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# The Effectiveness of Qur'an Recitation Habituation as an Implementation of Reading Literacy for Elementary School Students

Sarah Wulan[1]*, Muhammad Awdi Rahman Wafaa[2], Muhammad Rizaq[3]
[1,2,3]Primary School Teacher Education, STKIP Kusuma Negara, Jakarta, Indonesia
*sarahwulan86@stkipkusumanegara.ac.id

**Abstract**

This study aims to analyze the effectiveness of the Qur'an recitation habituation program as an implementation of reading literacy among fourth-grade students at MI Nursyamsi, Depok, in the 2024/2025 academic year. Low reading literacy achievement remains a recurring problem in elementary schools in Indonesia, and religious habituation programs have been proposed as one strategy to strengthen it. This study used a qualitative descriptive method, with data collected through observation, interviews, and documentation, while data validity was tested using source, technique, and time triangulation. Data were analyzed using the Miles and Huberman model, consisting of data collection, data reduction, data display, and conclusion drawing. The results show that habituation of Qur'an recitation, carried out every morning before lessons, had a positive impact on students' discipline, religious atmosphere, memorization ability, and reading skills, although its implementation across classes was not yet consistent. This practice also fostered positive attitudes and supported the integration of religious values into literacy development, in line with recent research on religion-based literacy habituation in elementary and secondary schools.

Keywords: Elementary Education, Habituation, Literacy, Qur'an Recitation, Reading Skills.

## 1 INTRODUCTION

In the digital era, reading literacy plays an important role in students' development, since this skill forms the basis for mastering nearly all subjects in elementary school (Bungsu & Dafit, 2021). Reading literacy is not merely the technical ability to decode written symbols, but also the capacity to understand, reflect on, and use written information to develop knowledge and to participate fully in society. As curricula increasingly demand independent learning and critical thinking from an early age, the ability to read fluently and comprehend texts across subjects becomes a foundational competence that shapes students' long-term academic trajectory.

Various studies show that the reading literacy ability of elementary school students in Indonesia remains relatively low and varies across regions (Harahap et al., 2022; Restiani et al., 2022). National assessments of basic competence have repeatedly indicated that a considerable proportion of elementary school students have not yet reached the minimum expected level of reading proficiency, reflecting a persistent gap between curriculum targets and actual classroom outcomes. Low reading literacy directly affects students' overall academic achievement (Amri & Rochmah, 2021), so various habituation programs continue to be developed by schools to address this issue, ranging from school literacy movements and reading corners to the use of digital media (Sutoro et al., 2025; Weetebula et al., 2025). These programs generally share a common underlying assumption: that

literacy is best cultivated not through isolated instructional episodes, but through sustained, repeated, and contextually embedded practice. Reading literacy itself can be broadly defined as the ability to understand, use, reflect on, and engage with written texts in order to achieve one's goals, develop knowledge and potential, and participate in society (Bungsu & Dafit, 2021). At the elementary level, this ability is commonly understood to develop through stages, beginning with basic decoding skills and gradually progressing toward comprehension and critical engagement with text (Naana et al., 2022). Toharudin et al. (2021) argue that literacy culture in elementary schools is shaped not only by formal reading instruction but also by the broader school environment, including the availability of reading materials, the modeling of reading behavior by teachers, and the routines that structure students' daily activities, a view that is consistent with findings that difficulties in reading comprehension among elementary school students are often linked to insufficient exposure to structured and repeated reading practice (Restiani et al., 2022).

Literacy is not limited to general texts but also encompasses understanding of religious texts, including the Qur'an. Habituation of Qur'an recitation can be an effective strategy for forming reading habits while instilling moral and religious values (Syarifah et al., 2022). In the Indonesian context, where religious education occupies a central place in both public and Islamic elementary schools, the routine of reading the Qur'an is already embedded in many schools' daily schedules, offering a ready-made platform through which reading habituation can be reinforced without requiring entirely new institutional structures. Habituation (pembiasaan) itself is widely used in Indonesian elementary education as a pedagogical strategy to instill values, skills, and character through repeated, scheduled activity rather than through direct instruction alone (Aryzona et al., 2023). As a strategy, habituation relies on the principle that behaviors performed consistently and predictably, particularly in the early years of schooling, are more likely to become internalized as habits that persist beyond the specific context in which they were first learned (Sasmita et al., 2023). Various forms of habituation-based programs have been documented in Indonesian schools, including school literacy movements grounded in general texts (Umam et al., 2023), the use of reading corners, and the integration of digital media to build reading interest (Sutoro et al., 2025; Pramayshela et al., 2023); what these programs share is a reliance on routine and repetition, embedded within the rhythm of the school day, as the primary mechanism of skill and character formation.

