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The Influence of the Transformation of Madrasah Head Leadership and Al-Qur'an Literacy Culture in Strengthening the Islamic Spirit of Students at MI Al-Madinatul Islamiyah Rumeneng

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Abstract. This research seeks to assess the impact of headmaster leadership transformation on enhancing students' Islamic spirit, as well as the effect of Quran literacy culture on strengthening it. A quantitative, associative approach was employed. The study population included 115 students, with a sample of 30 respondents selected using cluster sampling. Data were gathered through questionnaires and supported by documentation of Quran literacy activities. The questionnaire was validated and demonstrated reliability, with 11 valid items for variable X-1, 10 for X-2, and 12 for Y. Reliability tests yielded Cronbach's alpha coefficients of 0.713 for variable X-1, 0.698 for X-2, and 0.710 for Y, confirming reliability. Prerequisite tests included assessments of normality, homogeneity, and linearity. Data were analyzed using simple regression in SPSS version 26. Findings indicate: 1) Headmaster leadership transformation has a significant and positive effect on strengthening students' Islamic spirit, with t-value 5.196, significance $0.000 < 0.05$, and an influence contribution (R²) of 49.1%. 2) Quran literacy culture exerts a substantial positive impact on students' Islamic spirit, with t-value 13.748, significance $0.000 < 0.05$, and an influence contribution (R²) of 87.1%. These results confirm that both headmaster leadership transformation and Quran literacy culture significantly influence students' Islamic spirit.

Keywords: *Transformation of Madrasah Leadership, Qur'anic Literacy, Islamic Spirit.*

INTRODUCTION

In the 2013 curriculum, education not only teaches students to become intelligent individuals but also builds their character to be noble. (Akhmad Muhaimin Azzet, 2011). Character education prioritizes value education, which necessitates moral education, teaching Islamic values as part of Islamic teachings, such as honesty, responsibility, and the ability to apply all the teachings of Islam in daily life (Doni Koesoema A, 2007).

Based on the survey results from the Indonesian Survey Institute (LSI), the majority of Indonesians have a high level of religiosity or Islamic spirit. This is reflected in the 74.8% of residents who consider themselves religious in their daily lives. According to the information, LSI conducted a survey through direct interviews with 3,090 respondents in Indonesia using the multistage random sampling method from May 16-29, 2022 (Febriana Sulistya Pratiwi, 2023).

However, in the era of globalization and digitalization today, efforts to instill religious character in students face increasingly complex challenges. The influence of social media, changes in cultural values, and the lack of exemplary role models in the surrounding environment can hinder the process of internalizing Islamic values within students. As Thomas Lickona, quoted by Ratna Megawangi, explains, there are ten signs of the impending doom of the era that must be heeded, namely: "(1) among teenagers, the increase in violence, (2) the use of increasingly degrading language and words, (3) the strong influence of peer groups in acts of violence, (4) self-destructive behaviors such as drugs, promiscuity, and alcohol that are on the rise, (5) the blurring of moral guidelines of good and bad, (6) the decline in work ethic, (7) the

decreasing respect for parents and teachers, (8) the low individual and national responsibility, (9) the culture of dishonesty, and (10) the mutual suspicion and hatred among peers.”(Ratna Megawangi, 2007).

Thus, from the above challenges, the way to form a religious character in humans, especially students, is through various habituation methods, such as cultivating honesty, fostering a sense of responsibility, instilling discipline, practicing worship, and promoting literacy in the Quran and books. Accompanied by strengthening literacy, this is one of the foundational ways for the progress of the community.

Literacy is a fundamental aspect that plays a very important role in the advancement of human civilization. In Islamic teachings, literacy is not limited to the ability to read and write, but also encompasses a broader understanding of knowledge and critical thinking skills. Since the early days of Islam, the Qur'an has been a source of encouragement for the community to build and develop a culture of literacy. The first revelation received by Prophet Muhammad, which is "Iqra' (read)," serves as strong evidence of the urgency of reading activities in Islam.

