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The Effect of Khat Learning and Learning Motivation on Students' Ability to Write the Quran at MTs Nurul Muhajirin Labanan Makarti

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Abstract

This study examines the effect of khat learning and learning motivation on students' Qur'anic writing ability at MTs Nurul Muhajirin Labanan Makarti. The study used a quantitative approach with a correlational design. A total of 51 students were selected using purposive sampling. The independent variables were khat learning and learning motivation, and the dependent variable was Qur'anic writing ability. Data were collected through a Qur'anic writing test and a learning motivation questionnaire. Multiple linear regression analysis was conducted after confirming that all statistical assumptions were met. The results showed that khat learning and learning motivation had a significant simultaneous and partial effect on students' Qur'anic writing ability. These findings indicate that structured khat learning, supported by strong learning motivation, effectively improves students' competence in Qur'anic writing in the Islamic junior high school setting.

Keywords: *Khat Learning, Learning Motivation, Qur'anic Writing Ability, Islamic Education.*

1. Introduction

The ability to write the Qur'an is an essential skill that must be mastered by junior high school students. This is closely related to linguistic aspects, accuracy in writing, and preservation of the meaning of the holy verses of the Qur'an (Mahmudi et al., 2025). Proper writing not only reflects technical ability, but also reflects the religious character and spiritual responsibility of students, as stated by (Mahmudi et al., 2025). In this context, the integration of Qur'anic writing into the Islamic religious education curriculum is very important and needs to be implemented systematically and continuously to support optimal competency development.



However, the landscape of learning to write the Qur'an among madrasah students still presents significant challenges. Research by (Masnadi et al., 2024) suggests that many students experience difficulties in forming Hijaiyah letters and demonstrate a low level of accuracy in the writing process (Masnadi et al., 2024). This indicates that the learning methods currently used are not yet fully effective in improving students' writing techniques and spiritual attitudes. Errors in writing the Qur'an have the potential to create misunderstandings or mispronunciations, which highlights the need for more targeted and contextual learning strategies (Mahmudi et al., 2025); (Masnadi et al., 2024).

One of the leading approaches that can be adopted is *khat* learning. This method not only focuses on improving the aesthetics and neatness of Arabic writing, but also emphasises accuracy in writing in the context of the Qur'an. Through structured *khat* learning, students can better understand the characteristics of Hijaiyah letters, thereby reducing the number of writing errors and preserving the authenticity of the Qur'an manuscript (Mahmudi et al., 2025). This approach is in line with educational practices that produce work that is not only aesthetic but also accurate.

In addition to technical aspects of writing, learning motivation is also a crucial factor that influences students' ability to write the Qur'an. Motivation serves as a driving force that affects the intensity of learning, perseverance, and students' sense of responsibility for their work (Masnadi et al., 2024); (Afifudin & Yoto, 2023). A supportive learning environment, including parental support and adequate learning facilities, contributes to increased learning motivation (Afifudin & Yoto, 2023). Therefore, combining the *khat* learning method with strategies that can boost student motivation, such as giving rewards for personal achievements, is very important in achieving optimal learning outcomes (Afifudin & Yoto, 2023).

Although many studies have been conducted on *khat* learning and learning motivation, to date there has been no comprehensive study linking these two aspects in the context of Al-Qur'an writing skills in an empirical and measurable manner. This study aims to investigate the influence of *khat* learning and learning motivation on the ability of students at MTs Nurul Muhajirin Labanan Makarti to write the Qur'an. It is expected that this study will not only make a positive contribution academically, but also practically in developing learning strategies that strengthen students' technical skills and spiritual motivation.

2. Literature Review

2.1. Khat Instruction (X_1)

Khat learning is a learning method that focuses on Arabic calligraphy, with an emphasis on accuracy, beauty, and regularity of letter forms in accordance with the rules of Al-Qur'an calligraphy. This method plays an important role in shaping students' fine motor skills and visual acuity, as well as increasing their spiritual responsibility towards



the sanctity of the AlQur'an text. By applying this method, students not only learn about Arabic letter writing techniques, but also practise precision, patience, and discipline in every writing process, as expressed by (Albantani et al., 2021); (Fauzi, 2020); which highlights the importance of developing these skills in the context of religious education (Nastiti & Abdu, 2020).

