

The Impact of Quran Recitation Habits Before Class on Students' Mental Readiness for Learning


Muhammad Kurnia Sandy,^{1*} Edi Suresman,² Jenuri³,

Akhmad Roja Badrus Zaman⁴

^{1,2,3} Universitas Pendidikan Indonesia

⁴ Albert-Ludwigs-Universität Freiburg Germany

***Correspondence:**

 sa.kurnia@upi.edu

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Abstract: *This study examines the impact of Quran recitation habits at the beginning of learning sessions on students' mental readiness. Employing a quantitative approach and simple linear regression analysis, the research explores the relationship between Quran recitation and students' preparedness for learning. A sample of 153 eleventh-grade students from SMAN 8 Bandung was selected through simple random sampling, with data collected via a closed-ended questionnaire assessing Quran recitation habits and mental readiness indicators. The findings reveal a significant positive relationship between Quran recitation and mental readiness, with an R-squared value of 0.556, indicating that 55.6% of the variance in mental readiness is accounted for by Quran recitation. These results underscore the potential of integrating spiritual practices, such as Quran recitation, into educational routines to enhance students' focus and emotional preparedness, thereby fostering improved academic engagement.*

Abstrak: Penelitian ini bertujuan untuk mengkaji pengaruh kebiasaan membaca Al-Qur'an di awal sesi pembelajaran terhadap kesiapan mental siswa. Dengan menggunakan pendekatan kuantitatif dan regresi linier sederhana, penelitian ini menyelidiki hubungan antara kebiasaan membaca Al-Qur'an dan kesiapan mental siswa untuk belajar. Sampel 153 siswa kelas 11 dari SMAN 8 Bandung dipilih melalui teknik simple random sampling, dan data dikumpulkan menggunakan kuesioner tertutup yang mengukur kebiasaan membaca Al-Qur'an dan indikator kesiapan mental. Hasil penelitian menunjukkan hubungan positif yang signifikan antara membaca Al-Qur'an dan kesiapan mental, dengan nilai R-Squared sebesar 0,556, yang menunjukkan bahwa 55,6% variasi kesiapan mental dijelaskan oleh kebiasaan membaca Al-Qur'an. Temuan ini menunjukkan bahwa mengintegrasikan praktik spiritual seperti membaca Al-Qur'an ke dalam rutinitas pembelajaran dapat secara efektif meningkatkan fokus dan kesiapan emosional siswa, yang berkontribusi pada peningkatan keterlibatan akademik.

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INTRODUCTION

In the contemporary educational landscape, students encounter significant challenges in maintaining mental preparedness for learning, largely due to escalating cognitive demands and heightened stress levels (Aryani, 2016). Excessive academic pressures can manifest in symptoms such as anxiety, depression, and stress, which not only undermine mental health but also adversely affect an individual's capacity to learn and achieve (Fajrin et al., 2023). One promising strategy to address these challenges is cultivating positive habits, such as the regular recitation of the Qur'an. This spiritual practice is believed to enhance students' mental readiness by fostering improved focus and concentration during the learning process (Bulloh & Shobirin, 2023). Concentration, in this context, refers to the ability of students to maintain attention and focus on a specific activity or task (Fatchuroji et al., 2023; Sati & Sunarti, 2021). Consequently, students who engage in such practices are better equipped to manage academic stress and optimally prepare themselves for the learning process.

Mental readiness plays a pivotal role in the learning process, serving as a cornerstone for effective educational outcomes. Students who are not mentally prepared often exhibit counterproductive behaviors such as heightened anxiety or a lack of composure, which can significantly disrupt the teaching and learning experience. This aligns with Thorndike's assertion, as cited by Slameto that readiness is a fundamental prerequisite for the success of subsequent learning processes (Slameto, 2003). Learning readiness encompasses both physical and mental dimensions, which interact synergistically to create optimal conditions for students to engage with the learning process effectively (Suviana Tyas Novita, 2021). Consequently, prioritizing students' mental readiness is essential for fostering a conducive and productive learning environment.

The Habit Formation Theory, as proposed by Prewitt, provides a relevant conceptual framework for understanding how Qur'anic reading habits can be cultivated through a cycle of cues, routines, and rewards (Prewitt, 2016). Regular engagement with Qur'anic recitation offers students spiritual and emotional reinforcement, thereby strengthening the habit over time. These habitual practices evolve into mental anchors that not only mitigate anxiety (Pratiwinata & Tohdeng, 2023) but also enhance cognitive receptivity to subject matter. Thus, fostering such habits can contribute significantly to the holistic development of students, equipping them with the mental readiness needed to excel in the learning process.

