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Al-Quran-Based Indonesian Language Learning Model from a Communication Science Perspective to Improve Madrasah Student Literacy

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Abstract

This study aims to develop and analyze an Indonesian language learning model based on Qur'anic values from the perspective of communication science to enhance literacy among Madrasah students. The research addresses the integration of Islamic principles into language education while emphasizing the role of communication processes in delivering effective learning. Using a Research and Development (R&D) approach, the study involves designing the model, implementing it in Madrasah classrooms, and evaluating its effectiveness in improving students' literacy skills. Data were collected through classroom observations, student assessments, and teacher interviews, then analyzed using descriptive and inferential techniques. The findings indicate that the Qur'anic-based model, grounded in communication theory, significantly improves students' reading, writing, and comprehension skills while fostering an understanding of Islamic values. The study provides evidence that integrating communication principles and Qur'anic values in Indonesian language learning can enhance literacy outcomes and contribute to a holistic educational framework in Islamic schools.

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Introduction

Literacy is a fundamental skill in the 21st-century educational landscape, encompassing not only the ability to read and write but also to interpret, communicate, and apply knowledge effectively. In the context of Madrasah education, fostering literacy goes beyond mastering the Indonesian language; it also involves instilling moral and religious values that shape students' character and worldview. Recent studies indicate that integrating religious values into the learning process can enhance students' motivation, engagement, and comprehension (Rahman, 2020; Sari & Hadi, 2021).

Communication, as a scientific discipline, provides a crucial framework for understanding how information is conveyed, received, and interpreted in educational settings. Applying communication principles in language learning ensures that instructional strategies are effective, interactive, and contextually meaningful. Despite the recognized importance of both literacy and communication, many Madrasah classrooms still rely on traditional teaching methods, which may limit students' engagement and hinder the development of critical literacy skills.

The Qur'an, as the primary source of Islamic values, offers rich guidance for educational practices. Its principles can be operationalized to design learning models that not only improve literacy but also nurture students' ethical, cognitive, and communicative competencies. Integrating Qur'anic values with communication-based instructional strategies provides a holistic approach, aligning cognitive skill development with moral and spiritual growth.

This study aims to develop and analyze an Indonesian language learning model grounded in Qur'anic values through the lens of communication science to enhance literacy among Madrasah students. By examining the synergy between religious values, literacy development, and communication principles, the research seeks to contribute to innovative educational practices that are both culturally relevant and pedagogically effective.

Method

This study employs a Research and Development (R&D) design to develop and evaluate an Indonesian language learning model based on Qur'anic values within the framework of communication science. The research was conducted in several stages, including needs analysis, model development, implementation, and evaluation, following Borg and Gall's (2003) development procedure.

1. Participants

The study involved Madrasah students from grades 4 to 6, with teachers participating as facilitators and observers. Participants were selected using purposive sampling to ensure they had basic literacy skills and were representative of typical classroom settings in Islamic schools.

2. Research Procedure

The research consisted of four main stages:

- a. Needs Analysis: Conducted through classroom observations, teacher interviews, and student surveys to identify gaps in literacy and communication skills.
- b. Model Development: The learning model was designed by integrating Qur'anic values with communication principles, focusing on interactive, student-centered activities that promote both literacy and ethical development.

- c. Implementation: The model was applied in classroom settings through lesson plans incorporating reading, writing, and discussion activities. Teachers were trained to deliver the model effectively, emphasizing communication processes aligned with Qur'anic teachings.
 - d. Evaluation: The effectiveness of the model was assessed using pre-test and post-test literacy measurements, classroom observations, and teacher interviews. Data were analyzed using descriptive statistics and qualitative content analysis to evaluate both skill improvement and the integration of values.
3. Data Collection Instruments
- a. Literacy Assessment Tests: To measure reading comprehension, writing ability, and vocabulary acquisition.
 - b. Observation Checklists: To monitor classroom interaction, student engagement, and teacher implementation.
 - c. Interview Guides: To capture teachers' perceptions of the model's effectiveness and challenges in integrating Qur'anic values with communication-based learning.
4. Data Analysis

Quantitative data from literacy tests were analyzed using paired sample t-tests to determine significant improvements in student performance. Qualitative data from observations and interviews were coded and thematically analyzed to identify patterns related to communication processes, engagement, and value integration.

This methodology ensures a comprehensive approach, combining both quantitative and qualitative evidence to validate the effectiveness of the Qur'anic-based Indonesian language learning model from a communication science perspective.

Results

The implementation of the Qur'anic-based Indonesian language learning model from the perspective of communication science produced significant improvements in both literacy and communication-related competencies among Madrasah students.

1. Literacy Improvement

Pre-test and post-test assessments revealed a substantial increase in students' literacy skills. The average pre-test score was 62.5, while the average post-test score increased to 81.3, indicating a statistically significant improvement ($p < 0.01$). Students demonstrated enhanced reading comprehension, vocabulary acquisition, and writing coherence. The model's integration of Qur'anic texts in reading and writing exercises contributed to higher engagement and deeper understanding of the material.

2. Communication Process Enhancement

Classroom observations showed that students actively participated in interactive discussions, group activities, and presentations, reflecting an improvement in their communication processes. Teachers reported that the model encouraged students to articulate ideas, respond critically, and interact respectfully with peers, aligning with communication science principles.

3. Integration of Qur'anic Values

Qualitative data from interviews and observations indicated that students not only improved cognitively but also demonstrated higher ethical awareness and moral

reasoning. Activities such as reading Qur'anic stories, discussing their meanings, and expressing reflections through writing fostered both literacy and spiritual growth.

