

The Correlation Between Mastery of Qur'anic Vocabulary and Arabic Vocabulary Skills Among Islamic Senior High School Students

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Abstract

This study aims to examine the correlational relationship between mastery of Qur'anic vocabulary and Arabic vocabulary skills among Islamic Senior High School (Madrasah Aliyah) students. The study is based on the assumption that the Holy Qur'an—with its vast lexical richness consisting of approximately 77,439 words distributed across 114 surahs—constitutes an exceptional educational source for acquiring eloquent Arabic vocabulary and developing learners' linguistic competence. This study employed a quantitative correlational method and was conducted on a sample of Madrasah Aliyah students within an Islamic boarding school (pesantren) environment that integrates a Qur'anic memorization program with formal Arabic language instruction. Data were collected through two primary instruments: a Qur'anic vocabulary mastery test as the independent variable (X), and an Arabic vocabulary skills test as the dependent variable (Y). The data were statistically analyzed using SPSS through four stages: descriptive statistics, normality testing, hypothesis testing using the correlation coefficient, and coefficient of determination analysis. The findings revealed a statistically significant positive relationship between the two variables at the significance level of ($\alpha = 0.05$), confirming that higher levels of Qur'anic vocabulary mastery positively influence students' Arabic vocabulary skills. This relationship can be attributed to three main factors: first, Qur'anic vocabulary serves as a direct source of eloquent Arabic vocabulary; second, the systematic repetition of such vocabulary within the daily pesantren environment reinforces its retention in long-term memory; and third, emotional attachment to the Qur'an fosters strong intrinsic motivation to learn Arabic. The study concludes with several recommendations directed toward educators and policymakers, the most prominent of which is the need to systematically integrate Qur'anic vocabulary into Arabic language instruction while emphasizing semantic understanding rather than merely focusing on pronunciation and recitation aspects.

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1. INTRODUCTION

The Arabic language occupies a distinguished position among the languages of the world. It is not merely a means of communication among its speakers, but also the language of divine revelation embodied in the Holy Qur'an and the vessel through which Islamic civilization and heritage have been preserved throughout successive centuries. Consequently, teaching Arabic in Islamic educational institutions holds great importance that extends beyond linguistic and communicative dimensions to encompass profound religious and civilizational significance.

Vocabulary constitutes the fundamental component in developing linguistic competence, as learners cannot attain an acceptable level of language proficiency without possessing sufficient lexical knowledge. Specialists in language teaching unanimously acknowledge this fact. Tha'imah (1989: 182) asserts that despite scholars' differing definitions of language and the objectives of language instruction, they all agree that vocabulary mastery represents an essential prerequisite for learning any second language. In the same context, Nation (2001: 76) argues that learners must encounter vocabulary items in various contexts repeatedly in order for them to transfer from short-term memory to long-term memory and become firmly retained.

Since the Holy Qur'an represents the primary source of Classical Arabic and its highest rhetorical model, careful attention to its vocabulary and systematic study significantly contribute to the development of learners' Arabic linguistic competence. Al-Shabuni (1985: 10) defines the Qur'an as "the miraculous speech of God revealed to the Prophet Muhammad (peace be upon him), written in the mushaf, transmitted through mutawatir narration, and worshipped through its recitation." Statistical reports indicate that the Qur'an contains approximately 77,439 words distributed across 6,236 verses in 114 surahs (Al-Zarqani, 1995, Vol. 1, p. 22), making it an unparalleled lexical treasury in Arabic literature. Ibn Khaldun (1984: 544) further emphasizes that mastery of Arabic cannot be achieved without returning to the Qur'an and contemplating its linguistic styles, as it is the primary source from which eloquent Arabic expression is derived.

Within the Indonesian educational context, many Islamic boarding schools integrate two complementary educational programs: Qur'anic memorization programs concerned with memorizing and properly reciting the Qur'an, and academic Arabic language programs aimed at developing the four language skills. Hijriyyah (2018), in her analytical study, identified a clear gap between students' proficiency in Qur'anic recitation and their actual understanding of the meanings of the words they recite. She emphasized that effective vocabulary instruction requires moving beyond phonetic memorization toward semantic understanding and contextual application.

The relationship between Qur'anic education and Arabic language acquisition has attracted the attention of several researchers in the Indonesian context. Zubaidillah (2018) conducted a correlational study and found a statistically significant positive relationship between Arabic language proficiency and Qur'anic memorization achievement, with a correlation coefficient of ($r = 0.681$), accounting for approximately 46% of the variance. Nidya, Zubaidillah, and Nurul Haromain (2022) demonstrated that Arabic language learning positively affects Qur'an memorizers in terms of semantic understanding and lexical competence. Similarly, Yuniyarit (2020) found that regular participation in Qur'anic memorization programs positively correlates with Arabic language proficiency. Abrar and Asriani (2023) also identified a statistically significant relationship between Arabic lexical competence and the quality and level of Qur'anic memorization.

