



Student Participation in Madrasah Diniyah Awaliyah as a Predictor of Qur'anic Reading and Writing Learning Motivation

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ABSTRACT

Learning motivation is a crucial determinant of successful Qur'anic Reading and Writing (BTQ) instruction in non-formal Islamic educational institutions. Madrasah Diniyah Awaliyah (MDA) serves not only as a medium for improving students' Qur'anic literacy but also as an institution that fosters religious character and strengthens students' motivation to learn. This study aimed to examine the effect of students' participation in Madrasah Diniyah Awaliyah (MDA) activities on their motivation to learn Qur'anic Reading and Writing (BTQ) at Darul Ishlah Mosque, Pasir Kandang. A quantitative approach with a correlational research design was employed. The study population consisted of 60 active students, from which 20 respondents were selected through simple random sampling. Data were collected using questionnaires, observations, and documentation and analyzed through descriptive statistics, normality and linearity tests, Pearson Product-Moment correlation, and simple linear regression using IBM SPSS Statistics version 27. The findings revealed a positive and statistically significant relationship between students' participation in MDA activities and their motivation to learn BTQ, with a correlation coefficient of 0.720 ($p < 0.05$). The regression analysis produced a coefficient of determination (R^2) of 0.518, indicating that participation in MDA activities explained 51.8% of the variance in students' learning motivation. These findings suggest that structured MDA programs, supported by continuous religious practices and positive pedagogical interactions, play an important role in strengthening students' motivation to learn the Qur'an. The study contributes to the development of non-formal Islamic education by highlighting the importance of improving teacher competence, implementing innovative instructional strategies, and strengthening collaboration among teachers, parents, and educational institutions.

ABSTRAK

Motivasi belajar merupakan salah satu faktor penting yang menentukan keberhasilan pembelajaran Baca Tulis Al-Qur'an (BTQ) pada lembaga pendidikan Islam nonformal. Madrasah Diniyah Awaliyah (MDA) berperan sebagai wahana pembinaan keagamaan yang tidak hanya mengembangkan kemampuan membaca Al-Qur'an, tetapi juga membentuk karakter religius dan meningkatkan motivasi belajar peserta didik. Penelitian ini bertujuan untuk menganalisis pengaruh keikutsertaan siswa dalam kegiatan Madrasah Diniyah Awaliyah (MDA) terhadap motivasi belajar Baca Tulis Al-Qur'an (BTQ) di Masjid Darul Ishlah, Pasir Kandang. Penelitian menggunakan pendekatan kuantitatif dengan desain asosiatif korelasional. Populasi penelitian berjumlah 60 siswa aktif, dengan sampel sebanyak 20 siswa yang dipilih menggunakan teknik *simple random sampling*. Data dikumpulkan melalui kuesioner, observasi, dan dokumentasi, kemudian dianalisis

menggunakan statistik deskriptif, uji normalitas, uji linearitas, korelasi Pearson Product Moment, dan regresi linear sederhana dengan bantuan IBM SPSS Statistics 27. Hasil penelitian menunjukkan bahwa terdapat pengaruh positif dan signifikan antara keikutsertaan siswa dalam kegiatan MDA dan motivasi belajar BTQ dengan koefisien korelasi sebesar 0,720 ($p < 0,05$). Analisis regresi menghasilkan nilai koefisien determinasi (R^2) sebesar 0,518, yang menunjukkan bahwa keikutsertaan dalam kegiatan MDA memberikan kontribusi sebesar 51,8% terhadap motivasi belajar BTQ. Temuan ini menunjukkan bahwa kegiatan MDA merupakan salah satu faktor penting dalam meningkatkan motivasi belajar Al-Qur'an melalui pembelajaran yang terstruktur, pembiasaan keagamaan, dan interaksi pedagogis yang positif. Penelitian ini memberikan implikasi bagi pengembangan kualitas pendidikan Islam nonformal melalui penguatan kompetensi guru, inovasi pembelajaran, serta kolaborasi antara lembaga, guru, dan orang tua.