Based on the National Community Literacy Development Index (IPLM) for 2024, an outstanding achievement was recorded with a score of 73.52, surpassing the target of 71.4 and last year's result of 69.42. The results of this achievement were announced at the publication event of the Indonesian Library Study 2024 by the National Library of the Republic of Indonesia (Perpusnas) at Hotel Luminor, Jalan Raya Mangga Besra, West Jakarta, on Monday (30/12/2024) (Perpustakaan Nasional Republik Indonesia, 2024). As for Quran literacy based on data, in Indonesia, 6 out of 10 Muslims cannot read the Quran. It can be proven from the research results of the Institute of Quranic Sciences (IIQ) Jakarta (2024), which revealed that the illiteracy rate of the Quran in Indonesia reached 72.25% (Institut Ilmu Al-Qur'an Jakaerta, 2024).

So, in the context of education, efforts to strengthen literacy, whether in reading books or Quranic literacy, certainly require a transformation in the leadership of madrasah principals who can mobilize, direct, and unify the components within a madrasah, especially involving collaboration between the government, schools, teachers, and the community.

Transformational leadership is a leadership style that prioritizes providing opportunities and encouraging all elements within the madrasah to work based on noble value systems and participate optimally in achieving the madrasah's goals. (M. Adnan, 2023). The head of the madrasah, as a leader, plays an important role in providing direction, managing the organization's operations, and motivating all school members to achieve educational goals as outlined in existing programs. However, even tho the transformation of leadership in shaping the Islamic spirit of the students has been going well, there seems to be an issue with the awareness and character of the students, which still varies in terms of attitudes and behaviors in performing worship and adhering to rules. Although the head of the madrasa has optimally built a religious culture or Islamic spirit, the students still exhibit different levels of discipline, motivation, and Islamic awareness. This condition indicates the importance of examining how the leadership style of the head of the madrasah truly influences the strengthening of Quranic literacy, which is expected to fully shape the Islamic character of the students. This is relevant to the reality found at MI Al-Madinatul Islamiyah Rumeneng, which is one of the Islamic primary education institutions with a strong commitment to instilling Islamic values from an early age. However, the problem lies in the differing characters of the students.

Research conducted by Wiranto Adi Putro, a student at Kiai Haji Achmad Shiddiq State Islamic University, shows that the leadership strategy of madrasah principals in developing a literacy culture uses an approach with leadership exemplification, a reward approach, and the publication of scientific writings. The leadership strategy of madrasah principals in developing a literacy culture uses an approach with leadership exemplification, a reward approach, and the publication of scientific writings (Wiranto Adi Putro, 2024). In the research by Mudrikatul Hanunah, it is shown that the head of the madrasah can serve as a role model for all members of the madrasah who have a clear vision. Furthermore, the head of the madrasah acts as a supervisor in creating the pesantren curriculum, playing a role as an overseer in all activities within the institution, such as classroom learning and so on (Mudrikatul Hanunah, 2023).

Based on the description of the phenomenon above, the researcher is interested in conducting a study on "The Influence of Headmaster Leadership Transformation in Strengthening the Islamic Spirit of Students Through Quran Literacy Culture at MI Al-Madinatul Islamiyah Rumeneng."

METHOD

This type of research uses a quantitative approach aimed at determining the significant influence of variable (X1) on variable Y, and to determine the extent of the influence of variable (X2) on variable Y. Quantitative research is a research method based on the philosophy of positivism, used to study a specific population or sample. This research employs research instruments in the form of questionnaires to collect data, which is then statistically analyzed to test the established hypotheses. This research uses a quantitative method with an associative approach. The quantitative method was chosen because this research aims to determine the extent of the influence (STITNU Heniwati, 2025).