However, the major research gap lies in the fact that these previous studies did not directly and quantitatively examine the relationship between mastery of Qur'anic vocabulary in its deep semantic dimension—not merely phonetic memorization—and Arabic vocabulary skills among Islamic Senior High School students in a pesantren environment that combines Qur'anic and academic programs. Therefore, the present study seeks to address this specific gap by objectively and accurately measuring the nature of this relationship through a quantitative correlational approach.

The significance of this study can be observed from three interconnected dimensions. The theoretical dimension lies in enriching the literature on Arabic language instruction within the Indonesian context through new findings concerning the relationship between Qur'anic education and Arabic vocabulary acquisition. The practical dimension involves providing immediately applicable recommendations for improving vocabulary teaching programs by utilizing Qur'anic texts as lexical educational resources. The institutional dimension consists of providing administrators of Islamic boarding schools with reliable scientific evidence to support planning and policy decisions related to language education.

Based on the foregoing discussion, the research questions are formulated as follows:

1. What is the level of Qur’anic vocabulary mastery among Islamic Senior High School students?
2. What is the level of Arabic vocabulary skills among Islamic Senior High School students?
3. Is there a statistically significant correlational relationship between mastery of Qur’anic vocabulary and Arabic vocabulary skills among these students?

2. RESEARCH METHOD

This study employed a quantitative approach aimed at identifying the nature of the relationship between two variables and measuring the degree of correlation between them without intervention (Sugiyono, 2013). The study involved two main variables. The independent variable (X) was mastery of Qur’anic vocabulary, measured through four indicators: vocabulary recognition, understanding meanings in context, semantic differentiation among similar words, and sentence application. The dependent variable (Y) was Arabic vocabulary skills, measured through four indicators proposed by Tha’imah (1989: 194–195): vocabulary comprehension, contextual usage, lexical richness, and lexical fluency.

The study was conducted on a sample of Islamic Senior High School students in a pesantren environment integrating Qur’anic memorization and formal Arabic language instruction. The sample was selected using purposive sampling in accordance with the objectives of the study (Arikunto, 2013).

Data were collected through two methods. The primary instrument was a test, in which each variable test consisted of twenty questions distributed across four formats: multiple-choice questions, matching words with meanings, fill-in-the-blank items, and sentence application tasks. Documentation served as a supporting instrument and included institutional documents and relevant previous studies. The validity of both instruments was verified using Pearson’s correlation coefficient, while reliability was tested using Cronbach’s Alpha before administering the instruments to the research sample.

The data were statistically analyzed using SPSS through four sequential stages: descriptive statistics to describe data distribution and determine the general level of each variable according to Arikunto’s (2013) criteria; normality testing using the Kolmogorov–Smirnov method; hypothesis testing using Pearson’s correlation coefficient if the data were normally distributed or Spearman’s correlation if otherwise, at the significance level of ($\alpha = 0.05$); and coefficient of determination analysis ($R^2 = r^2 \times 100\%$) to determine the extent of the independent variable’s influence on the dependent variable.

3. RESULTS AND DISCUSSION

First: Descriptive Results of the First Variable (X) — Mastery of Qur’anic Vocabulary

After administering the Qur’anic vocabulary mastery test to the research sample consisting of 30 students and statistically analyzing the results, the mean score of the students was found to be 80.23 with a standard deviation of 8.47. Scores ranged from a minimum of 65 to a maximum of 94. When these results were classified according to Arikunto’s (2013) criteria, the distribution of students was as follows:

No.	Category	Score Range	Frequency	Percentage
1	Excellent	85–100	12	40.00%
2	Very Good	70–84	13	43.3%
3	Good	55–69	5	16.7%
4	Fair	40–54	0	0.0%
5	Poor	Below 40	0	0.0%
	Total		30	100%

Table (1): Distribution of Variable X Scores According to Arikunto’s (2013) Criteria

Table (1) demonstrates that the dominant category was “Very Good” at 43.3%, followed by the “Excellent” category at 40.0%. This indicates that the overall level of Qur’anic vocabulary mastery among the students falls within the “Very Good” category. This finding may be attributed to the integrated educational environment of the pesantren, which enables students to engage continuously with Qur’anic vocabulary through various activities such as recitation, memorization, study, and contemplation.