In the digital era 4.0, the challenges faced by education are increasingly complex, and *khat* learning can be an effective tool to respond to them. Khosiin (2022) notes that the development of students' creative and adaptive mentalities is crucial in the context of technology-based learning (Transformation & Sains, 2022). *khat* learning can transform into an educational medium, helping students uphold religious values while remaining adaptable to rapid technological changes. This indicates that *khat* learning is not merely an art of writing, but also encompasses character and spiritual aspects that are necessary amidst rapid technological growth (Baharun & Finori, 2019).

In addition to the technical skills involved in learning calligraphy, the integration of technology can also strengthen the positive impact of this method. In this era of disruption, the use of technology in education is crucial to improving the effectiveness of the learning process, where calligraphy learning can be combined with digital tools to provide a more interactive and engaging learning experience. An emphasis on developing critical, creative, collaborative, and communicative thinking skills (4C skills) is part of learning that is relevant to today's needs (Nastiti & Abdu, 2020).

Therefore, calligraphy lessons in madrasas should be designed not only to teach students how to write Arabic letters well, but also to build their mental discipline and spiritual character. This strategy will be very important for them to be able to face the challenges of the era of disruption while maintaining moral and religious values in their lives that are affected by technology (Baharun & Finori, 2019). Thus, learning *khat* can be an effective way to balance technological developments with the formation of strong character in the younger generation.

2.2. Motivation to Learn (X_2)

Learning motivation plays an important role as an internal drive that motivates students to achieve learning objectives and recognise the benefits of learning activities themselves. This drive arises when students understand the relevance and real benefits of the learning process. As explained by (Prasetiya, 2017), learning motivation will arise naturally when students realise the practical value of what they are learning. For example, a child may be interested in learning about electronics because they understand its benefits in repairing broken electrical appliances. In the context of learning the Qur'an, learning motivation is one of the main factors that influence students' perseverance and consistency in writing Qur'anic verses correctly (Izzan & Mubarak, 2025). Thus, motivation is not only psychological energy, but also moral and spiritual strength that is essential for achieving learning success.



A conducive learning environment and support from teachers and families also contribute greatly to student motivation levels. Moral support from families can foster students' enthusiasm for learning and self-confidence in facing academic challenges (Mu'iz, 2024). In addition, understanding the value of worship in the process of writing the Qur'an provides a spiritual dimension to learning motivation, where students who realise the meaning of fardhu 'ain from this activity will practise more diligently and responsibly. This condition shows that learning motivation is not only built from individual aspects, but also from social interactions and a supportive educational environment.

The emphasis on spiritual values in Al-Qur'an learning has also been proven to have a significant effect on increasing learning motivation. Students who internalise the belief that writing the Al-Qur'an is part of worship will carry out this activity with full responsibility and sincerity. This sense of responsibility is further strengthened when supported by teachers who are able to apply creative, inspiring, and enjoyable learning methods (Pandiangan & Pardomuan, 2022). Thus, learning motivation will develop more deeply and sustainably, which will ultimately have a positive impact on the quality of students' writing and spiritual character.

Finally, it can be concluded that learning motivation in the context of Al-Qur'an learning is more than just a psychological factor; it also includes moral, social, and spiritual dimensions that play an important role in shaping the character of students as a faithful and knowledgeable future generation. Learning that is designed with the support of a positive environment and innovative teaching strategies will be able to increase students' motivation levels and encourage optimal learning outcomes (Yundani, 2022). Therefore, Islamic education curriculum developers need to integrate motivational factors into learning strategies so that students are not only technically skilled, but also have a deep spiritual awareness of the importance of writing the Qur'an correctly.