The Influence of Headmaster Leadership Transformation in Strengthening the Islamic Spirit of Students Variable X1 on Variable Y Significantly, and the Influence of Al-Qur'an Literacy in Strengthening the Islamic Spirit of Students Variable X2 on Variable Y Significantly. This research examines the relationship between the Transformation of Madrasah Head Leadership and the Culture of Al-Qur'an Literacy as independent variables in Strengthening the Islamic Spirit of Students as the dependent variable. This research uses a data collection instrument in the form of a questionnaire. The questionnaire consists of 45 statement items, 16 for variable X1, 14 for variable X2, and 15 for variable Y. Where its validity and reliability have been tested. The validation test aims to determine the extent to which a measuring instrument can perform its function accurately and precisely. An instrument is said to have high validity if it can produce measurements that align with its intended purpose. Internal validity is tested thru item validity, which is conducted using item instrument testing. The validity test of the items was conducted using the SPSS 26 Program, by testing the validity of the observation instrument through correlation analysis. The prerequisite tests used are normality, homogeneity, and linearity. The data analysis technique used is simple linear regression with the help of the SPSS 26 program.

RESULT AND DISCUSSION

The transformation of madrasah leadership and the culture of Al-Qur'an literacy are interconnected and mutually supportive in strengthening the spiritual essence of the students. Transformational leadership plays a role in building direction, exemplarity, and educational policies, while the culture of Al-Qur'an literacy serves as a means of instilling Islamic values in the daily lives of students. According to Ahmad Tafsir, the culture of Quranic literacy is a form of religious habituation carried out continuously thru activities of reading, understanding, memorizing, and practicing the contents of the Quran. Thru this habituation, Islamic values are not only understood cognitively but also internalized in the affective aspects and behavior of the students (Ahmad Tafsir, 2013). Thus, the results and discussion present research findings based on data processing and analysis to determine the impact of the transformation of madrasah head leadership and the culture of Al-Qur'an literacy in strengthening the Islamic spirit of the students.

Results of Descriptive Statistical Analysis

Descriptive statistical analysis is used to provide an overview of the research data obtained from respondents before further analysis is conducted. According to Sugiyono, descriptive statistics are statistics used to analyze data by describing or depicting the data that has been collected as it is, without intending to make general conclusions or generalizations. Before conducting hypothesis testing, a descriptive statistical analysis of the research data is first carried out. Here are the results of the descriptive analysis:

Table 1. Results of Descriptive Statistical Analysis of Variables X_1 and Y

	Descriptive Statistics				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Transformation of Madrasa Head Leadership (X1)	30	29	44	38.07	4.331
Jiwa Keislaman Santri (Y)	30	36	48	42.50	4.478
Valid N (listwise)	30				

Based on the results of descriptive statistical analysis of 30 respondents, it was found that the variable of Transformational Leadership of the Head of Madrasah has a minimum value of 29 and a maximum value of 44, with a mean of 38.07 and a standard deviation of 4.331.

Table 2. Results of Descriptive Statistical Analysis of Variables X₂ and Y

	Descriptive Statistics				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Qur'an Literacy (X ₂)	30	30	40	35.90	3.800
Jiwa Keislaman Santri (Y)	30	36	48	42.50	4.478
Valid N (listwise)	30				

The variable of Al-Qur'an Literacy has a minimum value of 30 and a maximum value of 40, with an average of 35.90 and a standard deviation of 3.800. Then, the variable of the Islamic Spirit of the Students has a minimum value of 36 and a maximum of 48, with an average of 42.50 and a standard deviation of 4.478. This shows that the value of the Islamic spirit of the students is broader than the distribution of data on the Transformation of Madrasah Leadership and Al-Qur'an Literacy.

Table 3. Model Summary Results for Variables X₁ and Y

Model Summary^b				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.701 ^a	.491	.473	3.252

a. Predictors: (Constant), X₁
b. Dependent Variable: Y

Based on the model table, a coefficient of determination (R²) value of 0.491 was obtained. This shows that the influence of the Head of Madrasah Leadership Transformation variable on the Santri Islamic Spirit variable is 49.1%, while the remaining 51% is influenced by other factors outside the model.

Table 4. Model Summary Results for Variables X₂ and Y

Model Summary^b				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.933 ^a	.871	.866	1.637

a. Predictors: (Constant), X₂
b. Dependent Variable: Y

Then, based on the model table, a coefficient of determination (R²) value of 0.871 was obtained. This shows that the influence of the Qur'anic Literacy variable on the Santri's Islamic Spirit variable is 87.1%, while the remaining 12.9% is influenced by other factors outside the model.