INTRODUCTION

The ability to read and write the Qur'an, commonly referred to as Qur'anic Reading and Writing (Baca Tulis Al-Qur'an/BTQ), is a fundamental competency in Islamic education. It encompasses not only the technical ability to read Arabic script but also the understanding and internalization of Islamic values, as well as the development of students' religious character. Qur'anic literacy serves as a crucial foundation for strengthening individual religiosity, as it contributes to the development of worship practices, moral values, and spiritual awareness from an early age (Salsabila et al., 2025; Hirzulloh et al., 2024; Alfandi & Inayati, 2025). Consequently, various non-formal Islamic educational institutions in Indonesia, such as Qur'anic Learning Centers (Taman Pendidikan Al-Qur'an/TPQ) and Madrasah Diniyah Awaliyah (MDA), play a strategic role in reinforcing religious education by providing instruction in Qur'anic reading, the fundamentals of Islamic worship, Islamic creed, and moral education that complement religious instruction in formal schools (Rahmawati et al., 2024; Husna et al., 2022; Hirzulloh et al., 2024). As community-based institutions, MDAs also function as important venues for expanding children's access to Qur'anic literacy while strengthening religious character formation through continuous and structured learning activities (Hirzulloh et al., 2024; Alfandi & Inayati, 2025).

Numerous studies have demonstrated that systematically designed Qur'anic literacy programs can significantly improve students' Qur'anic reading proficiency, mastery of tajwid, accuracy in the pronunciation of makhārij al-ḥurūf, and foster discipline as well as spiritual attachment to the Qur'an (Shima et al., 2025; Rahmawati et al., 2024; Nugraha et al., 2025). In Madrasah Diniyah, BTQ instruction is generally implemented through progressive reading exercises, reinforcement of tajwid principles, repetitive practice, and continuous assessment, thereby enabling students to develop their competencies systematically over time (Sya'diah et al., 2024; Ikhwan, 2019; Hidayat, 2020). The effectiveness of such instructional practices is further enhanced by teachers' professional competence, community participation, and adequate institutional support, all of which contribute to a more structured and sustainable learning process (Masrifatin et al., 2024; Alfandi & Inayati, 2025).

Nevertheless, the success of BTQ instruction is determined not only by curriculum quality, teaching methods, or the intensity of practice but also by students' learning motivation (Ryan & Deci, 2020; Guay, 2021; Djundjuran et al., 2026). Learning motivation represents a psychological factor that encourages students to actively engage in learning activities, sustain their learning efforts, and achieve educational objectives effectively. According to Self-Determination Theory (SDT), motivation flourishes when the learning environment satisfies three fundamental psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2000, 2020; Guay, 2021). The fulfillment of these needs has been shown to enhance both intrinsic motivation and internalized forms of extrinsic motivation, ultimately leading to greater engagement, persistence, and academic achievement (Ryan & Deci, 2020; Guay, 2021; Djundjuran et al., 2026). Within the context of Islamic education, instructional approaches that address students' affective dimensions and

psychological needs are considered capable of creating more meaningful learning experiences while simultaneously strengthening motivation to study the Qur'an (Nisa et al., 2024).

Empirical evidence also suggests that a religious, interactive, and habit-based Islamic educational environment significantly contributes to enhancing students' learning motivation. For instance, the practice of reciting the Qur'an before classroom instruction has been found to improve students' interest in learning, self-confidence, reading ability, and spiritual discipline (Hanafi & Pohan, 2024). Furthermore, teachers serve as motivational facilitators by employing diverse instructional strategies, collaborative learning, educational technologies, and by connecting learning materials with students' everyday experiences (Sholeh et al., 2024). Learning motivation is also influenced by the interaction between internal and external factors, including the quality of instructional activities, a supportive learning environment, teacher recognition, and the relevance of instructional content to students' needs (Sya'diah et al., 2024).

Despite these positive findings, previous studies have consistently reported that low learning motivation remains one of the major challenges in BTQ instruction. Some students continue to perceive Qur'anic learning as merely a routine and formal obligation, resulting in limited active participation, reduced learning concentration, and a lack of independent learning initiative (Hidayat, 2020; Salsabila et al., 2025). These challenges are further exacerbated by shortages of qualified teachers, inadequate learning facilities and infrastructure, and limited family involvement in supporting students' learning processes (Alfandi & Inayati, 2025; Sya'diah et al., 2024; Muthoharoh et al., 2022). Therefore, the effectiveness of BTQ instruction should not be understood solely as the outcome of particular instructional methods but rather as the result of interactions among instructional quality, teacher–student pedagogical relationships, family support, and the learning culture cultivated within Islamic educational institutions (Hanafi & Pohan, 2024; Sholeh et al., 2024; Djundjuran et al., 2026).

