

Implementation of Arabic Language Learning in Improving Students' Qur'an Literacy at MTS Perguruan Islam Al-Hasanah Tanjung Leidong

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Abstract

This study aims to determine the implementation of Arabic language learning in improving students' Al-Qur'an literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong. The study uses a qualitative case study approach with data collection through observation, interviews, and documentation. The results show that Arabic language learning plays an important role in improving students' ability to read, write, and understand the Al-Qur'an. Supporting factors include teacher competence, availability of learning facilities, a religious madrasah environment, student motivation, and additional programs such as tahsin, tahfiz, calligraphy, tadarus, and kultum using Arabic. Hindering factors include time constraints, differences in students' basic abilities, low motivation among some students, and a lack of digital media. The study confirms that the structured integration of Arabic language learning with religious activities and additional programs effectively improves students' Qur'an literacy.

Keywords: *Implementation, Arabic Language, Qur'an Literacy*

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Introduction

Arabic language learning plays an important role in Islamic education, especially in supporting students' Qur'anic literacy. As the main language of the Qur'an, adequate Arabic language skills not only make it easier for students to read the Qur'an in a tartil manner but also to understand the meaning of its verses. This is in line with the words of Allah SWT, in Surah Yusuf verse 2: **إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ ٢**

"Indeed, We have sent it down as an Arabic Qur'an that you may understand." (QS. Yusuf verse 2)

This verse emphasizes that Arabic is not only a means of communication but also the main language of the Qur'an. Thus, mastery of Arabic is an important bridge in understanding Islam as a whole, including in terms of Qur'anic literacy [1]. The superiority of Arabic's structure makes it the most effective means of understanding the content of the verses of the Qur'an [2]. Therefore, proficiency in Arabic is not only a linguistic competency but also a path to improving the quality of religious literacy, especially Qur'anic literacy [3].

In Arabic language learning, teachers often emphasize grammatical aspects and vocabulary memorization without directly relating them to the context of understanding the verses of the Qur'an. In fact, the integration of Arabic language learning and Qur'anic teaching is an important approach so that students not only learn language as a separate subject, but also as a tool to understand the contents of the Qur'an [4]. When Arabic language learning is implemented using an integrative, contextual, and communicative approach that involves understanding the verses of the Qur'an, students will have a better ability to understand the contents of the Qur'an, while also improving their Qur'anic literacy [5].

The ability to read the Qur'an is closely related to a person's ability to understand, read, and write the Qur'an. This includes the ability to read the Qur'an correctly and pronounce the letters (makhraj) properly, as well as the ability to write Arabic letters clearly so that they can be read and understood by others [6]. The importance of reading the Qur'an correctly is emphasized in the words of Allah SWT, in Surah Al-Muzammil verse 4:

أَوْ زِدْ عَلَيْهِ وَرَتِّ لِي الْقُرْآنَ تَرْتِيلًا

"Or more than that. Read the Qur'an slowly."

This verse emphasizes reading the Qur'an with tartil, which is a slow, orderly, clear recitation that pays attention to the rules of makhraj, tajwid, and understanding of meaning. Tartil is not only about the technical aspects of pronunciation, but also a method of reading that allows for a deeper understanding of meaning and spiritual appreciation.

Meanwhile, Qur'anic literacy in the context of education, as emphasized in Surah AlAlaq verses 1-5, emphasizes the importance of reading, writing, and understanding the first revelation as the basis for the development of knowledge and the formation of character [7]. In addition, the culture of Qur'anic literacy is an important indicator in shaping the character and spirituality of students who are Qur'anic [8].

However, phenomena emerging in various Islamic educational institutions indicate that students' Qur'an literacy still faces challenges. Various studies show that many students have difficulty reading Arabic texts properly and correctly [9]. In addition, there are students who are not yet able to read the Qur'an according to the rules of tajwid and understand the meanings contained therein [10]. Furthermore, Arabic language learning in madrasas generally still focuses on grammar, so that students master grammatical theory but are less trained in understanding the meaning of the Qur'an as a whole [11]. This was also found at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, where learning still focuses on grammar and vocabulary memorization, while the integration of Arabic as a means of improving Quran literacy has not been optimally implemented. The implementation of Arabic language learning in improving students' Quran literacy is both a challenge and an opportunity in

Islamic education. These challenges include the availability of competent teachers, the use of relevant methods, and the development of teaching materials that integrate Arabic and Quranic

verses in a contextual manner. Meanwhile, the opportunity is the formation of a generation that is not only able to speak Arabic actively, but also able to understand and practice the teachings of the Quran in their daily lives.

