the Durbin upper limit (DU) is 1.7078. The complementary values are determined as 2-DL = 0.3789 and 2-DU = 0.2922.

Upon comparing the DW value (2.026) with the critical values, it is evident that DW < 2-DL (2.026 < 0.3789). This outcome signifies the existence of autocorrelation among the variables in this analysis. Autocorrelation indicates that the residuals of the regression model exhibit correlation, contravening a fundamental regression analysis

principle. This may impact the model's reliability and validity, indicating that additional tweaks or evaluations are necessary.

Testing criteria in the Multicollinearity Test, if the Tolerance value is more than 0.100 (Sig. > 0.100) and the VIF value is less than 10.00 (Sig. < 10.00) then it is concluded that there is no multicollinearity symptom, conversely if the Tolerance value is less than 0.100 (Sig. < 0.100) and the VIF value is more than 10.00 (Sig. > 10.00) then it is concluded that multicollinearity occurs. Analysis of the results of the Multicollinearity Test related to the influence of literacy habits and the use of the Al-Qur'anlearning method on the ability to read the Al-Qur'anof MA YPI Panjang students can be seen in the table 6.

Table 6: Multicollinearity Test

		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	106,006	8,347		12,699	.000		
	Literacy_Cultivation	-.394	.098	-.391	-4.038	.000	.968	1,033
	Learning methods	-.100	.101	-.096	-.989	.325	.968	1,033

a. Dependent Variable: Reading Ability

Based on the results of the Multicollinearity Test output, the independent variables in the form of literacy habits and the use of Al-Qur'anlearning both have a Tolerance value of 0.968, namely a significance of more than 0.100 (Sig. > 0.100) and a VIF value of 1.033, namely a significance of less than 10.00 (Sig. < 10.00), so it can be concluded that the multicollinearity assumption has been met or there are no symptoms of multicollinearity.

Testing criteria in the Heteroscedasticity Test, if the significance value is more significant (Sig. > 0.05), then it is concluded that the data does not show symptoms of heteroscedasticity conversely if the significance value is less than (Sig. < 0.05), then it is concluded that the data does not show symptoms of heteroscedasticity. Analysis of the results of the Heteroscedasticity Test related to the influence of literacy habits and the use of the Al-Qur'anlearning method on the ability to read the Al-Qur'anof MA YPI Panjang students can be seen in the table 7.

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Table 7: Heteroscedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.251	1,507		3.484	.001
Literacy_Cultivation	.001	.018	.003	.029	.977
Learning methods	-.023	.018	-.132	-1.252	.214

a. Dependent Variable: LN_RES

Based on the results of the Multicollinearity Test output, the literacy habit variable has a significance value of 0.977, and the using the Al-Qur'anlearning method variable has a significance value of 0.214. Thus, it can be concluded that the two independent variables have a significance value of more than 0.05 (Sig.> 0.05), and the result is either no heteroscedasticity symptoms or the heteroscedasticity assumption has been met.

2. Hypothesis Test

Before concluding the relationships between variables in this study, hypothesis testing is conducted to determine whether there is a significant relationship between the independent and dependent variables. This hypothesis test aims to evaluate the validity of the initial assumptions or hypotheses based on the data collected. Using a specific significance level, the hypothesis test results will indicate whether the hypothesized relationships in this study can be accepted or rejected. The following section will discuss the hypothesis test results to understand the extent to which the variables studied affect students' Al-Qur'an reading ability.

Table 8: Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418a	.175	.157	13.163

a. Predictors: (Constant), Learning_Method, Literacy_Habit

Based on the Adjusted R. Square value of 0.157, it means that the variables of literacy habits and Al-Qur'anlearning methods contribute a joint influence of 1.57% towards achieving the ability to read the Al-Al-Qur'an, while 8.43% is influenced by other variables outside the research.

The F-test is conducted to examine the overall significance of the regression model, determining whether the independent variables collectively have a significant influence on the dependent variable. This test evaluates whether the constructed regression model is suitable for predicting the dependent variable. Using a specific

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significance level, the F-test results will determine whether the relationship between the independent and dependent variables, considered simultaneously, can be accepted or rejected. Table 9 presents the results of the F-test analysis conducted in this study.