Table 5. Coefficients Results for Variables X₁ and Y

Coefficients^a						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	14.923	5.341		2.794	.009
	Transformation of Madrasa Head Leadership (X ₁)	.724	.139	.701	5.196	.000

a. Dependent Variable: Y

Based on the data above, the significant value is 0.000, which indicates that the significant

value is less than 0.05 (Sig. 0.000 < 0.05). The calculated t-value of 5.196 is also greater than the t-table value of 2.048. Thus, it shows that the variable (X₁) has a significant influence on variable Y. In addition, the constant value is known to be 14.923 and the value of the Head of Madrasah Leadership Transformation is 0.724.

Table 6. Coefficients Results for Variables X₂ and Y

		Coefficients^a				
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
	<i>Model</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	3.016	2.887		1.045	.305
	Qur'an Literacy(X ₂)	1.100	.080	.933	13.748	.000

a. Dependent Variable: Y

Meanwhile, the calculated t-value of 13.748 is also greater than the t-table value of 2.048. Thus, it shows that the variable (X₂) has a significant influence on variable Y. In addition, the constant value of 3.016 and the Al-Qur'an Literacy value of 1,100 are known.

After conducting descriptive tests, prerequisite analysis tests are then carried out to ensure that the research data meet the necessary assumptions for statistical analysis. This prerequisite test aims to determine whether the obtained data is suitable for further testing, so that the resulting analysis can be trusted and scientifically accountable. In this study, the prerequisite tests conducted include the normality test, homogeneity test, and the linearity test. The normality test is used to determine whether the data is normally distributed, while the homogeneity test is used to determine whether several variances in the population are the same or not. while the linearity test is used to determine whether there is a linear relationship between the variable of headmaster leadership transformation and the Islamic spirit of the students. And Quran literacy with the Islamic spirit of the students. The results of the prerequisite analysis tests are presented as follows:

Table 7. Results of Normality Test for Variables X₁ and Y

One-Sample Kolmogorov-Smirnov Test		
		<i>Unstandardized Residual</i>
<i>N</i>		30
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	3.19519978
<i>Most Extreme Differences</i>	<i>Absolute</i>	.132
	<i>Positive</i>	.113
	<i>Negative</i>	-.132
<i>Test Statistic</i>		.132
<i>Asymp. Sig. (2-tailed)</i>		.196 ^c

Based on the normality test in SPSS version 26, the significance value of 0.196 > 0.05 indicates that the residual values of variables X₁ and Y are normally distributed.

Table 8. Results of the Normality Test for Variables X₂ and Y

One-Sample Kolmogorov-Smirnov Test		
		<i>Unstandardized Residual</i>
<i>N</i>		30
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	1.69652991
<i>Most Extreme Differences</i>	<i>Absolute</i>	.151
	<i>Positive</i>	.095
	<i>Negative</i>	-.151

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
Test Statistic	.151
Asymp. Sig. (2-tailed)	.080 ^c

Meanwhile, based on the normality test in SPSS version 26, the significance value of 0.080 > 0.05 indicates that the residual values of variables X₂ and Y are normally distributed.

Table 9. Results of the Homogeneity Test for Variables X₁ and Y

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
Variabel X1 dan Y	Based on Mean	2.854	7	16	.070
	Based on Median	.326	7	16	.931
	Based on Median and with adjusted df	.326	7	8.918	.923
	Based on trimmed mean	2.400	7	16	.070

Based on the results of the homogeneity test in the table above, it is known that the Levene statistic obtained a significant value of 0.070 > 0.05, meaning that the data variable of the Influence of Principal Leadership Transformation in Strengthening the Islamic Spirit of Students has the same variance.