The benefits of learning Arabic in improving Quran literacy lie in its ability to strengthen students' skills in reading and writing the Quran effectively, as well as improving their understanding of the content of the Quran. Previous studies have shown a significant relationship between Arabic language learning and students' ability to read and write the Qur'an [12]. Other findings also show that the ability to write Arabic letters has a significant influence on the ability to read the Qur'an [13].

MTs Perguruan Islam Al-Hasanah is a private educational institution located at Jalan Kesehatan No. 273 A, Tanjung Leidong Village, Kualuh Leidong District, North Labuhan Batu Regency, North Sumatra Province. This institution is committed to nurturing students to become a generation with good character and achievements in academic and non-academic fields. This educational unit focuses on the Madrasah Tsanawiyah (MTs) level and is under the guidance of the Ministry of Religious Affairs. MTs Perguruan Islam Al-Hasanah strives to provide comprehensive education, covering academic, moral, and spiritual aspects. The school emphasizes the importance of instilling religious values in every aspect of students' lives. Through a comprehensive curriculum, MTs Perguruan Al-Hasanah hopes to produce competent and virtuous graduates who are ready to take on roles in society.

Based on the background described above regarding the importance of Arabic language learning in improving students' Al-Qur'an literacy, this study aims to: 1) Determine the implementation of Arabic language learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, 2) Determine the role of Arabic language learning in improving students' Al-Qur'an literacy, 3) To identify the supporting and inhibiting factors of Arabic language learning in improving students' Qur'an literacy.

Literature Review 2.1 Implementation

Implementation is the process of applying or executing an idea or concept with the aim of producing an impact, either in the form of change or as an effort to improve a program or achieve a specific goal [14]. Meanwhile, learning implementation is the process of applying a systematically developed learning plan to teaching and learning activities in order to achieve predetermined educational goals. Learning implementation is not only understood as the activity of delivering material, but as an integrated series of processes that includes planning, implementation, and evaluation of learning [15].

In the planning stage, the implementation of learning begins with the preparation of learning tools such as syllabi, lesson plans (RPP), learning media, textbooks, and the determination of strategies relevant to the characteristics of students and learning objectives [16]. The next stage is the implementation of learning, namely teaching and learning (), which is the most important part of the learning process, because it determines the implementation of teaching and learning activities. Effective teaching takes place in a continuous, focused process based on careful planning [17]. Furthermore, learning evaluation is an assessment process to measure the level of achievement of learning objectives and the effectiveness of learning implementation. Evaluation is carried out through various assessment techniques, such as tests, observations, assignments, and reflections, the results of which are used as feedback to improve planning and implementation in the next stage [18]. Thus, learning implementation is a continuous and systematic process that integrates planning, implementation, and evaluation of learning to create an effective and meaningful learning process.

2.2 Arabic Language learning

Arabic is the language of communication among the people of the Arabian Peninsula and the primary language of the Qur'an. This language not only serves as a means of communication, but also as the primary medium for understanding Islamic teachings through

the Qur'an and Hadith. In the context of education, Arabic is studied so that students are able to read, understand, and practice Islamic teachings correctly [19].

Learning is an interactive process involving students, educators, and various learning resources as a means to achieve educational goals, which focus on changing students' attitudes and mindsets. Meanwhile, Arabic language learning is a process designed to help students master Arabic language skills, both spoken and written. This process includes various important elements, such as vocabulary mastery, grammar, sentence structure, as well as understanding, speaking, reading, and writing [20].