Second: Descriptive Results of the Second Variable (Y) — Arabic Vocabulary Skills

After administering the Arabic vocabulary skills test and statistically analyzing the results, the students’ mean score was found to be 77.40 with a standard deviation of 8.12. Scores ranged from a minimum of 62 to a maximum of 91. Based on Arikunto’s (2013) criteria, the distribution of students was as follows:

No.	Category	Score Range	Frequency	Percentage
1	Excellent	85–100	8	26.7%
2	Very Good	70–84	17	56.7%
3	Good	55–69	5	16.6%
4	Fair	40–54	0	0.0%
5	Poor	Below 40	0	0.0%
	Total		30	100%

Table (2): Distribution of Variable Y Scores According to Arikunto’s (2013) Criteria

Table (2) shows that the dominant category was “Very Good” at 56.7%, indicating that the overall level of Arabic vocabulary skills among the students also falls within the “Very Good” category. It is further observed that the mean score of variable Y (77.40) is relatively close to the mean score of variable X (80.23), suggesting a close correspondence between students’ performance in both variables. This may serve as a preliminary indication of a correlational relationship between them.

Third: Results of the Normality Test

A Kolmogorov–Smirnov test was conducted to verify the normality of data distribution, and the results were as follows:

Variable	Test Value	Sig. Value	Decision
Variable X (Qur’anic Vocabulary Mastery)	0.124	0.200	Normally Distributed
Variable Y (Arabic Vocabulary Skills)	0.118	0.200	Normally Distributed

Table (3): Results of the Normality Test (Kolmogorov–Smirnov Test)

Table (3) indicates that the Sig. value for both variables (0.200) exceeded the significance threshold of 0.05, demonstrating that the data for both variables were normally distributed. Accordingly, Pearson’s correlation coefficient was employed to test the hypothesis.

Fourth: Results of Hypothesis Testing

The research hypothesis states that: “There is a statistically significant positive relationship between mastery of Qur’anic vocabulary and Arabic vocabulary skills among Islamic Senior High School students at the significance level of ($\alpha = 0.05$).” The results of Pearson’s correlation analysis are presented below:

Relationship Between Variables	N	r Coefficient	Sig. Value	Decision
Qur’anic Vocabulary (X) ↔ Arabic Vocabulary Skills (Y)	30	0.832	0.000	Hypothesis Accepted

Table (4): Results of Hypothesis Testing Using Pearson’s Correlation Coefficient

Table (4) reveals that Pearson’s correlation coefficient reached ($r = 0.832$), while the significance value was ($\text{Sig.} = 0.000$), which is lower than the predetermined significance

level of ($\alpha = 0.05$). This result confirms the acceptance of the hypothesis and indicates a statistically significant positive relationship between the two variables. According to Sugiyono’s (2006) criteria, the obtained correlation coefficient falls within the category of a “very strong” relationship, as it exceeds the threshold of 0.80.

Fifth: Results of the Coefficient of Determination

The coefficient of determination (R^2) was calculated to determine the extent to which variable X influences variable Y:

$$R^2 = (0.832)^2 \times 100\% = 69.22\%$$

This result indicates that mastery of Qur’anic vocabulary accounts for 69.22% of the variance in students’ Arabic vocabulary skills, while the remaining 30.78% may be attributed to other variables not examined in this study, such as the surrounding language environment, instructional methods, and students’ intrinsic motivation to learn Arabic.

Sixth: Discussion of the Findings

1. Interpretation of the Findings in Light of the Theoretical Framework

The findings of this study are highly consistent with the theoretical framework upon which the study was based and may be interpreted from three fundamental perspectives:

First — The Holy Qur’an as a Direct Source of Eloquent Arabic Vocabulary:

Al-Rafi’i (1973: 172) emphasized that every word in the Qur’an occupies its most precise and appropriate position, such that no alternative word could adequately replace it. Consequently, mastery of Qur’anic vocabulary directly enriches learners’ Arabic lexical repertoire and positively influences their overall Arabic vocabulary skills.

Second — Systematic Repetition and Its Role in Vocabulary Retention:

Students in the pesantren are repeatedly exposed to Qur’anic vocabulary through daily activities such as recitation, memorization, study, and reflection. Nation (2001: 76) confirmed that repeated exposure to vocabulary in multiple contexts is essential for transferring lexical items from short-term memory into long-term memory, a condition effectively facilitated by Qur’anic texts.

Third — Religious Motivation and Its Role in Enhancing Learning:

Students in Islamic boarding schools maintain a deep emotional and spiritual attachment to the Qur’an, which generates strong intrinsic motivation to understand and master its vocabulary. This motivation, in turn, positively affects their Arabic vocabulary skills.