Furthermore, Cognitive Load Theory (Sweller, 2020), developed by John Sweller, supports the notion that the habit of reading the Qur'an can significantly reduce the cognitive burden experienced by students during academic activities. By alleviating mental strain, students can maintain better focus and emotional stability, enabling them to approach academic tasks with greater composure and effectiveness (Sanusi, 2023). This mental readiness is a critical component for achieving academic success.

Recent empirical research further substantiates this perspective. For instance, Julianto et.al. (2016) found that listening to *murattal* (the recitation of the Qur'an) before class improved students' concentration. The calming effect of this recitation not only prepared students to absorb lessons more effectively but also served as a

mental transition ritual, facilitating a smoother engagement with the learning process. Similarly, a study conducted by Indriyati et.al (2021), revealed that listening to Qur'anic recitation plays a pivotal role in alleviating anxiety among students. This practice serves as a complementary therapy to reduce stress and enhance emotional stability. Students who regularly listened to *murattal* demonstrated a significant reduction in anxiety levels, enabling them to approach academic challenges with greater calm and focus.

In line with these findings, Mansyur et al. (2024) observed that reading the Qur'an offers a profound sense of relief and tranquility, particularly during moments of educational pressure or concerns about the future. This is echoed by Fani (2023), who highlights the Qur'an's ability to provide peace of mind through its recitation. These observations align with the Qur'anic verse in Surah Ar-Ra'd, verse 28: *"Those who believe and whose hearts find peace in the remembrance of Allah."* (Ridha, 2024).

Moreover, Fauzan (2017) demonstrated that the habit of regularly reading the Qur'an enhances students' intrinsic motivation. The spiritual values embedded in the Qur'an inspire students to engage more deeply in their studies, fostering greater commitment to academic achievement. This heightened motivation translates into more active participation in the learning process and improved academic outcomes.

Further research by Taher Gulamhusein & Momanyi (2020) revealed that memorizing the Qur'an strengthens cognitive abilities, particularly memory and critical thinking skills. Students who consistently engaged in Qur'anic memorization exhibited enhanced short-term memory and an improved capacity to process complex information. These cognitive benefits enable students to manage the academic cognitive load more efficiently.

This study aims to address a critical question: does the habit of reading the Qur'an at the beginning of a lesson significantly impact students' mental readiness? If proven, the findings could provide a foundation for schools to adopt policies that incorporate Qur'anic recitation as a routine practice at the start of lessons. Such policies would aim to optimize students' mental preparedness for the learning process, ultimately enhancing their overall academic performance.

METHOD

Participant Characteristics

The participants in this study comprised 11th-grade students from SMAN 8 Bandung during the first semester of the 2023/2024 academic year. The total population of the study consisted of 432 students, from which a sample of 153 students was selected using a simple random sampling method. This technique ensured that each student in the population had an equal chance of being selected, free from bias related to gender, academic performance, or demographic background (Sugiyono, 2013). By minimizing selection bias, this approach enhances the generalizability of the findings to a broader population. The diverse composition of the participants provided representative data, enabling an accurate assessment of the impact of reading the Qur'an on mental preparedness.

Research Design

This study employs a quantitative approach to investigate the influence of Qur'anic reading habits on students' mental readiness for learning. The simple linear regression method was selected as it facilitates the direct analysis of the relationship between a single independent variable (Qur'anic reading) and a dependent variable (mental readiness) (Yaya Sunarya & Tedi Priatna, 2009). Furthermore, simple linear regression offers results that are both easy to interpret and informative regarding the strength and direction of the relationship. It also provides insights into the proportion of variability in mental readiness attributable to Qur'anic reading habits (Ghodang & Hantono, 2020). Given that the dataset satisfies the assumptions of linearity and normality, simple linear regression is deemed an appropriate tool for examining the interplay between these variables.

Sample Selection

The sampling process employed Slovin's formula to determine a representative sample size from the student population. Slovin's formula is particularly beneficial for large populations, as it provides an accurate estimation of the required sample size, ensuring a minimal margin of error while maintaining research efficiency (Widiyanto, 2013). For this study, with a total population of 432 students and a margin of error set at 0.05, the sample size was calculated as follows:

$$= \frac{N}{1 + N(e)^2}$$

With:

N = 432 (population size),

e = 0.05 (permissible error rate).