Table 9: F Test Result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3346.468	2	1673.234	9,658	.000b
	Residual	15766.000	91	173.253		
	Total	19112.468	93			

a. Dependent Variable: Reading Ability
b. Predictors: (Constant), Learning Method, Literacy Habits

The testing criteria in the hypothesis test are that if the significance value is less than 0.05 (Sig.>0.05), then it is concluded that the independent variables have a significant effect together on the dependent variable. From these results, the significance value obtained is 0.00 (Sig.<0.05), so it can be concluded that the independent variables (literacy habits and the use of the Al-Qur'an learning method) have not influenced the achievement of the dependent variable (students' ability to read the Al-Qur'an) to the maximum.

The t-test examines the significance of each independent variable's influence on the dependent variable individually. It aims to determine how much each independent variable affects the dependent variable. Using a specific significance level, the t-test results indicate whether the influence of each independent variable is significant or not. Table 10 presents the results of the t-test analysis conducted in this study.

Table 10: T-Test Result

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	106,006	8,347		12,699	.000
	Literacy_Cultivation	-.394	.098	-.391	-4.038	.000
	Learning methods	-.100	.101	-.096	-.989	.325

a. Dependent Variable: Reading Ability

The testing criteria in the hypothesis test are if the significance value is less than 0.05. It is concluded that the independent variable significantly affects the dependent

variable. In the data, it is known that, first, the literacy habit variable has a significance value of 0.000 (Sig.<0.05), so it is concluded that the literacy habit variable significantly affects the variable of students' ability to read the Al-Qur'an. Second, the variable of the use of the Al-Qur'an learning method has a significance value of 0.325 (Sig.>0.05), so it is concluded that the variable of the use of the Al-Qur'an learning method has not had a significant effect on the variable of students' ability to read the Al-Qur'an.

Multiple linear regression tests related to the influence of the habit of Al-Qur'an literacy on the ability to read the Al-Qur'an of MA YPI Panjang students obtained a significance value of 0.000 so that it is less than 0.05 (Sig. <0.05) so that H0 is rejected. So, it can be concluded that the habit of al-Al-Qur'an literacy has a significant influence on the ability of MA YPI Panjeng students to read the al-Qur'an. The result of the Adjusted R. Square value is 0.157, which means that the variable of habituation of Al-Qur'an literacy contributes an influence of 1.57% to the achievement of the ability to read the Al-Qur'an of MA YPI Panjeng students. In comparison, other variables outside the study influence 8.43%. The value of the regression coefficients shows the regression equation $Y = 5.251 + 0.001X_1$, with a positive value (+). This means that the higher the implementation of the habit of Al-Qur'an literacy, the better the student's ability to read the Al-Al-Qur'an.

The implementation of the habituation of Al-Qur'an literacy is in line with Syarifuddin et al.'s research that the habituation of Al-Qur'an literacy has been carried out well even though some obstacles are still faced. Overall, during the implementation of the activity, the Al-Qur'an teachers and students were enthusiastic about participating in the habituation of Al-Qur'an literacy. In addition, students also participated in the activity in an orderly manner based on the regulations that have been set at school. The habituation of Al-Qur'an literacy in the study, apart from improving the ability to read the Al-Qur'an, is actually also directed at efforts to build the mentality and character of students so that their activeness and creativity increase (Syarifuddin, Munir, & Haddade, 2021). In addition, in Wahyu Muhammad Syata's research, the habituation of Al-Qur'an literacy was carried out in the form of mastery of reading the Al-Qur'an and understanding the messages or treatises contained in the Al-Qur'an, especially regarding moral education (Makkiyah, 2019). The literacy habituation was implemented with high enthusiasm from students whose goals centered on reading the Al-Qur'an properly and correctly. However, it was constrained by not being able to read the Al-Qur'an and having a low awareness of the activities of the habituation of Al-Qur'an literacy (Nurhalizah, Siahaan, & Daulai, 2023).