The success of Arabic language learning is largely determined by the pedagogical competence of teachers, particularly in utilizing interactive learning media. This is in line with the findings of previous researchers, which show that training in the use of learning media can improve teachers' ability to present material in a more interesting, interactive, and effective manner, thereby having a positive impact on the quality of learning [21]. In line with these findings, other studies also state that teachers are expected not only to teach, but also to be effective and inspiring leaders in learning innovation [22]. Thus, in the context of Arabic language learning, the use of varied media can help students develop comprehensive language skills, including listening, speaking, reading, and writing.

2.3 Al-Qur'an Literacy

According to the Big Indonesian Dictionary (KBBI), literacy is defined as a person's ability to read and write, mastery of knowledge or skills in a particular field, and an individual's ability to manage information and knowledge to support life skills [23].

Al-Qur'an literacy is a person's ability to read, understand, interpret, and practice the contents of the Al-Qur'an correctly in accordance with the context and teachings of Islam. This literacy includes not only the technical ability to read Arabic letters (tilawah), but also includes aspects of understanding (tadabbur), appreciation (tafaquh), and practice (tathbiq) of the contents of the Qur'an in daily life [24]. This is in line with the words of Allah in Surah Al-Alaq verses 1-5:

إِقْرَأْ
بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“Read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Generous. Who taught (man) with the pen. He taught man what he did not know.” (QS. Al-Alaq Verses 1-5)

This verse is the first revelation sent down to the Prophet Muhammad, emphasizing the importance of reading as the basis of literacy. The surah emphasizes the urgency of reading (iqra') as the main gateway to knowledge. The repetition of the command iqra' indicates that reading is an obligation not only for the Prophet, but also for all Muslims. By referring to the pen as a symbol of knowledge, this verse emphasizes that education, knowledge, and writing are the foundations of civilization. Therefore, Qur'anic literacy includes reading, understanding, and practicing the contents of the revelation as a guide for life.

2.4 The Relationship between Arabic Language Learning and Qur'anic Literacy

Arabic language learning plays an important role in improving students' Qur'an literacy. Qur'an literacy includes various skills, such as reading, understanding, interpreting, and practicing the contents of the Qur'an. Therefore, Arabic language learning not only helps students in their ability to read the Qur'an text correctly and tartil, but also in their deep understanding of the meanings and messages contained therein. This is in accordance with Surah Az-Zukhruf verse 3, which states that the Qur'an was revealed in Arabic so that mankind could understand its contents.

"Indeed, We have made it an Arabic Qur'an so that you may understand." (QS Az-Zukhruf verse 3)

Thus, understanding Arabic is key to improving the quality of students' interaction with the Qur'an, both in terms of reading, understanding its meaning, and practicing its teachings. Learning Arabic in Islamic educational institutions is not only intended as a linguistic skill, but also a means of understanding the sources of Islamic teachings, including the Qur'an [25]. Qur'anic literacy is not limited to the ability to read tartil, but also includes understanding and internalizing the meaning of the Qur'an in everyday life. This means that the better students master Arabic, the easier it will be for them to improve their Qur'anic literacy, because this language is the main gateway to understanding its content and divine messages. Thus, Arabic language learning can be said to be a strategic instrument in improving students' Qur'an literacy. Without adequate mastery of Arabic, Qur'an literacy has the potential to stop at the aspect of reading without deep understanding.

Research Methodology

This study uses a qualitative approach with a case study type. According to Sugiono, qualitative research is a method used to obtain in-depth data [26]. This approach was chosen because this study focuses on the process, meaning, and in-depth understanding of the implementation of Arabic language learning and its impact on students' Al-Qur'an literacy in the context of learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong. This study was conducted at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, North Labuhanbaru Regency, North Sumatra Province.

The subjects in this study were three eighth-grade students, the principal, and the Arabic language teacher as parties directly involved in the planning and implementation of learning. Meanwhile, the object of this study was the implementation of Arabic language learning based on the concept of " " (learning through the Qur'an), which aims to improve students' ability to read, write, and understand the Qur'an, or known as Qur'anic literacy.