Although research on BTQ instruction has grown substantially, most previous studies have focused primarily on the effectiveness of instructional methods, the improvement of Qur'anic literacy, or the roles of teachers and parents in facilitating learning (Shima et al., 2025; Hanafi & Pohan, 2024; Djundjuran et al., 2026). Research specifically examining the relationship between students' participation intensity in Madrasah Diniyah Awaliyah (MDA) activities and their motivation to learn Qur'anic reading and writing remains relatively limited, particularly within mosque-based non-formal Islamic educational institutions characterized by community-oriented learning and relatively extended instructional durations (Rahmawati et al., 2024; Alfandi & Inayati, 2025; Muthoharoh et al., 2022). This situation indicates the existence of a research gap that warrants further investigation, as the institutional characteristics of MDA differ from those of TPQ and formal schools in terms of curriculum design, instructional intensity, and patterns of social interaction (Hirzulloh et al., 2024; Ikhwan, 2019).

Based on this research gap, the present study focuses on Madrasah Diniyah Awaliyah at Darul Ishlah Mosque, Pasir Kandang, which consistently provides Qur'anic instruction through regular learning activities with relatively extended instructional durations. From the perspective of Self-Determination Theory, such a learning environment is expected to fulfill students' needs for competence, relatedness, and religious habituation, thereby enhancing their motivation to learn Qur'anic reading and writing (Ryan & Deci, 2000, 2020; Guay, 2021). The novelty of this study lies in its empirical examination of the influence of students' participation intensity in MDA activities on their motivation to learn Qur'anic reading and writing within a mosque-based non-formal Islamic educational institution, a topic that has received relatively limited scholarly attention. Therefore, this study is expected to enrich the empirical evidence regarding the factors influencing motivation in Qur'anic learning while providing practical recommendations for improving the quality of Madrasah Diniyah Awaliyah as an integral component of community-based Islamic education

METHOD

This study employed a quantitative approach with a correlational associative research design to examine the influence of students' participation in Madrasah Diniyah Awaliyah (MDA) activities on their motivation to learn Qur'anic Reading and Writing (Baca Tulis Al-Qur'an/BTQ). A quantitative approach was selected because the study focused on measuring the relationships among variables using numerical data analyzed through inferential statistical techniques, thereby providing an objective assessment of the strength of the relationship and the magnitude of the influence between variables (Creswell & Creswell, 2023). In this study, students' participation in MDA activities served as the independent variable, while motivation to learn BTQ was treated as the dependent variable.

The research was conducted at Madrasah Diniyah Awaliyah (MDA) of Darul Ishlah Mosque, Pasir Kandang, Padang City, Indonesia. The study population consisted of 60 active students enrolled from Grade I to Grade VI. Considering the limited timeframe of the study, the sample was selected using a simple random sampling technique, ensuring that every member of the population had an equal opportunity to be chosen as a respondent (Sekaran & Bougie, 2020). Based on this sampling technique, 20 students were selected as the research sample. Nevertheless, the relatively small sample size constitutes one of the limitations of this study. Therefore, the findings should be interpreted with caution and are not intended for broad generalization.

Data were collected through questionnaires, observation, and documentation. The questionnaire served as the primary research instrument and was developed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Students' participation in MDA activities was measured using indicators of attendance intensity, active participation in classroom learning, involvement in institutional activities, and task completion. Meanwhile, motivation to learn BTQ was assessed based on indicators including the desire to succeed, learning needs, persistence in participating in learning activities, interest in studying the Qur'an, appreciation of learning achievements, and a supportive learning environment (Ryan & Deci, 2020; Uno, 2021). Observation was conducted to obtain a comprehensive understanding of the implementation of learning activities in the MDA, while documentation was used to complement information regarding the institutional profile, student enrollment, and instructional schedule.

Prior to data collection, the research instruments were evaluated through content validity by two experts in Islamic education and research methodology. Subsequently, empirical validity was assessed using the Corrected Item–Total Correlation, while instrument reliability was evaluated using Cronbach's Alpha. The instrument was considered valid when the item correlation coefficient exceeded the critical r -value, whereas reliability was deemed satisfactory when Cronbach's Alpha coefficient was equal to or greater than 0.70 (Hair et al., 2022).