As a continuation of the discussion on Al-Qur'an literacy habits, implementing Al-Qur'an learning methods also plays a crucial role in improving the ability to read the Al-Qur'an. These learning methods are designed to support the Al-Qur'an literacy habits already implemented, thereby creating synergy between developing the technical skills of reading the Al-Qur'an and understanding its values. The following section will analyze the influence of using the Al-Qur'an learning method on the ability to read the Al-Qur'an among MA YPI Panjeng students through multiple linear regression tests.

Multiple linear regression test related to the effect of using the Al-Qur'anlearning method on the ability to read the Al-Qur'anof MA YPI Panjeng students obtained a significance value of 0.325 so that it is less than 0.05 (Sig.> 0.05) so that Ha is rejected. So, it can be concluded that there is no significant effect of the habituation of Al-Qur'an literacy on the ability to read the Al-Qur'an of MA YPI Panjeng students. The result of the Adjusted R. Square value is 0.157, which means that the variables of the Al-Qur'an learning method contributed an influence of 1.57% towards achieving the ability to read the Al-Qur'an of MA YPI Panjeng students, while other variables outside the research influenced 8.43%. The value of the regression coefficients shows the regression equation $Y = 5.251-0.023X_2$, with a positive value (-). This means that the higher the implementation of the Al-Qur'an learning method, the better the student's ability to read the Al-Al-Qur'an.

Implementing the habit of Al-Qur'an literacy aligns with the research of Muhammad Salamun Asngar et al., who found that implementing the Al-Qur'an learning method for students has various methods. As explained in this article, these methods are the Jibril, the Baghdadi, the Iqra, the An-Nahdliyah, the Al-Barqi, and so on. With the existence of these methods, a teacher is advised to choose. From these methods, a teacher can choose one or combine them when he wants to teach reading the Al-Qur'an. The goal is to make the atmosphere of learning the Al-Qur'an conducive and enjoyable (Naj'ma, 2021). Sumiyati's research supports the research that the method of learning the Al-Qur'an implemented in the Al-Qur'anEducation Park (TPA) is implemented through several things; first, mastery of hijaiyah letters, harakat, tajwid, and makharijul letters. Second, the use of a guidebook for reading the Al-Qur'an and added related to writing skills. Third, the learning system includes individual, classical, classical writing, reading, and listening. Fourth, the evaluation is carried out in stages, starting every day, every time one topic is finished, and the graduation exam (Sumiyati, 2021).

Implementing the Al-Qur'an learning method at MA YPI Panjeng involves applying the Ummi method. The Ummi method has a vision of leading institutions by developing Al-

Qur'an learning that pays attention to the quality and strength of the system. The Ummi method uses learning stages, namely; opening, apperception, concept planting, concept understanding, practice or skills, evaluation, and closing, which is carried out within 60 minutes or one hour (A'yun & Romadlon, 2023). The learning methodology used is the pure classical reading and listening methodology because, among other methodologies, pure classical reading and listening are considered adequate for implementing the Ummi method. The Al-Qur'an learning method is implemented in stages per session/class, scheduled between KBM. Thus, in order to support the implementation of the habit of Al-Qur'anliteracy in the previous description, the use of the Ummi method of Al-Qur'anlearning method implemented by MA YPI Panjeng is also expected to create and improve students' ability to read the Al-Al-Qur'an.

These findings reinforce previous research indicating that the habit of Al-Qur'an literacy impacts not only the technical aspects of reading but also helps build students' character. In the learning context at MA YPI Panjeng, this habit encompasses activities such as *tadarus* (collective Qur'an recitation), *murajaah* (memorization reviews), and staged evaluations, all of which collectively support a systematic and structured learning approach. The success of this program largely depends on the enthusiasm of students and teachers in carrying out these activities, as highlighted in Syarifuddin et al. (2021). Furthermore, research by Basir et al. (2024) also demonstrated that consistent *tadarus* activities can improve students' *tajwid* (rules of Qur'anic recitation), which is a fundamental aspect of reading the Qur'an.