Table 10. Results of the Homogeneity Test for Variables X₂ and Y

		Test of Homogeneity of Variances			
		Levene			
		Statistic	df1	df2	Sig.
Variabel X2 dan Y	Based on Mean	1.902	5	21	.137
	Based on Median	1.234	5	21	.329
	Based on Median and with adjusted df	1.234	5	10.298	.361
	Based on trimmed mean	1.819	5	21	.153

Meanwhile, based on the results of the homogeneity test in the table above, it is known that the Levene statistic obtained a significant value of 0.137 > 0.05, meaning that the data variable of the Influence of Al-Qur'an Literacy in Strengthening the Islamic Spirit of Students has the same variance.

Table 11. Results of the Linearity Test for Variables X₁ and Y

		ANOVA Table				
		Sum of Squares	df	Mean Square	F	Sig.
Variabel X1 dan Y	Between Groups	431.667	13	33.205	3.546	.009
	Linearity	285.430	1	285.430	30.480	.000
	Deviation from Linearity	146.236	12	12.186	1.301	.306
	Within Groups	149.833	16	9.365		
	Total	581.500	29			

The test results show a significance value in the Deviation from Linearity column of 0.306

> 0.05 for variables X₍₁₎ & Y. It can be concluded that the relationship between the Transformation of Leadership of the Madrasah Principal in Strengthening the Islamic Spirit of Students is linear.

Table 12. Results of the Linearity Test for Variables X₂ and Y

		ANOVA Table				
		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Variabel X2 dan Y	<i>Between (Combined) Groups</i>	529.233	8	66.154	26.580	.000
	<i>Linearity</i>	506.473	1	506.473	203.494	.000
	<i>Deviation from Linearity</i>	22.760	7	3.251	1.306	.295
	<i>Within Groups</i>	52.267	21	2.489		
	<i>Total</i>	581.500	29			

The test results show a significance value in the Deviation from Linearity column of 0.295 > 0.05 for the variables X₍₂₎ & Y. It can be concluded that the relationship between Quranic Literacy in Strengthening the Islamic Spirit of Students is linear.

Hypothesis Test Results

After all the analysis requirements are met, the next stage is the testing of the research hypothesis. Hypothesis testing aims to prove the truth of the previously formulated hypothesis, namely, regarding the influence of the headmaster's leadership transformation on the Islamic spirit of students and the culture of Quranic literacy on the Islamic spirit of students. In this study, testing was conducted using simple linear regression analysis to determine the direction and magnitude of the influence of the independent variable (X1) on the dependent variable (Y) and to determine the direction and magnitude of the influence of the independent variable (X2) on the dependent variable (Y). The basis for decision-making is carried out by comparing the obtained significance value with the significance level of 0.05. The results of the research hypothesis testing are presented as follows:

The Influence of Headmaster Leadership Transformation in Strengthening the Islamic Spirit of Students

In the variable of headmaster leadership transformation in strengthening the Islamic spirit of students based on the above data, a t-value of 5.196 was obtained while the t-table value was 2.048. Because the calculated t is greater than the table t and the significance value is 0.000 < 0.05, H₀ is rejected, and H_a is accepted.

Table 13. Results of the Hypothesis Test for Variables X₁ and Y

		Coefficients^a				
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	<i>Model (Constant)</i>	14.923	5.341		2.794	.009
	Transformasi Kepemimpinan Kepala Madrasah (X1)	.724	.139	.701	5.196	.000

a. Dependent Variable: Y

In addition, the constant value is known to be 14.923, and the coefficient of the Madrasah Principal Leadership Transformation variable is 0.724, so the obtained regression equation is:

$$Y = a + bX$$

$$Y = 14.923 + 0.724X$$

A constant value of 14.923 was obtained, which means that if there is no implementation of the Head of Madrasah's leadership transformation, the basic value of the students' Islamic spirit is 14.923. Meanwhile, each one-unit increase in the transformation of the headmaster's leadership will increase the Islamic spirit of the students by 0.724 units. Thus, it can be concluded that there is a positive and significant influence of the headmaster's leadership transformation in strengthening the Islamic spirit of the students.