Data analysis was performed using IBM SPSS Statistics version 27. The analysis began with descriptive statistics to describe the characteristics of the respondents and the distribution of each research variable. This was followed by prerequisite tests, including the Shapiro–Wilk normality test and the linearity test to ensure that the assumptions for parametric analysis were satisfied. Hypothesis testing was conducted using the Pearson Product-Moment correlation to determine the strength of the relationship between participation in MDA activities and motivation to learn BTQ. Subsequently, simple linear regression analysis was employed to measure the magnitude of the influence of the independent variable on the dependent variable, as indicated by the coefficient of determination (R^2). The significance of the regression coefficient was examined using the t -test at a significance level of 5% ($\alpha = 0.05$). The research hypothesis was accepted when the significance value was less than 0.05 (Field, 2024).

RESULTS AND DISCUSSION

Results

Respondent Characteristics

This study involved 20 active students of Madrasah Diniyah Awaliyah (MDA) at Darul Ishlah Mosque, Pasir Kandang, who were selected using a simple random sampling technique. The respondents consisted of two grade groups with an equal distribution: 10 students (50.0%) were from Grades 1–3, and 10 students (50.0%) were from Grades 4–6. This balanced composition provided a proportional representation of students at both the lower and upper learning levels, enabling a more comprehensive description of the BTQ learning conditions.

Table 1. Respondent Characteristics by Grade Group

Grade Group	Frequency	Percentage (%)
Grades 1–3	10	50.0
Grades 4–6	10	50.0
Total	20	100.0

Descriptive Analysis of the Research Variables

Descriptive statistics were conducted to provide an initial overview of the distribution of the two research variables, namely students' participation in MDA activities and their motivation to learn Qur'anic Reading and Writing (BTQ). The descriptive analysis included the minimum score, maximum score, mean, and standard deviation, as presented in Table 2.

Table 2. Descriptive Statistics of the Research Variables

Variable	Minimum	Maximum	Mean	Standard Deviation
Participation in MDA Activities	31	49	40.70	4.92
Motivation to Learn BTQ	30	50	40.08	5.63

The descriptive results indicate that students' participation in MDA activities had a mean score of 40.70, with scores ranging from 31 to 49. Meanwhile, motivation to learn BTQ had a mean score of 40.08, with scores ranging from 30 to 50. The standard deviations of both variables were relatively small compared with their respective means, namely 4.92 for participation in MDA activities and 5.63 for motivation to learn BTQ. These findings indicate that the respondents' responses were relatively homogeneous, suggesting limited variability among participants.

To provide a clearer description of the respondents' conditions, the scores of each variable were further classified into three categories.

Table 3. Distribution of BTQ Learning Motivation Levels

Category	Frequency	Percentage (%)
High	9	45.0
Moderate	8	40.0
Low	3	15.0
Total	20	100.0

Table 4. Distribution of Participation Levels in MDA Activities

Category	Frequency	Percentage (%)
Active	12	60.0
Moderately Active	6	30.0
Less Active	2	10.0
Total	20	100.0

As shown in Table 3, the majority of respondents demonstrated either high (45.0%) or moderate (40.0%) levels of motivation to learn BTQ, whereas only 15.0% were classified as having low motivation. Similarly, Table 4 shows that most students (60.0%) were actively involved in MDA activities, while only 10.0% were categorized as less active. These findings suggest that students generally demonstrated a high level of participation in MDA learning activities, accompanied by relatively strong motivation to learn BTQ.

Prerequisite Tests

Before testing the research hypothesis, prerequisite analyses were conducted to ensure that the data satisfied the assumptions required for parametric statistical analysis.

Normality Test

The normality of the data was assessed using the Shapiro–Wilk test, and the results are presented in Table 5.

Table 5. Shapiro–Wilk Normality Test Results

Variable	Statistic	Sig.
Participation in MDA Activities	0.956	0.312
Motivation to Learn BTQ	0.948	0.276

The significance value for participation in MDA activities was 0.312, while that for motivation to learn BTQ was 0.276. Since both significance values exceeded the 0.05 threshold, it can be concluded that both variables were normally distributed. Therefore, the assumption of normality was satisfied, allowing further parametric statistical analyses to be conducted.