2.3. Qur'anic Writing Ability (Y)

The ability to write the Qur'an encompasses several important dimensions, namely technical, motor, and spiritual skills. From a technical perspective, good writing skills are characterised by accuracy in writing Hijaiyah letters, conformity with Uthmani script, as well as neatness and proportionality of writing. Research by (Nafilah et al., 2023) emphasises that the ability to write the Qur'an is an important foundation in strengthening students' understanding of the contents of the Qur'an and maintaining the accuracy of the delivery of the holy text. In addition, fine motor skills are essential to ensure that the writing produced is neat and aesthetically pleasing, creating a learning experience that is not only technical but also enjoyable and meaningful.

Spiritually, the activity of writing the Qur'an reflects an appreciation of Islamic values and respect for the divine word. Hasyim and Khoiriyah (2025) mention that the activity of writing the Qur'an can be a reflection of a person's spiritual closeness to Allah SWT.



This is in line with the view that writing the Qur'an is a manifestation of love for the Qur'an, which fosters a sense of responsibility and caution in preserving the sanctity of the text (Hasyim & Khoiriyah, 2025). By understanding the worship dimension of this writing activity, students are encouraged to write with sincerity, respect, and high spiritual awareness. Therefore, the process of learning to write the Qur'an not only serves to train technical skills, but also to shape the religious character and inner sincerity of students in interacting with Allah's revelation.

In the context of modern Islamic education, (Khairani et al., 2025) emphasises the importance of transforming learning to be adaptive to technological developments without abandoning Islamic spiritual values and moderation. In line with this, (Syahrin, 2025) explains that Islamic religious education in the digital age must be able to adapt to the tide of modernisation while maintaining the values of *wasathiyah* (*moderation*), tolerance, and spirituality in the learning process. The harmony between technological approaches and traditional Islamic values, particularly in learning to write the Qur'an based on *khat*, is very important so that students can develop writing skills that are relevant to the times, while remaining rooted in Islamic teachings.

Based on the above description, the ability to write the Qur'an can be understood as an integral competency that combines technological, intellectual, and spiritual skills. The learning process designed to develop these three dimensions must be carried out systematically and continuously so that students are not only technically proficient but also have strong moral and religious awareness. Investment in strengthening Qur'anic writing education is expected to produce a generation of Muslims who are superior, moderate, and of good character, who are able to write the Qur'an correctly while also practising its values in their daily lives.

2.4. Conceptual Framework and Research Hypotheses

Based on the theoretical framework presented earlier, it can be concluded that learning *khat* (X_1) plays an important role in improving the ability to write the Qur'an. This occurs through the development of technical skills that include accuracy in writing Hijaiyah letters, as well as the formation of spiritual discipline that supports the writing process. This opinion is in line with the results of the study entitled (Lestari et al., 2022), which highlights that the use of interesting methods in learning the Qur'an, including *khat* learning, can contribute to increasing student motivation.

In addition, learning motivation (X_2) is a key factor that strengthens students' internal drive to continue practising and understand the functional value of the learning process. This motivation can be interpreted as a component that motivates students in the learning process, as stated by Herdawati (2023), who noted that high motivation has a positive impact on learning outcomes (Herdawati, 2023). This correlation shows that with strong motivational support, students will be more committed to Al-Qur'an writing activities.



The integration of *khat* learning and learning motivation is expected to create significant synergy in improving Al-Qur'an writing skills (Y). This opinion is also in line with the work of ofet (Syarifuddin et al., 2024), which shows that a combination of effective learning methods and motivational support results in an increase in Al-Qur'an reading and writing skills among students. In other words, effective learning supported by strong motivation will produce students who are not only technically skilled but also have greater spiritual depth.

Based on the framework explained above, this study proposes three main hypotheses that will be tested empirically through a quantitative approach. First, hypothesis one (H₁) states that there is a significant influence between *khat* learning and students' ability to write the Qur'an. This is based on the assumption that the application of structured and systematic *khat* learning can improve the accuracy and neatness of students' Qur'an writing.

Second, hypothesis two (H₂) states that there is a significant influence between learning motivation and students' ability to write the Qur'an. This hypothesis is based on the view that high learning motivation will encourage students to be more diligent and responsible in the learning process, thus having a positive impact on their writing results. Third, hypothesis three (H₃) states that there is a simultaneous influence between *khat* learning and learning motivation on students' ability to write the Qur'an. This means that a combination of effective learning methods and strong internal motivation is believed to contribute optimally to improving Qur'an writing skills.