The research results show that the transformation of madrasah leadership has an impact on strengthening the Islamic spirit of the students. Based on the instruments/questionnaires distributed to 30 students at MI Al-Madinatul Islamiyah, after testing the results using SPSS version 26, the influence of the headmaster's leadership transformation on strengthening the Islamic spirit of the students at MI Al-Madinatul Islamiyah Rumeneng, as shown in Table 3 Model Summary, yielded a coefficient of determination (R^2) value of 0.491. This shows that the influence of the headmaster's leadership transformation in strengthening the Islamic spirit of the students is 49.1%, while the remaining 51% is influenced by other factors outside the model. So, from that percentage, the transformation of the headmaster's leadership has an influence in strengthening the Islamic spirit of the students.

Furthermore, from the results of the simple regression test in Table 13, a constant value (a) of 14.923 and a regression coefficient (b) of 0.724 were obtained, with a significance value of 0.000. This shows that every one-unit increase in the implementation of headmaster leadership transformation will increase the Islamic spirit of the students by 0.724 units. This shows that every one-unit increase in the implementation of headmaster leadership transformation will increase the Islamic spirit of the students by 0.724 units.

$$Y = a + bX \longrightarrow Y = 14.923 + 0.724X$$

Based on the results of the regression equation, a constant value of 14.923 was obtained, indicating that if there is no implementation of the headmaster's leadership transformation, the baseline value of character formation would be at 14.923. Meanwhile, the regression coefficient value of 0.724 indicates that every one-unit increase in the implementation of the headmaster's leadership transformation will increase the Islamic spirit of the students by 0.724 units. Thus, the higher the implementation of the headmaster's leadership transformation, the higher the value of the students' Islamic spirit.

This research reinforces that the transformation of madrasah head leadership is very important in strengthening the Islamic spirit of the students. Where the results of this research align with the study conducted by David Pramudia Prajuningsetia, which states that education is not merely a process of transferring knowledge, but also a process of forming a whole human being. The head of the madrasah, as a leader, has a moral responsibility to create an environment conducive to fostering a spirit of learning, curiosity, and creativity. Transformational leadership becomes the path that makes this possible, because it is based on a love for change, respect for humanity, and a high commitment to a vision of enlightening the nation's life through Islamic values of rahmatan lil'alam, such as sincerity, empathy, and innovation in learning. Dengan mengkaji dimensi idealized influence, inspirational motivation, intellectual stimulation, dan individualized consideration (David Pramudia Prajuningsetia dkk., 2025). So, in this study, the transformational leadership of the head of RA Amanatul Izzah has made a significant contribution to the formation of a collaborative, reflective, and spiritually nuanced learning culture in the madrasah environment. This culture is evident through the increasing participation of teachers in self-development activities, openness to learning innovations, and the emergence of emotional solidarity among fellow educators. The head of the madrasah successfully cultivated a work environment that combines professionalism with Islamic spirituality, so that every learning activity is interpreted as a form of worship and service.

The Influence of Quran Literacy Culture in Strengthening the Islamic Spirit of Students at MI Al-Madinatul Islamiyah Rumeneng

Then, in the variable of Al-Qur'an literacy in strengthening the Islamic spirit of the students based on the above data, a t-value of 13.748 was obtained, while the t-table value was 2.048. Because the calculated t is greater than the table t and the significance value is $0.000 < 0.05$, H_0 is rejected, and H_a is accepted.

Table 14. Results of the Hypothesis Test for Variables X₂ and Y

		<i>Coefficients^a</i>				
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
	<i>Model</i>	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
1	(Constant)	3.016	2.887		1.045	.305
	Literasi Al-Qur'an (X ₂)	1.100	.080	.933	13.748	.000

a. Dependent Variable: Y

In addition, the constant value is known to be 3.016, and the coefficient of the Quran literacy variable is 1.100, so the obtained regression equation is:

$$Y = a + bX$$

$$Y = 3.016 + 1.100X$$

A constant value of 3.016 was obtained, which means that if there is no application of Quranic literacy, the basic value of the students' Islamic spirit is 3.016. Meanwhile, each one-unit increase in Quran literacy will enhance the Islamic spirit of the students by 1,100 units. Thus, it can be concluded that there is a positive and significant influence of Quranic literacy in strengthening the Islamic spirit of the students.