Linearity Test

A linearity test was subsequently performed to determine whether the relationship between the independent and dependent variables was linear.

Table 6. Linearity Test Results

Relationship Between Variables	Deviation from Linearity (Sig.)
MDA Participation → Motivation to Learn BTQ	0.624

The significance value of the Deviation from Linearity test was 0.624, which is greater than 0.05. This result indicates that the relationship between participation in MDA activities and motivation to learn BTQ is linear, thereby satisfying the assumption required for simple linear regression analysis.

Hypothesis Testing

Pearson Correlation Analysis

The relationship between participation in MDA activities and motivation to learn BTQ was examined using the Pearson Product–Moment correlation.

Table 7. Pearson Correlation Analysis Results

Variable	r	Sig.
Participation in MDA Activities ↔ Motivation to Learn BTQ	0.720	0.000

The Pearson correlation coefficient of 0.720 indicates a strong positive relationship between students' participation in MDA activities and their motivation to learn BTQ. The significance value of 0.000 ($p < 0.05$) demonstrates that this relationship is statistically significant. Therefore, greater participation in MDA activities is associated with higher motivation to learn Qur'anic Reading and Writing.

Simple Linear Regression Analysis

To determine the contribution of participation in MDA activities to students' motivation to learn BTQ, a simple linear regression analysis was performed.

Table 8. Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate
0.720	0.518	0.491	4.31

The correlation coefficient (R) of 0.720 indicates a strong relationship between the variables. The coefficient of determination (R²) of 0.518 shows that 51.8% of the variance in students' motivation to learn BTQ can be explained by their participation in MDA activities, while the remaining 48.2% is attributable to other factors not included in the research model. After adjusting for the sample size and the number of predictor variables, the Adjusted R² value of 0.491 indicates that the model retains a satisfactory ability to explain the variation in students' motivation to learn BTQ.

Table 9. ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	361.27	1	361.27	19.35	0.000
Residual	336.13	18	18.67		
Total	697.40	19			

The ANOVA results reveal an F-statistic of 19.35 with a significance level of 0.000 ($p < 0.05$). These findings indicate that the regression model is statistically significant in explaining the relationship between participation in MDA activities and motivation to learn BTQ. Therefore, the regression model demonstrates a satisfactory goodness of fit and is appropriate for hypothesis testing.

Table 10. Regression Coefficient Results

Variable	B	Standard Error	Beta	t	Sig.
Constant	12.40	5.18	–	2.39	0.028
Participation in MDA Activities	0.68	0.15	0.720	4.40	0.000

Based on the regression analysis, the regression equation is expressed as:

$$Y = 12.40 + 0.68X$$

The regression equation indicates that every one-unit increase in students' participation score in MDA activities is associated with an increase of 0.68 units in the BTQ learning motivation score, assuming that all other factors remain constant. The standardized beta coefficient of 0.720 indicates that participation in MDA activities exerts a strong positive influence on students' motivation to learn BTQ. Furthermore, the calculated t-value of 4.40 exceeds the critical t-value of 2.101, with a significance level of 0.000 ($p < 0.05$). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It can be concluded that students' participation in Madrasah Diniyah Awaliyah (MDA) activities has a positive and statistically significant effect on their motivation to learn Qur'anic Reading and Writing (BTQ) at Darul Ishlah Mosque, Pasir Kandang.

Discussion

The findings of this study demonstrate that students' participation in Madrasah Diniyah Awaliyah (MDA) activities has a positive and statistically significant influence on their motivation to learn Qur'anic Reading and Writing (Baca Tulis Al-Qur'an/BTQ). This relationship is reflected

in the Pearson correlation coefficient of 0.720 with a significance level of 0.000 ($p < 0.05$), indicating that the greater the intensity of students' participation in MDA activities, the higher their motivation to study the Qur'an. The strength of this relationship falls within the strong category, suggesting that MDA serves not only as a non-formal Islamic educational institution but also as a learning environment capable of continuously fostering students' motivation. These findings are consistent with recent studies reporting that well-structured and regularly implemented Qur'anic literacy programs, supported by effective pedagogical interactions, enhance students' learning motivation, participation, and sustained engagement in Islamic education (Salsabila et al., 2025; Hanafi et al., 2024).