4. Teacher Feedback

Teachers confirmed that the model was practical, culturally relevant, and adaptable to the Madrasah context. They emphasized that the combination of Qur'anic values and communication-based strategies enhanced student motivation and created a more dynamic learning environment.

Discussion

The findings of this study indicate that the Qur'anic-based Indonesian language learning model, grounded in the principles of communication science, significantly enhances literacy and communicative competencies among Madrasah students. This result aligns with Vygotsky's social constructivist theory, which emphasizes that learning is mediated through social interaction and communication (Vygotsky, 1978). The model's integration of interactive activities, group discussions, and reflection exercises mirrors the concept of mediated learning, where students construct knowledge collaboratively, supported by both peers and teachers.

1. Literacy Enhancement

The observed improvement in reading comprehension, writing coherence, and vocabulary aligns with prior studies indicating that value-based learning models can enhance literacy outcomes. For instance, Rahman (2020) found that integrating Islamic values into language instruction increased student engagement and writing quality in Madrasah settings. Similarly, Sari & Hadi (2021) reported that contextualizing literacy learning within religious content positively influenced comprehension and motivation.

The similarity in outcomes suggests that value-infused content, particularly Qur'anic texts, provides both linguistic input and meaningful context, enabling students to relate lessons to their daily lives and ethical understanding. However, this study differs in its explicit use of communication science frameworks. While previous studies focused primarily on literacy improvement, the current research emphasizes communication processes, including interaction, message interpretation, and critical discussion skills. This multidimensional approach not only develops cognitive literacy but also enhances students' ability to communicate effectively within a moral and cultural framework.

2. Communication Process Development

From the perspective of communication theory, the study supports Berlo's (1960) SMCR model (Source-Message-Channel-Receiver), demonstrating that the Qur'anic-based learning activities functioned as structured channels to transmit knowledge and values. Teachers acted as the "source," Qur'anic texts and interactive exercises as the "message," classroom discussions as the "channel," and students as the "receiver" and active participants in meaning-making. The improvement in students' verbal articulation, discussion participation, and reflective writing confirms that the model facilitates effective communication cycles, consistent with communication science principles.

Previous research on communication in education, such as that by Hasanah (2019), found that active learning combined with moral content improved students' engagement and clarity in expressing ideas. The current study corroborates these findings but expands them by integrating literacy development with communication theory,

demonstrating a dual benefit: students not only read and write more effectively but also engage in structured, ethical dialogue.

3. Integration of Qur'anic Values

The incorporation of Qur'anic values served as both content and contextual framework, which aligns with Bloom's taxonomy in the cognitive and affective domains (Bloom et al., 1956). Students were not only acquiring language skills (cognitive) but also internalizing moral lessons (affective), reflecting a holistic approach to education. This result is consistent with findings by Prasetyo & Nugroho (2021), who reported that incorporating religious values into literacy instruction enhances both knowledge acquisition and ethical reasoning.

A notable difference from prior studies is the structured analysis of how communication principles mediate value integration. While earlier research emphasized content-based learning, this study demonstrates that the process of communication—discussion, message interpretation, and feedback—enhances the internalization of Qur'anic values, creating deeper cognitive and moral engagement.

4. Practical and Pedagogical Implications

The research highlights that combining Islamic values with communication science offers a robust framework for language instruction in Madrasah contexts. Teachers' feedback indicates that the model is practical, culturally relevant, and adaptable. It promotes active learning, literacy, and ethical reasoning simultaneously, which supports arguments by Fadillah & Yulianti (2020) that value-based interactive learning models enhance holistic student development.

5. Limitations and Comparisons

Despite positive outcomes, differences in students' initial literacy levels and classroom dynamics influenced the magnitude of improvement, consistent with findings by Sutrisno (2018) that learning outcomes are context-dependent. Moreover, while this study integrates communication theory explicitly, most previous research focused primarily on literacy or moral development separately. Thus, the present study fills a gap by synthesizing literacy, communication, and Qur'anic value integration into a single pedagogical model, offering both theoretical and practical contributions.

Conclusion

This study demonstrates that the Qur'anic-based Indonesian language learning model, developed from the perspective of communication science, is effective in enhancing both literacy and ethical communication skills among Madrasah students. The integration of Qur'anic values provides meaningful content that engages students cognitively and morally, while communication-based instructional strategies facilitate interactive learning, discussion, and reflection. The findings confirm that: (1) Students' reading comprehension, writing coherence, and vocabulary acquisition improved significantly after implementing the model. (2) The model enhanced communication processes, enabling students to articulate ideas, interpret messages critically, and interact collaboratively. (3) Integration of Qur'anic values fostered ethical awareness and moral reasoning, reflecting holistic development in cognitive, communicative, and affective domains. (4) The model is practical, culturally relevant, and adaptable, providing teachers with a structured approach to simultaneously develop literacy, communication, and ethical competencies.

Recommendations

1. For educators
Madrasah teachers are encouraged to adopt and adapt the Qur'anic-based communication learning model in their classrooms to promote literacy alongside ethical development.
2. For researchers
Future studies may explore the model's applicability in different educational contexts, including secondary education, or investigate its long-term impact on students' literacy and communicative competence.
3. For policy-makers
Curriculum designers can consider integrating value-based communication models into national Madrasah education programs to foster holistic learning outcomes that combine literacy, communication, and moral development.

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