This research was obtained through three data collection techniques, namely: 1) Observation, 2) Interviews, and 3) Documentation. According to Sugiyono, these three techniques are important instruments in qualitative research because they can provide complete and in-depth data. The data analysis technique according to Miles and Huberman explains that qualitative data analysis consists of three stages: First, data reduction, which is sorting and simplifying relevant data. Second, data presentation, which is compiling data in the form of narratives or tables so that it is easy to analyze. Third, drawing conclusions and verification, which is formulating findings and checking their validity repeatedly [27].

Results

Arabic language learning in madrasahs is generally designed to cover the basic aspects that support students' ability to understand and use the language of the Qur'an. In the context of improving Qur'anic literacy, Arabic language learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong is structured to strengthen reading, writing, and understanding of language structures directly related to the verses of the Qur'an. Therefore, the implementation of planned and systematic learning is necessary so that the goal of improving Qur'anic literacy can be optimally achieved. Based on these objectives, the following research results are presented to describe how Arabic language learning is implemented, its role in improving the Qur'an, and the factors that influence it.

4.1 Implementation of Arabic Language Learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong

The results of the observation show that the implementation of Arabic language learning at MTs Perguruan Islam Al-Hasanah takes place through three main components, namely learning planning, learning implementation, and learning evaluation. These three aspects are interrelated and serve to ensure the achievement of learning objectives, particularly in improving students' Arabic reading and writing skills or Al-Qur'an literacy.

4.1.1 Arabic Language Instruction Planning at MTs Perguruan Islam Al-Hasanah

Tanjung Leidong

Arabic language learning planning is a systematic process developed by teachers or educational institutions to determine the direction, objectives, materials, methods, and steps of learning so that the teaching and learning process can take place effectively and achieve the expected results. This planning includes the development of learning tools such as syllabi, lesson plans, learning media, and textbooks and the determination of strategies that are relevant to the characteristics of the students and the learning objectives.

The results of observations and interviews show that Arabic language learning planning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong has been carried out systematically. Arabic teachers at MTs Perguruan Islam Al-Hasanah Tanjung Leidong have prepared learning tools such as syllabi and lesson plans that not only serve as guidelines for implementation but also as a means of integrating Arabic language learning objectives and Al-Qur'an literacy targets. The lesson plans, which contain detailed objectives, materials, and activity steps, ensure that each Arabic language lesson unit is consciously designed to support the basic skills needed in reading, writing, and understanding the Qur'an, such as mastery of letters, makhrijul huruf, and basic mufradat. In addition, Arabic teachers use Arabic textbooks as their main reference, supplemented with special media to support literacy. The use of vocabulary cards (mufradat), which are often taken from words found in the Qur'an, as well as Arabic writing boards such as Hijaiyah letters, directly improves students' ability to recognize, read, and write Arabic texts and the Qur'an. This creates a focus where language learning becomes a direct application to improve the quality of reading and understanding of the holy book, or what is known as Qur'anic literacy.

Overall, the results of the study show that Arabic language learning planning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong not only meets administrative requirements but also focuses on the actual function of learning. The planning places mastery of Arabic through the provision of tools and the use of relevant learning resources as the main means that are structured in a targeted manner to help improve students' literacy and understanding of the Qur'an.

4.1.2 Implementation of Arabic Language Learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong

Arabic language learning is carried out systematically through interrelated stages to ensure learning effectiveness. In the initial stage, Arabic teachers prepare students through appreciation, ice breaking, motivation, and communication of learning objectives. In classroom management, teachers create a conducive atmosphere by applying various methods such as lectures, discussions (al-munaqashah), question and answer sessions, and vocabulary memorization to strengthen students' basic understanding.

In addition, Arabic teachers also apply reciprocal communication (muhadatsah) to train students' courage to speak and their pronunciation of letters. Furthermore, teachers combine listening (istima') and writing (kitabah) skills through audio media to train students' accuracy in connecting sounds with Arabic letters. Finally, the closing stage is carried out by the teacher by summarizing the material, providing reinforcement, and conducting a brief evaluation to ensure that the learning objectives have been achieved. Mastery of all these stages is carried out by Arabic teachers at MTs Perguruan Islam Al-Hasanah Tanjung Leidong in managing the

classroom so that the learning process is optimal, focused, and able to improve students' linguistic and literacy skills in the language of the Qur'an.