The three hypotheses will be tested using a quantitative approach with multiple linear regression analysis. The test results are expected to contribute theoretically to strengthening empirical studies on the influence of *khat* learning and learning motivation, as well as providing a practical basis for the development of the Al-Qur'an education curriculum in madrasahs. In addition, this study is expected to serve as a reference in designing more adaptive and relevant learning strategies in the digital age, particularly in the context of improving the quality of AlQur'an learning.

3. Research Method

This study employs a quantitative approach with a correlational research design aimed at objectively and measurably analysing the effects of *khat* instruction and learning motivation on students' ability to write the Qur'an. A correlational design was selected because it enables the examination of relationships and contributions among variables based on empirical data through appropriate inferential statistical analysis. This approach is consistent with previous studies that emphasise the importance of quantitative measurement in systematically identifying relationships among educational variables (Abdurrakhman et al., 2021).



The research variables consist of two independent variables and one dependent variable. *khat* instruction, as the first independent variable, focuses on students' mastery of accurate, proportional Arabic letter formation in accordance with the rules of Qur'anic writing. The second independent variable is learning motivation, defined as students' internal drive that influences their interest, effort, and persistence in the learning process. The dependent variable in this study is students' ability to write the Qur'an, which is measured through indicators including accuracy of letter formation, neatness of handwriting, and conformity with correct Qur'anic verse writing.

The research population comprises all students of MTs Nurul Muhajirin Labanan Makarti. The sampling technique employed is purposive sampling, resulting in a sample of 51 students selected based on the criterion that they have actively participated in *khat* and Qur'anic learning activities. Data were collected using two types of instruments: a Qur'anic writing ability test and a questionnaire. The test was designed to assess students' ability to write Qur'anic verses in accordance with established rules, covering aspects such as legibility, accuracy of letter forms, and neatness of handwriting (Muslikhah & Sugiyo, 2022). The questionnaire was used to measure *khat* instruction and learning motivation through 15 Likert-scale statements in order to obtain accurate and quantifiable data (DIANTI, 2023). Prior to data collection, all instruments were subjected to construct validity and reliability testing using Cronbach's alpha coefficient to ensure internal consistency and the overall reliability of the research instruments (Abdurrahman et al., 2021); (Ummah & Rezania, 2024).

The collected data were analysed using multiple linear regression analysis to determine the simultaneous effects of *khat* instruction and learning motivation on students' Qur'anic writing ability. Before conducting the regression analysis, prerequisite tests including normality and linearity tests were performed to ensure that the data met the assumptions of inferential statistical analysis (Harysmantara et al., 2022). Research conclusions were drawn based on the statistical test results indicating the presence or absence of significant effects among variables, and these findings were subsequently compared with previous research to strengthen the academic discussion (Diana, 2023). All stages of the research were conducted in accordance with ethical research principles, including obtaining formal permission from the school authorities, safeguarding the confidentiality of respondents' identities, and ensuring that student participation was voluntary (Ismiati et al., 2021).

4. Result

This section presents the results of data analysis aimed at examining the effect of *khat* learning and learning motivation on students' Qur'anic writing ability at MTs Nurul Muhajirin Labanan Makarti. The analysis was conducted using multiple linear regression after all classical assumption tests were fulfilled.



4.1. Normality Test

The normality test was conducted using the One-Sample Kolmogorov–Smirnov test on the unstandardized residuals to determine whether the data were normally distributed.

Table 1. Kolmogorov–Smirnov Test on Unstandardized Residuals

Statistic	Value
N	51
Mean	0.000
Std. Deviation	0.476
Kolmogorov–Smirnov Z	0.693
Asymp. Sig. (2-tailed)	0.730

Based on Table 1, the Asymp. Sig. (2-tailed) value obtained was greater than 0.05, indicating that the residual data were normally distributed. Therefore, the normality assumption required for multiple linear regression analysis was fulfilled.

To strengthen the normality test results, a histogram was also examined.