2. Comparison of the Findings with Previous Studies

Study	r Coefficient	R ²	Direction
Zubaidillah (2018)	0.681	46.35%	Strong relationship between Arabic proficiency and Qur’anic memorization
Khamsa’atun (2007)	0.458	21.0%	Moderate relationship between Qur’anic vocabulary and Arabic vocabulary
Yuniyarit (2020)	Significant Positive	—	Qur’anic memorization correlates with Arabic proficiency
Abrar & Asriani (2023)	Significant Positive	—	Lexical competence predicts memorization quality
Current Study	0.832	69.22%	Very strong relationship between the two variables

Table (5): Comparison Between the Current Study and Previous Studies

The comparison presented in Table (5) demonstrates that the findings of the current study ($r = 0.832$) exceed those reported in previous studies. This may be attributed to the unique educational environment of the pesantren, which simultaneously integrates Qur’anic and academic programs, as well as the study’s emphasis on deep semantic understanding of Qur’anic vocabulary rather than mere phonetic memorization.

4. CONCLUSION

This study originated from a fundamental question concerning the nature of the relationship between mastery of Qur'anic vocabulary and Arabic vocabulary skills among Islamic Senior High School students. Through a rigorous statistical analysis of the collected data, the study produced several findings and conclusions that may be summarized as follows:

First, the descriptive statistical analysis revealed that the overall level of students' mastery of Qur'anic vocabulary fell within the "Very Good" category. The students' mean score reached 80.23, with the "Very Good" category accounting for 43.3% of the distribution, followed by the "Excellent" category at 40.0%. This finding indicates that the integrated educational environment of the pesantren contributes significantly to the development of students' Qur'anic lexical competence.

Second, the descriptive statistical analysis also showed that the overall level of Arabic vocabulary skills among the students was categorized as "Very Good." The mean score reached 77.40, with the "Very Good" category dominating the distribution at 56.7%. This reflects the positive contribution of the pesantren's academic Arabic language program in enhancing students' Arabic lexical repertoire.

Third, the Kolmogorov–Smirnov normality test demonstrated that the data for both variables were normally distributed, as the significance value (Sig. = 0.200) exceeded the significance threshold of 0.05 for both variables. Therefore, Pearson's correlation coefficient was appropriately employed to test the research hypothesis.

Fourth, hypothesis testing using Pearson's correlation coefficient confirmed the existence of a statistically significant positive relationship between mastery of Qur'anic vocabulary and Arabic vocabulary skills among Islamic Senior High School students. The correlation coefficient reached ($r = 0.832$) with a significance value of (Sig. = 0.000), which is lower than the predetermined significance level of ($\alpha = 0.05$), leading to the acceptance of the hypothesis. According to Sugiyono's (2006) criteria, the correlation coefficient falls within the category of a "very strong" relationship. This indicates that improving students' mastery of Qur'anic vocabulary reliably contributes to enhancing their Arabic vocabulary skills.

Fifth, the coefficient of determination reached:

$$R^2 = 69.22\%$$

This result indicates that mastery of Qur'anic vocabulary explains approximately seven-tenths of the variance in students' Arabic vocabulary skills. The remaining 30.78% may be attributed to other variables beyond the scope of this study, such as the surrounding linguistic environment, instructional methods, and learners' intrinsic motivation to study Arabic.

In light of these findings, the researcher proposes the following recommendations:

First Recommendation:

Teachers in Islamic educational institutions are encouraged to systematically integrate Qur'anic vocabulary into Arabic language instruction, with particular emphasis on semantic understanding and contextual application rather than merely focusing on pronunciation and performance aspects. Semantic comprehension constitutes the genuine foundation for developing Arabic lexical competence.

Second Recommendation:

Curriculum developers and administrators of Islamic boarding schools are encouraged to integrate Qur'anic and academic language curricula within a unified educational framework that strengthens the reciprocal relationship between Qur'anic memorization and Arabic lexical competence. This may be achieved through the design of specialized programs connecting Qur'anic vocabulary with Arabic vocabulary units in educational curricula.

Third Recommendation:

Future researchers are encouraged to conduct experimental studies examining the effectiveness of vocabulary teaching programs based on Qur'anic texts in enhancing comprehensive linguistic competence across various educational contexts, particularly in institutions that do not formally

implement Qur'anic memorization programs. Such efforts would broaden the applicability of the present study's findings.

In conclusion, this study confirms that the Holy Qur'an is not merely a religious and spiritual source, but also an exceptional linguistic and educational resource indispensable for developing learners' Arabic lexical competence. The optimal integration of Qur'anic vocabulary into the educational process has the potential to significantly and sustainably enhance students' Arabic language proficiency. May God grant success and guide us to the straight path.

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