4.1.3 Evaluation of Arabic Language Learning at MTs Perguruan Islam Al-Hasanah

Tanjung Leidong

The findings of the research from observations and interviews confirm that evaluations at MTs Perguruan Islam Al-Hasanah Tanjung Leidong are conducted thoroughly and continuously to determine the extent to which Arabic language learning objectives have been achieved. Teachers assess students' abilities through various instruments, such as daily assignments, written tests, oral tests (vocabulary memorization), interactive communication practice (muhadatsah), and summative tests designed to measure students' competencies more comprehensively. In addition to measuring language skill development, the evaluation also aims to ensure that each student is able to achieve the Minimum Passing Criteria (KKM) that has been set.

Based on interviews with Arabic teachers at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, it was found that based on the evaluation results, 24 out of 32 students, or around 75%, had achieved the minimum passing grade in Arabic. This achievement was obtained from a combination of daily assignments, practical assessments, and semester exam results, providing a comprehensive picture of the students' abilities. This percentage shows that most students have a good understanding of the material, both in terms of vocabulary mastery, speaking skills, and the ability to read and write Arabic letters. The evaluation results also show that 25% of students have not yet achieved the minimum passing grade. These findings indicate that there are still variations in students' individual abilities to absorb the material. The contributing factors include a lack of discipline in learning, weak mastery of basic vocabulary, and limited ability to listen and imitate Arabic pronunciation. Therefore, follow-up in the form of remedial classes, additional guidance, and special assistance is needed to help students who have not yet achieved mastery.

Overall, the evaluation shows that Arabic language learning has been going quite well but still needs strengthening in the area of reading habits. Proper pronunciation and exercises that lead to Qur'anic literacy are also needed. Continuous evaluation, supported by test results, semester exams, and direct observation, is an important basis for improving learning strategies in future meetings. Thus, evaluation not only serves as a tool for measuring learning outcomes but also as a means of reflection for improving the quality of learning in a comprehensive and sustainable manner.

4.2 The Role of Arabic Language Learning in Improving Students' Qur'an Literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong

Arabic language learning plays an important role in improving students' Qur'an literacy. Qur'an literacy encompasses various skills, including reading, writing, understanding, and practicing the contents of the Qur'an. Therefore, Arabic language learning not only helps students in their ability to read the Qur'an correctly and tartil but also in their deep understanding of the meanings and messages contained therein. This is in line with Surah AlMuzammil verse 4, which emphasizes the importance of reading the Qur'an tartil, which is reading slowly, clearly, regularly, and with full appreciation. tartil but

أَوْ زِدْ عَلَيْهِ وَرَتِّ لِ الْقُرْآنَ تَرْتِيلًا

"Or more than that. Recite the Qur'an slowly."

Meanwhile, Surah Az-Zukhruf verse 3 states that the Qur'an was revealed in Arabic so that mankind could understand its contents.

إِنَّا جَعَلْنَاهُ قُرْآنًا عَرَبِيًّا لَّعَلَّكُمْ تَعْقِلُونَ ٣

"Indeed, We have made it an Arabic Qur'an so that you may understand." (QS Az-Zukhruf verse 3)

The command to read the Qur'an with tartil in Surah Al-Muzammil verse 4 emphasizes the importance of accuracy and understanding in reading the verses of the Qur'an. This message is reinforced by Surah Az-Zukhruf verse 3, which explains that the Qur'an was revealed in Arabic so that it would be easy to understand. These two verses show that Arabic language skills are the main foundation for improving Qur'anic literacy, because only through mastery of Arabic can students read, write, understand the meaning, and appreciate the teachings of the Qur'an correctly.