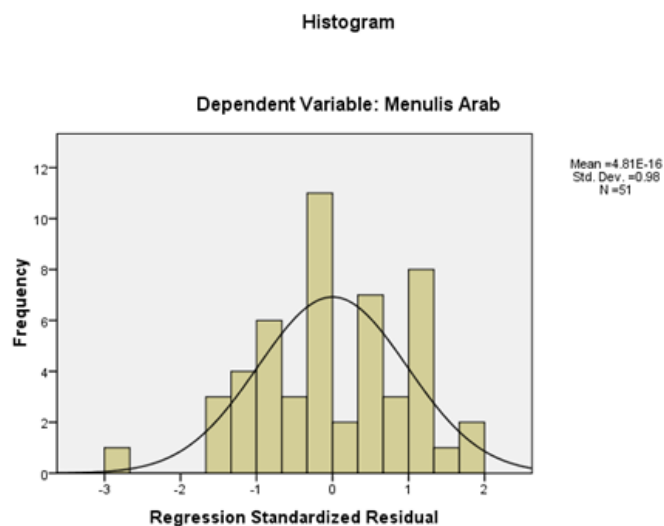


Figure 1. Histogram of Residuals



The histogram shows that the residual data form a bell-shaped curve and are symmetrically distributed around the mean. This confirms that the data follow a normal distribution pattern, indicating that the regression model meets the normality requirement.

4.2. Multicollinearity Test

The multicollinearity test was conducted to examine whether there was a high correlation between the independent variables, namely khat learning (X_1) and learning motivation (X_2).

Table 2. Multicollinearity Test

Variable	Tolerance	VIF
Khat Learning (X_1)	0.510	1.959
Learning Motivation (X_2)	0.510	1.959

The results show that the tolerance values for both independent variables were above 0.10 and the Variance Inflation Factor (VIF) values were below 10. These results indicate that there is no multicollinearity among the independent variables. Therefore, both variables are suitable for inclusion in the regression model.

4.3. Heteroscedasticity Test

The heteroscedasticity test was conducted using a scatterplot by comparing standardized predicted values with studentized residuals.

Normal P-P Plot of Regression Standardized Residual

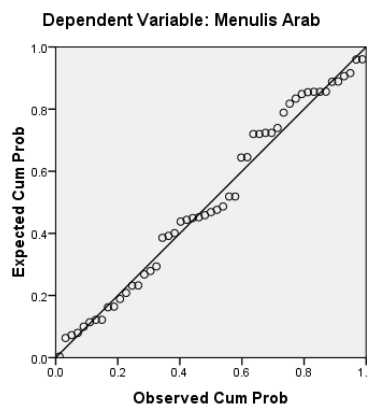


Figure 2. Heteroscedasticity Test



The scatterplot indicates that the residual points are randomly distributed and do not form a specific pattern, such as a funnel or wave shape. This result suggests that there is no heteroscedasticity problem in the regression model, and the assumption of homoscedasticity is fulfilled.

4.4. Regression Analysis Results

The results of multiple linear regression analysis are presented in Table 3.

Table 3. Coefficient

Variable	B	t	Sig.
Constant	12.345	3.210	0.002
Khat Learning (X_1)	0.521	6.921	0.000
Learning Motivation (X_2)	0.387	4.817	0.000

Based on Table 3, the regression equation can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2$$

The regression coefficients show that both khat learning (X_1) and learning motivation (X_2) have positive regression coefficients, indicating a positive relationship with students' Qur'anic writing ability (Y). This means that an increase in khat learning quality or learning motivation leads to an improvement in students' Qur'anic writing ability.

4.5. Simultaneous Significance Test (F-Test)

The F-test was conducted to determine the simultaneous effect of khat learning and learning motivation on students' Qur'anic writing ability.

Table 4. ANOVA

Source	Sum of Squares	df	Mean Square
Regression	1,762.845	2	881.422
Residual	724.155	48	15.086
Total	2,487.000	50	

The results indicate that the significance value obtained is less than 0.05. This means that khat learning and learning motivation simultaneously have a significant effect on



students' Qur'anic writing ability. Thus, the regression model is considered statistically significant.