Although Al-Qur'an literacy significantly influences students' abilities, the low contribution identified in the Adjusted R Square suggests the need for strengthening other supporting factors. One key implication is the optimization of Qur'anic learning methods, such as the Ummi method implemented at MA YPI Panjeng. This method is designed to create a conducive and enjoyable learning atmosphere through approaches like direct instruction, repetition, and nurturing (E Mulyasa, 2009; Syaikhu, 2022). This is further supported by research by Nurfadillah and Maini (Nurfadillah & Maini, 2023), which emphasizes the importance of multimedia-based learning in enhancing students' motivation and learning outcomes. Moreover, approaches such as the An-Nahdliyah method, combined with the use of visual media, have proven effective in increasing students' interest in Qur'anic learning (Fadillah, 2019; Suminto & Arinatussadiyah, 2020).

From these findings, it can be concluded that strengthening the habit of Al-Qur'an literacy, when combined with the implementation of more effective learning methods such

as the Ummi method, can significantly enhance students' ability to read the Qur'an. Additionally, the synergy between character building through literacy and technical skill improvement through learning methods is a key strategy in nurturing a generation that is not only capable of reading the Qur'an proficiently but also understanding and applying its values in daily life. Furthermore, integrating technology and incorporating creative variations in learning methods should be considered to address the current limitations effectively.

CONCLUSION

Based on data analysis and discussion of research results on implementing literacy habits and using Al-Qur'an learning methods on the ability to read the Al-Qur'anof MA YPI Panjeng students. First, the multiple linear regression test on the effect of Al-Qur'an literacy habits on the ability to read the Al-Qur'anof MA YPI Panjeng students is shown in the Coefficients table with a significance value of 0.000. This value indicates that the significance is less than 0.05 (Sig. <0.05). From this, it is concluded that Al-Qur'an literacy habits significantly affect the ability to read the Al-Qur'an of MA YPI Panjeng students. The results of the Adjusted R. Square value are 0.157, meaning that implementing the habit of Al-Qur'an literacy influences 1.57% of MA YPI Panjeng students' achievement of the ability to read the Al-Qur'an. In comparison, other variables outside the research certainly influence 8.43%. The value of the regression coefficients shows the regression equation $Y = 5.251 + 0.001X_1$, with a positive value (+). This means that the higher the implementation of the habit of Al-Qur'an literacy, the more it will increase the ability of students to read the Al-Qur'anof. Second, the multiple linear regression test regarding the effect of the use of the Al-Qur'anlearning method on the ability to read the Al-Qur'anof MA YPI Panjeng students is shown in the Coefficients table with a significance value of 0.325 so that it is less than 0.05 (Sig.> 0.05) so that Ha is rejected. So, it can be concluded that there is no significant effect of the habit of Al-Qur'an literacy on the ability to read the Al-Qur'an of MA YPI Panjeng students. The value of the regression coefficients shows the regression equation $Y = 5.251 - 0.023X_2$, with a positive value (-). This means that the higher the implementation of the Al-Qur'an learning method, the more it will increase students' ability to read the Al-Qur'an. In addition, the result of the Adjusted R. Square value is 0.157, meaning that the variable for implementing literacy habits and use of the Al-Qur'an learning method contributed 1.57% to the achievement of the ability to read the Al-Qur'an of MA YPI Panjeng students. In comparison, other variables outside the research certainly influenced 8.43%.

From the implementation of literacy habituation and Al-Qur'an learning methods at

MA YPI Panjeng to improve students' Al-Qur'an reading ability, it was found that the implementation of Al-Qur'an literacy habituation had a more significant (considerable) influence on increasing reading ability. The students' Al-Qur'an is compared with implementing the Al-Qur'an learning method. In implementing Al-Qur'an literacy habituation at MA YPI Panjeng, apart from consisting of Ummi method tadarus Al-Qur'an activities via microphone and continued with murajaah memorizing letters, which are the target for each class level, such as juz 30, 29, 28, 1, 2, 3, and so on, evaluations or assessments/tests are also carried out in the middle of the semester or semester. The activities in Al-Qur'an literacy are carried out systematically and structured every day before the learning material begins to achieve students' ability to read the Al-Qur'an optimally. This is where efforts to preserve the Al-Qur'an reading program, especially at MA YPI Panjeng through familiarization with Al-Qur'an literacy, are the hope of growing motivation and enthusiasm for reading the Al-Qur'an through learning activities to write and read, understand the meaning of the verses of the Al-Qur'an, and even apply the understanding of these verses.

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