Based on the results of research conducted at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, it was found that Arabic language learning plays a very important role in improving students' Qur'an literacy. Qur'an literacy includes three main aspects, namely:

4.2.1 Ability to Read the Qur'an

Arabic language learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong has been proven to play an important role in improving the fluency and accuracy of students' Quran recitation. This role is manifested in three main aspects, namely:

- a) First, strengthening vocabulary (mufradat) and sentence structure helps students quickly recognize word forms and changes. This understanding of grammar means that students are no longer hindered when encountering variations in words in verses of the Qur'an, making the reading process smoother.
- b) Second, continuous practice in reading Arabic texts directly hones the accuracy of letter articulation (makhrijul huruf) and intonation. This ensures that each verse is recited according to the correct rules.
- c) Finally, understanding the context of the language taught in class gives depth of meaning to students' reading.

Thus, learning Arabic not only serves to improve technical aspects such as fluency in tajwid and accuracy of articulation but also becomes an intellectual bridge that builds a stronger relationship between students and the content of the Qur'an. Through mastery of language rules, students begin to shift from being mere textual readers to readers who are able to grasp the meaning of each verse. Understanding changes in word forms and sentence structures allows students to feel the depth of meaning and intent of the revelations they read. Ultimately, the integration of linguistic skills and literacy creates a comprehensive learning experience, where Arabic language proficiency directly improves the quality of spiritual interaction and students' appreciation of the miraculous content of the Qur'an as a whole.

4.2.2 Al-Qur'an Writing Skills

Based on the results of research at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, Quran writing skills (kitābah) are one of the important aspects in improving students' Quran literacy. Students are trained to write Hijaiyah letters, copy vocabulary, and copy short verses from the Qur'an in stages, starting from simple writing to copying short verses that refer to the rules of imla'. This is because practicing writing Arabic letters and verses can improve students' visual perception of Arabic letter forms and strengthen their understanding of the word order and language structure used in the Qur'an.

In addition, writing verses also strengthens memorization and understanding of Arabic language structure, as students must pay attention to word order and the relationship between words in the verses they write. Arabic language teachers and PTQ teachers work together to guide students so that writing lessons not only serve as motor skills practice but also as Qur'an. Students also use it as a means to deepen understanding of the meaning of Qur'anic verses. Overall, the findings of this study confirm that Arabic writing skills play a significant role in strengthening Qur'anic literacy, particularly in the aspect of writing the Qur'an. Students but also as Qur'an, so

4.2.3 Understanding the Qur'an

The findings of the study at MTs Perguruan Islam Al-Hasanah Tanjung Leidong show that in terms of understanding the Qur'an, mastery of vocabulary (mufradat) and Arabic sentence

structure are important factors that help students grasp the basic meaning of Qur'anic verses more accurately. By having sufficient vocabulary and understanding sentence structure patterns, students are able to identify word functions, determine subjects and predicates, and understand the meaning connections between phrases in verses. This ability makes it easier for them to connect the vocabulary learned in class with the vocabulary that appears in the text of the Qur'an translation, but the process of understanding does not stop at literal translation but develops into a broader and more contextual understanding in accordance with the theme of the verse. Thus, Arabic language skills not only help students understand the text linguistically but also provide a foundation for a deeper understanding of the messages of the Qur'an.

Thus, it can be concluded that systematic and continuous integration of Arabic language learning is a key factor in improving students' Al-Qur'an literacy. This finding confirms that the stronger the students' understanding of Arabic language elements, the higher their accuracy, fluency, and depth of understanding in reading Qur'anic verses, so that Arabic language learning should be positioned as a strategic component in strengthening religious competence, especially at MTs Perguruan Islam Al-Hasanah Tanjung Leidong.

4.3 Supporting and Inhibiting Factors in Arabic Language Learning in Improving Students' Quran Literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong In implementing Arabic language learning to improve students' Al-Qur'an literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong, a number of factors were found to influence the success of the learning process. These factors can be grouped into two main categories, namely, supporting factors and inhibiting factors that arise during the learning process. namely,

4.3.1 Supporting Factors for Arabic Language Learning in Improving Students'

AlQur'an Literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong

The results of the study show that the success of Arabic language learning in improving students' Quran literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong is supported by several factors, namely:

- a) Competent teachers: Competent teachers not only have a deep understanding of Arabic language material and education but also understand various teaching techniques and methods that are appropriate for the students' level of ability. In addition, Arabic teachers have a combination of Islamic boarding school and formal education backgrounds in Islamic education, enabling them to deliver material in a systematic, adaptive, and contextual manner. Teachers are able to harmonize the study of classical texts with modern pedagogical foundations, which directly impacts the improvement of students' Arabic reading and writing skills.
- b) A conducive and religious learning environment: Daily habits such as praying and reading short surahs before class create a calm atmosphere that increases students' motivation and concentration when interacting with Arabic texts.
- c) The availability of adequate learning resources, including textbooks, the Qur'an, vocabulary cards, and visual media. These facilities make it easier for students to understand sentence structure and language rules independently and in a structured manner in class.
- d) A variety of additional programs, such as tahsin, tahfiz, calligraphy, morning recitation, and Arabic lectures. Through these activities, students not only hone their technical precision in reciting verses but also build their confidence in communicating and their spiritual depth in relation to the Qur'an as a whole.

Thus, it can be concluded that the success of Arabic language learning at MTs Perguruan Islam Al-Hasanah Tanjung Leidong is the result of the integration of human resource competencies and the environment. The role of teachers as competent communicators is the main driving force in bridging language material with Al-Qur'an literacy practices, while the religious school environment and the availability of learning facilities act as triggers that

maintain student motivation. The integration of the classroom curriculum with additional programs such as tahsin and tahfiz not only strengthens students' technical skills in reading and writing but also creates a culture of continuous learning. The synergy of all these components proves that optimally managed supporting factors can produce learning outcomes.

4.3.2 Factors Hindering Arabic Language Learning in Improving Students' Al-Qur'an Literacy at MTs Perguruan Islam Al-Hasanah Tanjung Leidong

In addition to supporting factors, the implementation of Arabic language learning at MTs Perguruan Islam Al-Hasanah also faces several inhibiting factors that affect the effectiveness of the learning process. These obstacles arise from both internal and external aspects, thereby impacting the optimization of students' Al-Qur'an literacy improvement. Some of these inhibiting factors include:

- a) Limited learning time, where one hour of class time is considered insufficient to explore the material in depth and provide intensive reading and writing practice.
- b) Low motivation to learn, with some students perceiving Arabic as difficult and lacking awareness of its practical benefits, has resulted in passive classroom participation.
- c) The minimal use of digital media, such as audio-visual devices and projectors, means that the learning process is still dominated by conventional methods that lack variety.

Thus, it can be concluded that the obstacles in learning Arabic at MTs Perguruan Islam Al-Hasanah Tanjung Leidong stem from limited time allocation, low student interest, and suboptimal use of technology. The very short duration of meetings is a fundamental obstacle that hinders the depth of material and intensity of practice, while the obstacle of lack of student interest hinders active participation in the learning process. This condition is exacerbated by limited access to interactive digital media, which should be a solution to facilitate visual and auditory understanding. Therefore, these obstacles indicate the need for an evaluation of the curriculum's time management and innovation in the use of learning media that is more creative and relevant to digital developments in order to optimize students' Al-Qur'an literacy skills evenly.

Conclusion

The conclusion of the study on the implementation of Arabic language learning in improving Al-Qur'an literacy at MTs Perguruan Islam Al-Hasanah shows that Arabic language learning at MTs Perguruan Al-Hasanah Tanjung Leidong is carried out in a structured manner, covering planning, implementation, and evaluation of learning. The implementation includes reading, writing, speaking, and listening. This activity helps students read, write, and understand the Qur'an effectively.

Mastery of vocabulary, word and sentence structure, and continuous practice in reading Arabic texts improve students' fluency, reading accuracy, comprehension, and confidence. Writing verses (kitabah) reinforces memorization and understanding of Arabic, thereby developing comprehensive Qur'anic literacy.

Supporting factors include teacher competence, availability of learning facilities, a religious madrasah environment, student motivation, and additional programs. Hindering factors include time constraints, differences in students' basic abilities, low motivation among some students, and a lack of digital media.

The researchers' suggestions are to increase Arabic language class hours, optimize digital media, and maintain and develop additional programs in tahfiz, tahsin, calligraphy, and kulture using Arabic.

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