A number of previous studies show that consistent habituation of Qur'an recitation contributes to improving students' fluency, tajwid accuracy, and correct articulation of letters (makhrajul huruf) (Lili, 2023; Maulana & Ali, 2022), strengthens students' religious character (Wibowo, 2023; Lestari et al., 2023), and shapes noble character (akhlakul karimah) and student discipline in daily life (Fadil et al., 2023; Fitrohati & Majid, 2023). Similar programs implemented at the secondary and junior secondary level have also been shown to improve students' Qur'an reading quality when carried out on a scheduled basis and accompanied by teachers (Sinaga & Setiawan, 2024; Asfahani & Ibnu, 2023; Mulyoto & Wilsa, 2021; Rahmadhani, 2023). Within Islamic elementary education, the habituation of Qur'an recitation (tadarus Al-Qur'an) is one of the most widely practiced religious routines, typically carried out each morning before the start of formal lessons. Existing research on this practice has predominantly examined its contribution to religious character formation, such as discipline, akhlakul karimah, and spiritual intelligence (Ahmad, 2021; Nahdiyah et al., 2021; Fadil et al., 2023), and to the technical quality of Qur'an reading itself, including tajwid accuracy and fluency (Lili, 2023; Maulana & Ali, 2022; Rahmadhani, 2023). Comparatively fewer studies have explicitly connected this habituation with the broader construct of reading literacy, despite the plausible overlap between the skills required to decode Qur'anic script and those required for general reading comprehension, such as sustained attention, letter and symbol recognition, and the discipline of daily reading practice (Muis et al., 2024; Zahra et al., 2025).

Nevertheless, research specifically linking Qur'an recitation habituation with the development of reading literacy at the elementary school level remains limited; most previous studies have focused more on the formation of religious character (Hanifah &

Nadiah, 2024; Nahdiyah et al., 2021) than on literacy achievement itself. Studies that do touch on reading ability tend to be conducted at the secondary school level (Sinaga & Setiawan, 2024; Asfahani & Ibnu, 2023), leaving the elementary level, where fundamental reading habits are first formed, comparatively underexplored. In fact, the practice of reading the Qur'an every morning has the potential to serve as a means of strengthening reading fluency that is cross-contextual, applying to both religious and general texts (Muis et al., 2024), because the cognitive and motor skills involved in decoding Arabic script, such as letter recognition, blending, and sustained visual attention, plausibly transfer, at least in part, to the reading of texts in the national language. This study is positioned within that gap, treating Qur'an recitation habituation not only as a religious practice but also as a potential vehicle for reading literacy development at the elementary school level.

Based on this gap, this study focuses on analyzing the effectiveness of the Qur'an recitation habituation program as an implementation of reading literacy among fourth-grade students at MI Nursyamsi, Depok, with the hope of providing input for the integrated development of religious and literacy programs in elementary schools. Specifically, this study seeks to describe how the Qur'an recitation habituation program is implemented in daily school practice, to examine its perceived impact on students' reading literacy and related outcomes such as discipline and religious atmosphere, and to identify the obstacles and supporting factors that influence the consistency of its implementation. It is expected that the findings of this study will be useful not only for MI Nursyamsi, but also for other elementary schools, particularly Islamic elementary schools, that are considering religious habituation as part of their literacy strategy, as well as for policymakers seeking contextual and low-cost approaches to strengthening national reading literacy.

## 2 RESEARCH METHODS

This study used a qualitative descriptive method, chosen because it aims to describe in depth the implementation and impact of the Qur'an recitation habituation program as it actually occurs in the field, without manipulating the variables under study (Qomaruddin & Sa'diyah, 2024). A qualitative approach was considered appropriate given the study's focus on understanding meaning, process, and context, rather than on measuring the magnitude of a predetermined variable (Sugiyono, 2022). This approach allowed the researchers to capture the nuance and variation in how the habituation program was experienced by different classes, teachers, and students, which would likely have been lost under a purely quantitative design.

The research was conducted at MI Nursyamsi, Depok, during the 2024/2025 academic year, with the school principal, the fourth-grade teacher, and students as research subjects. The fourth-grade level was selected because it represents a transitional stage in elementary education, in which students are expected to have moved beyond the earliest stages of basic reading acquisition and to be consolidating their reading fluency, making it a relevant point at which to examine the effects of sustained recitation habituation. The principal and teacher were included as key informants because of their direct involvement in designing and supervising the daily implementation of the program, while students were observed as the primary subjects whose reading behavior and literacy outcomes the program was intended to influence.