4.6. Coefficient of Determination

The coefficient of determination test was conducted to determine the proportion of variance in the dependent variable explained by the independent variables.

Table 5. Model Summary

R	R Square	Adjusted R Square	Std. Error
0.842	0.709	0.695	4.983

Based on Table 5, the R Square value indicates that a substantial proportion of the variance in students' Qur'anic writing ability can be explained by khat learning and learning motivation. The remaining variance is influenced by other factors not examined in this study.

5. Discussion

The results of this study indicate that khat learning has a positive and significant effect on students' ability to write the Qur'an. This finding suggests that structured and systematic khat instruction helps students improve their accuracy, neatness, and consistency in writing Hijaiyah letters and Qur'anic verses. Khat learning not only develops students' technical writing skills but also fosters discipline, patience, and attention to detail, which are essential in Qur'anic writing. Learning motivation also shows a positive and significant effect on students' Qur'anic writing ability. This result confirms that students with higher learning motivation tend to show greater perseverance, focus, and responsibility in practicing Qur'anic writing. Motivation encourages students to engage more actively in learning activities and to practice writing more consistently, which ultimately improves their writing performance.

Simultaneously, khat learning and learning motivation significantly influence students' Qur'anic writing ability. This finding indicates that effective instructional methods must be supported by strong internal motivation to achieve optimal learning outcomes. The coefficient of determination shows that both variables contribute meaningfully to explaining students' Qur'anic writing ability, while other factors such as learning environment, teacher feedback, and individual aptitude may also play a role. Overall, these findings reinforce the importance of integrating pedagogical strategies with psychological factors in Islamic education. Improving the quality of khat instruction



while simultaneously strengthening students' learning motivation can serve as an effective approach to enhancing Qur'anic writing competence in madrasah education.

6. Conclusion

Based on the results of data analysis and research discussion, it can be concluded that simultaneous learning of *khat* and learning motivation has a significant effect on the ability of students at MTs Nurul Muhajirin Labanan Makarti to write the Qur'an. The research instruments met the validity and reliability criteria with Cronbach's Alpha values of 0.839 for *khat* learning, 0.822 for learning motivation, and 0.907 for the ability to write the Qur'an, all of which were above the threshold of 0.70. In addition, the results of the classical assumption test showed that the data were normally distributed with a Kolmogorov-Smirnov significance value of 0.730 (> 0.05), the relationship between variables was linear, and there were no signs of multicollinearity with a tolerance value of 0.510 and a VIF of 1.959. This confirms that the multiple linear regression model used is statistically valid and capable of providing valid estimates of the relationship between variables.

Partially, *khat* learning has been proven to have a significant effect on students' ability to write the Qur'an, with a t-value of 6.921 and a significance of 0.000 (< 0.05). These findings indicate that the application of systematic and structured *khat* learning contributes significantly to improving the accuracy, neatness, and quality of Qur'anic writing in accordance with the rules. Meanwhile, learning motivation also had a significant effect with a t-value of 4.817 and a significance level of 0.000, indicating that students with high learning motivation tended to show better engagement and perseverance in the process of practising writing the Qur'an. Simultaneously, calligraphy learning and learning motivation showed a strong and significant effect on students' ability to write the Qur'an, as indicated by a calculated F value of 58.723 with a significance of 0.000 (< 0.05). The correlation coefficient (R) value of 0.842 indicates a strong relationship between the two independent variables () and the ability to write the Qur'an.

In addition, the coefficient of determination (R^2) value of 0.709 indicates that 70.9% of the variation in students' ability to write the Qur'an can be explained by *khat* learning and learning motivation simultaneously, while the remaining 29.1% is influenced by other factors outside the research model. The novelty of this study lies in the integration of *khat* learning as a structured pedagogical approach with learning motivation factors in a single empirical model based on quantitative analysis. Thus, the results of this study provide theoretical and practical contributions to the development of more effective and systematic Qur'an learning that is oriented towards improving the quality of student learning outcomes in madrasah tsanawiyah.



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