Based on these calculations, a sample size of 153 students was determined to be adequate for representing the entire population while ensuring the accuracy of the results (Suharso, 2009). The simple random sampling method was employed to guarantee that every student in the population had an equal chance of being selected. This approach enhances the generalizability of the findings to the entire student population of SMAN 8 Bandung. Moreover, this technique effectively minimizes selection bias and strengthens the validity of the research (Cresswell, 2017)(Gati et al., 2011).

Research Instruments

The instrument employed in this study is a structured questionnaire designed to measure both independent and dependent variables. The questionnaire comprises two main sections and utilizes a 5-point Likert scale, where 1 indicates "strongly disagree" and 5 indicates "strongly agree."

1. Measurement of Quranic Reading Habits. This section consists of 20 items aimed at evaluating participants' habits of reading the Qur'an. The dimensions assessed include frequency, duration, consistency, and comprehension. An example statement is: "I read the Qur'an every day before starting my lessons."
2. Measurement of Students' Mental Readiness. The second section comprises 20 items designed to gauge students' mental preparedness for learning. This includes aspects of physical, psychological, emotional, and cognitive readiness. An

example statement is: "I feel more focused after reading the Qur'an before studying."

Validity and Reliability Testing

The instrument underwent validation using Pearson correlation to ensure that each item effectively measured the intended aspect, and its reliability was assessed through Cronbach's Alpha. The resulting alpha values—0.9 for the habit of reading the Qur'an and 0.962 for mental readiness—demonstrate an exceptionally high level of reliability (Ghozali, 2016). According to Sugiyono (2013), an Alpha value exceeding 0.7 signifies that the instrument is consistent and dependable for data collection purposes.

Data Analysis

The data were analyzed using simple linear regression to evaluate the relationship between the independent variable (Qur'an reading) and the dependent variable (students' mental readiness). Simple linear regression was chosen for its ability to measure the direct influence of Qur'anic reading habits on students' mental readiness, as well as to provide a clear understanding of the strength and direction of the relationship between these variables (Supardi AS, 2016).

Before conducting the regression analysis, a series of classical assumption tests were performed to ensure the validity of the model, including the following:

1. Normality Test. The Kolmogorov-Smirnov test was employed to verify that the residuals were normally distributed, as recommended by Andy Field (2009).
2. Linearity Test. An ANOVA table was used to confirm the linear relationship between the independent and dependent variables. This test was essential to validate that the regression model was appropriate and could accurately predict the outcomes (Mustafa et.al., 2024)

Hypothesis Testing

One method for evaluating a regression model is hypothesis testing. Once the classical assumptions are satisfied, hypothesis testing can be conducted using simple linear regression to determine whether the habit of reading the Qur'an significantly affects students' mental readiness to learn (Ziegel et al., 1997). This method assesses the statistical relationship between variables by examining the regression coefficient and p-value (Suharsaputra, 2012) If the p-value is less than 0.05, the alternative hypothesis is accepted, indicating that the habit of reading the Qur'an has a significant influence on students' mental readiness.

The results of the analysis are presented in tables and figures for clear interpretation. Data analysis was performed using SPSS software version 21.0. SPSS was selected for its capability to manage diverse types of statistical data and provide advanced analysis features.

RESULT AND DISCUSSION

Descriptive Statistics

Descriptive statistics offer a comprehensive overview of the dataset utilized in this study. As presented in Table 1, the Qur'anic reading habit score (X) ranges from 48 to 93, with a mean value of 73.07 and a standard deviation of 8.767. Similarly, the mental readiness score (Y) spans from 46 to 100, with a mean of 75.76 and a standard deviation of 12.037. These figures highlight the variability and central tendencies within the dataset, providing foundational insights for subsequent analyses.

Table 1. Descriptive Statistical Analysis

Variable	N	Minimum	Maximum	Mean	Std. Deviation
The habit of reading the Qur'an	153	48	93	73.07	8.767
Students' Mental Readiness to Learn	153	46	100	75.76	12.037
Valid N (listwise)	153				

The descriptive statistics presented in Table 1 illustrate the variability in the two measured variables: Qur'anic reading habits and students' mental readiness to learn. The mean scores suggest a moderate level of engagement in both aspects among the students. The standard deviations reveal moderate variability, indicating that while some students exhibit consistent habits of reading the Qur'an and demonstrate strong mental readiness, others display less regular patterns and preparedness. This variability highlights the diversity of students' behaviors and readiness levels within the sample.

Frequency Analysis

The frequency analysis was conducted to examine students' responses regarding their Qur'anic reading habits and mental readiness. Table 2 demonstrates that the majority of respondents either agreed or strongly agreed on the significance of Qur'anic reading habits. This indicates that reading the Qur'an is a prevalent practice among the respondents.