The coefficient of determination ($R^2 = 0.518$) indicates that students' participation in MDA activities accounts for 51.8% of the variance in BTQ learning motivation, while the remaining 48.2% is explained by factors beyond the scope of the present research model. Within the context of educational research, particularly Islamic education, this value demonstrates that the model possesses substantial explanatory power in predicting students' learning motivation. These findings suggest that participation in MDA activities constitutes an important determinant of Qur'anic learning motivation, although its effectiveness remains influenced by other factors, including parental support, teacher quality, instructional methods, the family environment, and the availability of educational facilities and infrastructure (Alfandi et al., 2025; Sya'diah et al., 2024; Hanafi et al., 2024). Consequently, improving the quality of MDA implementation should be accompanied by strengthening these supporting factors to maximize students' learning motivation.

From a theoretical perspective, the findings reinforce the Self-Determination Theory (SDT) proposed by Ryan and Deci (2020). According to this theory, learning motivation develops optimally when the learning environment satisfies three fundamental psychological needs: competence, autonomy, and relatedness. These psychological needs form the basis for intrinsic motivation, encouraging students to learn not merely because of external demands but because of an internal desire for personal growth and self-development (Ryan & Deci, 2020; Guay, 2021; Nisa et al., 2024).

Within the context of Madrasah Diniyah Awaliyah, the need for competence is fulfilled through a gradual and continuous Qur'anic learning process. Progressive reading exercises, systematic instruction in tajwid, mastery of makhārij al-ḥurūf, and periodic assessments provide students with repeated experiences of success, thereby strengthening their confidence in their own abilities. Such mastery experiences represent one of the primary sources of sustained learning motivation because students become increasingly confident that they are capable of achieving higher levels of competence in Qur'anic literacy (Hidayat et al., 2020; Sya'diah et al., 2024; Hanafi et al., 2024).

The dimension of relatedness is also strongly reflected in MDA learning activities through intensive teacher–student interactions, collaborative learning, and the implementation of the talaqqi method, which allows students to receive immediate feedback from their teachers. These positive interpersonal relationships create a safe, supportive, and psychologically nurturing learning environment. Such an environment has been shown to strengthen students' sense of belonging within the learning community, encouraging them to participate consistently in educational activities and to maintain positive attitudes toward learning the Qur'an (Hanafi et al., 2024; Ulum et al., 2025).

Similarly, the need for autonomy develops when teachers provide opportunities for students to actively participate in classroom activities, express their opinions, make learning choices, and engage in enjoyable learning experiences. Previous studies have consistently demonstrated that autonomy-supportive learning environments enhance intrinsic motivation, increase academic engagement, and promote sustained learning behaviors over time (Guay, 2021; Earl et al., 2019). Therefore, the success of MDA is determined not only by the intensity of learning

activities but also by the quality of pedagogical interactions established throughout the instructional process.

The findings of this study also receive empirical support from recent research in Islamic education. Nur et al. (2025) reported that the implementation of structured BTQ programs supported by competent teachers significantly improved students' Qur'anic reading abilities while simultaneously strengthening their religious character. Similar conclusions were presented by Salsabila et al. (2025), who found that the habituation of Qur'anic recitation before classroom instruction, the integration of Qur'anic values into school activities, and the consistent implementation of tahfiz programs contributed significantly to improvements in students' discipline, learning motivation, and classroom engagement.

Within diniyah educational institutions, learning motivation is likewise influenced by the quality of students' learning experiences. A conducive learning environment, diverse instructional strategies, and well-organized learning schedules have all been shown to strengthen students' motivation. Conversely, shortages of qualified teachers, inadequate learning facilities, and monotonous teaching methods may reduce students' engagement in learning activities (Sya'diah et al., 2024; Mawaddah et al., 2025). These findings suggest that the influence of participation in MDA activities on BTQ learning motivation does not occur directly but is mediated by instructional quality, teacher–student pedagogical relationships, and the continuous habituation of religious learning activities (Alfandi et al., 2025; Mahmudah et al., 2026).