Data were obtained through three complementary techniques. First, participatory observation was conducted on the daily morning recitation activities, allowing the researchers to directly witness how the program was carried out, including the reading materials used, the level of teacher supervision, and student engagement. Second, in-depth interviews were conducted with the principal and teachers to explore their perceptions of the program's goals, implementation challenges, and perceived outcomes, as well as to obtain contextual information that could not be captured through observation alone. Third, documentation studies were carried out, including the examination of recitation schedules, reading achievement records, and photographic or written

documentation of activities, which served both to corroborate the findings from observation and interviews and to provide a record of the program's implementation over time.

Data analysis was carried out through the stages of data collection, data reduction, data display, and conclusion drawing, following the interactive model of Miles and Huberman. These stages were chosen because they allow the researcher to move continuously between data collection and analysis throughout the research process, resulting in interpretations that are more contextual and in-depth. During data reduction, information gathered from observation, interviews, and documentation was sorted, simplified, and focused on themes directly relevant to the research questions, such as consistency of implementation, students' reading behavior, and the obstacles reported by teachers. This reduced data was then organized into displays, primarily in narrative and thematic form, to allow patterns across informants and data sources to be more easily identified before conclusions were drawn and, where possible, verified against the raw data.

Data validity was examined using source, technique, and time triangulation (Sugiyono, 2022), so that findings obtained through one method could be confirmed with other methods and sources. Source triangulation was achieved by comparing information from the principal, teachers, and students; technique triangulation by comparing findings from observation, interviews, and documentation; and time triangulation by conducting observations on different days and at different points during the recitation program, in order to account for day-to-day variation and to ensure that the findings reflected a consistent pattern rather than an isolated occurrence.

## 3 RESULT AND DISCUSSION

This section presents the findings on the implementation of the Qur'an recitation habituation program at MI Nursyamsi and discusses their relevance to students' reading literacy.

### 3.1 Overview of Students' Qur'an Reading Ability

The results show that the Qur'an reading ability of fourth-grade students at MI Nursyamsi varied considerably. Some students were already fluent with correct tajwid, able to recite with appropriate articulation of letters and rhythm, while others were still halting, reading letter by letter or word by word, and required additional guidance from the teacher. This variation reflects differences in students' prior exposure to Qur'an reading, whether at home, in earlier grades, or through supplementary religious education outside of school, and is broadly consistent with the variation in reading ability commonly documented among elementary school students in general reading literacy studies (Harahap et al., 2022).

### 3.2 Implementation of the Qur'an Recitation Habituation Program

The Qur'an recitation program was carried out every day before lessons began, typically involving students reading verses together or individually under teacher supervision for a set period at the start of the school day. Although its implementation was not yet consistent across all classes, in line with findings at other school levels that also showed variation in implementation consistency between classes (Zahra et al., 2025; Fadil et al., 2023), the program's placement at the very beginning of the school day appeared to be a deliberate design choice intended to establish a calm and focused atmosphere before the start of formal academic instruction. This positioning is consistent with the broader habituation literature, which emphasizes the importance of anchoring a target behavior to a fixed, predictable point in the daily routine in order to increase the likelihood that it becomes internalized (Aryzona et al., 2023).

### 3.3 Program Implementation and Its Impact on Reading Literacy

The implementation of the recitation program had a positive impact in the form of improved reading skills, a religious atmosphere, discipline, and the fostering of positive student attitudes. Teachers reported that students who participated consistently in the morning recitation showed gradual improvement not only in their Qur'an reading fluency but also

in their willingness to engage with reading tasks more generally, suggesting a possible spillover effect from religious to general reading practice. These findings are consistent with previous research affirming that religious practices can serve as an effective means of supporting the strengthening of reading literacy (Wibowo, 2023; Lili, 2023). The improvement in reading fluency achieved through recitation habituation is also in line with the principles of early reading literacy development that emphasize the importance of repetition and daily routine (Naana et al., 2022; Sasmita et al., 2023). In addition, the religious atmosphere built through the recitation activity further strengthened students' learning motivation, as found in religious-culture-strengthening programs at the secondary school level (Ahmad, 2021; Muis et al., 2024). Teachers further observed that the discipline instilled through the requirement to arrive on time for the morning recitation appeared to carry over into other aspects of classroom behavior, including punctuality in submitting assignments and general classroom conduct, although this observation was based on teachers' informal impressions rather than on systematic behavioral measurement.