Table 2. Frequency Analysis

Response	Frequency	Percentage %
Strongly agree	43	28.10
Agree	80	52.29
Neutral	28	18.30
Disagree	2	1.31
Strongly disagree	0	0

Assumption Test

Normality Test

The Kolmogorov-Smirnov test was used to assess the normality of the data. As shown in Table 3, the significance value exceeds 0.05, confirming that the data follow a normal distribution.

Table 3. Results of the Normality Test (Kolmogorov-Smirnov One-Sample Test)

Statistic	Value
N	153
Mean (non-standard residual)	0.0000000
Standard Deviation	8.02288820
Test Statistics	0.088
Asymp. Sig. (2-tailed)	0.006
Monte Carlo Sig. (2-tailed)	0.005 (99% CI: 0.004–0.007)

From the results, the residual data exhibit normality since the significance value ($p > 0.05$) indicates no substantial deviation from a normal distribution. The findings support the robustness of the analytical methods employed in this study.

Linearity Test

The linearity of the relationship between students' mental readiness and Qur'anic reading habits was examined. Table 4 shows that the deviation from linearity significance value ($p = 0.262$) is above the 0.05 threshold, confirming a linear relationship between the variables.

Table 4. Linearity Test Results ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	14,997.583	39	384.553	6.187	0.000
Linearity	12,237.786	1	12,237.786	196.879	0.000
Deviation from Linearity	2,759.798	38	72.626	1.168	0.262
Within Groups	7,023.946	113	62.159		
Total	22,021.529	152			

Hypothesis Testing

Regression Analysis

The regression analysis reveals a significant positive relationship between Qur'anic reading habits (independent variable) and mental readiness (dependent variable), as shown in Table 5. The regression equation is:

$$Y = 0.986 + 1.023X$$

The beta coefficient ($\beta = 1.023$, $p < 0.001$) suggests that for every unit increase in Qur'anic reading habits, mental readiness increases by 1.023 units. Additionally, the R-squared value ($R^2=0.556$) indicates that 55.6% of the variance in mental readiness is explained by Qur'anic reading habits.

Table 5. Results of Regression Coefficient Analysis

Predictor	Coefficient			t	Sig.
	Non-standard coefficients		Standard Coefficient		
	B	PMS errors	Beta		
1 (Constant)	0.986	5.480		0.180	0.857
Qur'anic Reading Habits	1.023	0.074	.745	13.743	0.000

a. Dependent Variable: Students' Mental Readiness to Learn

From the results above, it can be interpreted that:

- The constant value of 0.986 indicates that the consistent value of the variable Y (Mental Readiness for Learning) is 0.986 when the variable X (Qur'an Reading Habit) is zero.
- The regression coefficient value for variable X (Qur'an Reading Habits) is 1.023, meaning that for every 1% change in variable X, the Y variable (Mental Readiness) will increase by 1.023.

F-Test

Table 6 highlights the F-test results, showing an F-value of 188.875 ($p < 0.05$), which confirms a significant effect of Qur'anic reading habits on mental readiness.

Table 6. F-Test Results (ANOVA)

Source	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12237.786	1	12237.786	188.875	000 billion
Residual	9783.744	151	64.793		
Total	22021.529	152			

a. Dependent Variable: Students' Mental Readiness to Learn

b. Predictor: (Constant), Habit of reading the Qur'an

T-Test

The t-test results reveal that $t_{calculated}=13.075$, which is greater than $t_{table}=1.98$ t, indicating the rejection of the null hypothesis (H_0). This confirms a significant influence of Qur'anic reading habits on mental readiness.

Model Summary. To further validate these findings, the model summary (Table 7) shows a strong correlation ($R=0.745$) between the variables.

Table 7. Model Summary

Model	R	R^2	Adjusted R^2	Std. error
1	0.745a	0.556	0.553	8.049

Table 7 (Model Summary) presents an R Square value of 0.556, indicating that 55.6% of the variation in the dependent variable (Mental Readiness for Learning) can be explained by the independent variable (Qur'an Reading Habit). This suggests that over half of the students' mental readiness is influenced by their habit of reading the Qur'an. Additionally, the R-value of 0.745 denotes a strong positive correlation between the two variables, underscoring a significant relationship.