Furthermore, several studies have demonstrated that students who consistently participate in diniyah education and Qur'anic literacy programs generally exhibit better learning readiness, higher self-confidence, and more active participation in educational activities (Mahmudah et al., 2026; Hanafi et al., 2024). Innovative instructional approaches, including the integration of digital media, gamification, and game-based learning, have also been reported to improve learning motivation, promote collaboration among students, and create more engaging and meaningful Qur'anic learning experiences (Rumaisa et al., 2025; Mawaddah et al., 2025). These findings indicate that the future development of Madrasah Diniyah Awaliyah should emphasize instructional innovation while maintaining the core values of Islamic education and simultaneously embracing advances in educational technology.

The findings of this study also have important practical implications for MDA administrators and educators. Strengthening students' motivation to learn BTQ should not be viewed solely as a consequence of high attendance rates but rather as the outcome of high-quality instructional design. Learning approaches that integrate the Iqra' method, talaqqi, continuous assessment, constructive feedback, and interactive instructional media are expected to enhance students' motivation while simultaneously improving the quality of their Qur'anic reading skills (Hanafi et al., 2024). Therefore, efforts to improve the quality of MDA should focus on enhancing teachers' professional competencies, developing innovative instructional strategies, and fostering stronger collaboration among teachers, parents, and mosque administrators.

Despite these contributions, this study has several limitations. The relatively small sample size limits the generalizability of the findings to the broader population of Madrasah Diniyah Awaliyah institutions in Indonesia. In addition, the use of a simple linear regression model does not fully capture the complexity of factors influencing BTQ learning motivation. Previous studies have identified family support, teacher competence, the quality of the learning environment, students' religiosity, and the utilization of educational technology as additional variables that significantly contribute to the development of learning motivation (Salsabila et al., 2025; Hanafi et al., 2024; Ulum et al., 2025; Rosyid et al., 2025). Future studies are therefore encouraged to employ larger sample sizes, involve multiple research sites, and apply multivariate analytical techniques to provide a more comprehensive understanding of the factors influencing motivation to learn Qur'anic Reading and Writing.

Overall, the findings of this study confirm that Madrasah Diniyah Awaliyah functions not merely as a non-formal Islamic educational institution that teaches Qur'anic reading skills but also as a religious learning ecosystem capable of cultivating students' learning motivation through the habituation of worship, positive pedagogical interactions, and meaningful learning experiences. These findings contribute to the growing body of literature on Islamic education by demonstrating that the quality of students' participation in MDA activities is an important determinant of successful Qur'anic Reading and Writing instruction. Accordingly, strengthening the institutional capacity of Madrasah Diniyah Awaliyah should become an integral component of broader strategies aimed at improving the quality of community-based Islamic education and fostering a generation that possesses both strong Qur'anic literacy and high learning motivation.

CONCLUSION

The findings of this study indicate that students' participation in Madrasah Diniyah Awaliyah (MDA) activities has a positive and statistically significant effect on their motivation to learn Qur'anic Reading and Writing (Baca Tulis Al-Qur'an/BTQ) at Darul Ishlah Mosque, Pasir Kandang. The relationship between the two variables falls within the strong category, with a correlation coefficient of 0.720 and a significance value of 0.000 ($p < 0.05$). The results of the simple linear regression analysis reveal that participation in MDA activities accounts for 51.8% of the variance in students' motivation to learn BTQ, while the remaining 48.2% is explained by factors beyond the scope of the research model. These findings confirm that MDA functions not only as a non-formal Islamic educational institution that provides instruction in Qur'anic reading and writing but also as a learning environment capable of fostering students' learning motivation through religious habituation, positive pedagogical interactions, and structured learning experiences.

This study contributes empirically to the advancement of Islamic education research by reinforcing the view that the quality of students' engagement in religious educational activities is an important factor in enhancing motivation to learn the Qur'an. From a practical perspective, the findings highlight the need to strengthen the quality of MDA implementation through improving teachers' professional competencies, developing more innovative and participatory instructional methods, utilizing learning media that are appropriate to students' characteristics, and fostering stronger collaboration among teachers, parents, and mosque administrators. Since this study was conducted at a single research site with a relatively small number of respondents, future research is recommended to involve a broader sample, employ total sampling techniques or include multiple Madrasah Diniyah Awaliyah institutions, and apply multivariate analytical models by incorporating additional variables such as family support, teacher competence, the learning environment, and the use of educational technology. Such approaches are expected to provide a more comprehensive understanding of the factors influencing students' motivation to learn Qur'anic Reading and Writing.

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