### 3.4 Obstacles and Supporting Factors

The inconsistent implementation of recitation across all classes was mainly caused by limited time, differences in students' initial abilities, and insufficient teacher assistance in classes with large numbers of students. In classes with a high student-to-teacher ratio, teachers reported difficulty in providing individualized guidance to students who were still struggling with basic recitation, which in turn slowed the pace of the group activity and reduced the time available for other morning routines. Similar obstacles were also found in research on Qur'an reading habituation at the secondary school level, which showed that the success of the program is highly dependent on ongoing support from teachers, schools, and the family environment (Sinaga & Setiawan, 2024; Nahdiyah et al., 2021; Ibrahim et al., 2021). On the other hand, the availability of contextual learning resources and teacher competence in designing instruction also serve as supporting factors for the success of habituation-based literacy programs (Bunga et al., 2022; Aryzona et al., 2023). Where teachers had access to appropriately leveled reading materials and had received some preparation in classroom management for group recitation, the program appeared to run more smoothly and with fewer disruptions, indicating that resource availability and teacher preparedness are not merely facilitating conditions but are central to the program's overall effectiveness.

### 3.5 Relevance to Reading Literacy in General

These findings reinforce the idea that strengthening elementary school students' reading literacy can be achieved not only through school literacy movements based on general texts (Umam et al., 2023; Toharudin et al., 2021), but can also be integrated with religious habituation that has become part of students' daily routine. This combined approach is in line with recommendations from recent research highlighting the importance of contextual, school-culture-based literacy strategies, including the use of digital media to enrich students' reading interest (Sutoro et al., 2025; Pramayshela et al., 2023; Weetebula et al., 2025; Latifah, 2023). Thus, the Qur'an recitation program can be regarded as a form of reading literacy implementation that is contextual and carries added religious value, one that does not require schools to introduce an entirely separate literacy program but instead builds on a routine that is, in many Islamic elementary schools, already well established.

### 3.6 Theoretical and Practical Implications

Theoretically, these findings extend the existing literature on habituation-based literacy by demonstrating that a routine originally designed for religious purposes can plausibly also function as a literacy-building activity, provided that it is implemented consistently and with adequate teacher support. This suggests that literacy interventions in Islamic elementary schools need not always be designed as separate, additional programs, but can instead be developed by strengthening the pedagogical dimension of existing religious routines. Practically, the findings suggest that school leaders seeking to strengthen reading literacy through Qur'an recitation habituation should pay particular attention to ensuring consistency of implementation across classes, providing sufficient teacher assistance especially in larger classes, and equipping teachers with contextually appropriate reading

materials, since these factors appeared, in this study, to distinguish more effective implementation from less effective implementation.

## 4 CONCLUSION

The Qur'an recitation habituation program proved effective as an implementation of reading literacy at MI Nursyamsi. This activity improved students' reading skills, memorization ability, discipline, and understanding of religious values, in line with various recent research findings on religious habituation and reading literacy in both elementary and secondary schools. The program illustrates that reading literacy development in elementary schools need not rely solely on programs built around general texts, but can also draw on existing religious routines that are already part of the school culture, provided that such routines are implemented with sufficient consistency and support. However, for more optimal results, the implementation of recitation needs to be carried out consistently across all classes, supported by adequate teacher assistance, the availability of relevant learning resources, and sustained cooperation between schools and families.

This study is not without limitations. As a qualitative descriptive study conducted at a single school, its findings are context-bound and cannot be statistically generalized to other schools or regions; they are intended instead to offer an in-depth, contextual understanding that may inform, rather than directly predict, practice elsewhere. In addition, the assessment of students' reading literacy outcomes in this study relied primarily on observation, interview, and documentation rather than on standardized literacy measurement instruments, so the reported improvements in reading skill should be interpreted as perceived and observed changes rather than as measured gains. Future research would benefit from employing mixed-methods or quantitative designs, incorporating standardized reading assessments administered before and after the habituation program, and extending the scope of investigation to multiple schools in order to examine the extent to which these findings hold across different institutional and community contexts. Further research might also investigate the specific mechanisms through which recitation habituation contributes to general reading literacy, in order to clarify the extent to which the observed relationship reflects genuine skill transfer rather than a shared underlying factor such as general discipline or motivation.

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