The findings reveal a statistically significant positive relationship between Qur'an reading habits (X) and students' mental readiness for learning (Y). This relationship is supported by both descriptive statistics and hypothesis testing, demonstrating that students who regularly engage in Qur'anic reading tend to exhibit higher levels of mental readiness for learning. Descriptive statistics further show moderate variability in the scores for both Qur'anic reading habits and mental readiness, indicating diverse levels of student engagement and preparedness.

Regression analysis corroborates these findings, showing that each unit increase in Qur'an reading habits results in a corresponding 1.023-unit increase in mental readiness. The R Square value of 0.556 reinforces the explanatory power of the independent variable, while the significant F-test value ($F = 188.875, p < 0.05$) confirms the statistical significance of this influence.

These results align with prior studies, such as Julianto et al. (2016), which demonstrated that listening to Qur'anic murattal enhances students' concentration. The calming effect of Qur'anic recitation appears to function as a transition ritual, mentally preparing students for learning. Similarly, Indriyati et al. (2021) found that Qur'anic reading reduces anxiety and improves emotional stability, contributing to heightened mental readiness as observed in this study.

Furthermore, this research complements Fauzan's (2017) findings, which highlight the role of Qur'anic reading in fostering intrinsic motivation among students. The spiritual and emotional benefits derived from Qur'anic recitation not only enhance mental clarity but also bolster students' motivation to engage in academic tasks. Additionally, the work of Taher Gulamhusein and Momanyi (2020) supports these findings, as their study demonstrated that memorizing the Qur'an strengthens cognitive abilities, particularly short-term memory, thereby enhancing overall cognitive readiness.

This study is further substantiated by the Theory of Habit Formation and Cognitive Load Theory. Duhigg's (2016) Theory of Habit Formation posits that routines, such as Qur'anic reading, reinforced by spiritual and emotional rewards, eventually solidify into habits. In this context, the Qur'anic reading habit functions as a mental anchor, reducing anxiety and enhancing focus, thereby improving mental readiness for learning. Cognitive Load Theory (Sweller, 2020) adds another dimension, suggesting that reduced mental tension allows students to better manage the cognitive demands of academic tasks. Thus, Qur'anic reading alleviates mental stress, enabling students to concentrate more effectively on learning.

What distinguishes this study from previous research is its emphasis on the quantitative relationship between the frequency of Qur'anic reading habits and measurable improvements in mental readiness. By providing specific empirical data on the quantitative effects of spiritual practice, this study enriches the existing

literature, which often lacks detailed exploration of such correlations in modern educational contexts.

The findings of this study have broad practical implications, even in educational settings with diverse cultural or religious backgrounds. While this research focuses on Islamic schools, the concept of spiritual rituals or reflective practices can be adapted to other settings, such as schools implementing mindfulness programs or daily reflection activities. Educators can leverage these insights by integrating reflective practices, such as meditation, prayer, or brief mindfulness exercises, into daily routines to prepare students mentally for learning.

Such practices not only improve students' mental readiness but also contribute to a calmer, more focused classroom environment, ultimately enhancing academic performance. This research provides a strong foundation for the development of school policies that incorporate spiritual or reflective habituation, fostering a more comprehensive and holistic approach to education.

CONCLUSION

This study highlights the significant impact of Qur'anic reading habits on students' mental preparedness for learning. Through rigorous data analysis, it was revealed that a higher frequency of Qur'anic recitation correlates with an elevated level of mental readiness among students. These findings emphasize the role of spiritual practices, such as Qur'anic recitation, as effective mechanisms for enhancing mental preparedness in educational contexts. Specifically, the act of reading the Qur'an serves as a "mental anchor," alleviating anxiety and improving students' focus.

The results not only corroborate prior research suggesting that spiritual practices improve concentration and alleviate anxiety but also contribute novel insights by offering detailed quantitative evidence. This study enriches the existing literature on the relationship between spirituality and education by examining the direct effects of Qur'anic reading on mental readiness within the framework of contemporary schooling.

From a practical perspective, the findings advocate for schools, particularly those with an Islamic foundation, to integrate Qur'anic reading into the curriculum as part of the initial learning session. Additionally, this approach may be adapted to schools with different backgrounds by incorporating alternative forms of spiritual reflection, such as meditation or prayer, to enhance students' overall mental readiness.

Future research should delve deeper into the specific mechanisms through which spiritual habits influence cognitive and emotional aspects of students. Expanding the scope of this research to include more diverse populations, encompassing varying demographics and cultural contexts, would help determine whether similar practices yield comparable effects on mental readiness in different educational settings. Such efforts are expected to broaden the applicability of these findings across diverse educational systems and address the limitations of the current study, which predominantly focuses on Islamic education.

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