The research results show that the culture of Al-Qur'an literacy influences the strengthening of the Islamic spirit of the students. Based on the instruments/questionnaires that have been distributed to 30 respondents at MI Al-Madinatul Islamiyah, after testing the results using SPSS version 26, the influence of the Quran literacy culture in strengthening the Islamic spirit of the students at MI Al-Madinatul Islamiyah Rumeneng, as shown in Table 4 Model Summary, obtained a coefficient of determination (R^2) value of 0.871. This shows that the influence of Quranic literacy culture in strengthening the Islamic spirit of students is 87.1%, while the remaining 12.9% is influenced by other factors outside the model. So, from that percentage, the culture of Al-Qur'an literacy has an influence in strengthening the Islamic spirit of the students.

Furthermore, from the results of the simple regression test in Table 14, a constant value (a) of 3.016 and a regression coefficient (b) of 1.100 were obtained, with a significance value of 0.000. This shows that every one-unit increase in the application of Quran literacy culture will enhance the Islamic spirit of the students by 1.100 units. Because the significance value is less than 0.05, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. Thus, the form of the obtained regression equation is:

$$Y = a + bX \longrightarrow Y = 3.016 + 1.100X$$

Based on the results of the regression equation, a constant value of 3.016 was obtained, indicating that if there is no implementation of the Al-Qur'an literacy culture, the baseline value of character formation is at 3.016. Meanwhile, the regression coefficient value of 1.100 indicates that each one-unit increase in the application of Quranic literacy culture will increase the Islamic spirit of the students by 1.100 units. Thus, the higher the application of Quranic literacy culture, the higher the value of the Islamic spirit of the students.

This research reinforces that the culture of Quranic literacy is very important in strengthening the Islamic spirit of students. Where the results of this study align with the research conducted by Faisal, which states that the implementation of Quranic literacy at Al-

Arsyadi Samboja Islamic Boarding School plays a very important role in the character formation of the students. Students involved in the Al-Qur'an literacy program experience improvements in several key character aspects, such as discipline, responsibility, and religious awareness.

- a. Discipline: The Al-Qur'an literacy program, which involves regular activities of memorization (tahfidz) and recitation (tilawah) of the Al-Qur'an, facilitates students in developing discipline in managing time and following the rules set by the pesantren.
- b. Responsibility: The activity of memorizing the Qur'an according to the students is to be responsible for the tasks assigned by their teacher. In addition, they are taught to take responsibility for their personal development in studying religion. Understanding the text of the Qur'an, especially in terms of tafsir (interpretation), teaches students to comprehend the values of responsibility, both toward themselves and their surrounding environment.
- c. Religious Awareness: The Al-Qur'an literacy program also plays an important role in enhancing the religious awareness of students. Thru a deeper understanding of the Quranic text, students not only learn to memorize and read, but also to comprehend the meaning of each verse and apply it in their daily lives (Faisal, dkk, 2025).

So thru this program, students are not only equipped with a deep understanding of the Quranic text, but they are also taught to apply the values of the Quran in their daily lives. This allows students to develop into better moral and spiritual individuals, although there are still challenges such as the limited human resources of teachers in tafsir, time constraints, and variations in the understanding of teachings among the teachers. The Al-Qur'an literacy program has proven effective in shaping better character among the students.

CONCLUSION

Based on the research conducted at MI Al-Madinatul Islamiyah Rumeneng involving 30 respondents, it can be concluded that the implementation of headmaster leadership transformation (X_1) in strengthening the Islamic spirit of students (Y) with a t-value of 5.196 and a significance. value of $0.000 < 0.05$, with a contribution influence (R^2) of 49.1%, has a positive and significant effect on the headmaster leadership transformation in strengthening the Islamic spirit of students.

Then, the application of the Al-Qur'an literacy culture (X_2) in strengthening the Islamic spirit of the students (Y) with a $t_{\text{calculated}}$ value of 13.748 and a significance. value of $0.000 < 0.05$, with a contribution of influence (R^2) of 87.1%, indicates that the Al-Qur'an literacy culture has a positive and significant effect on the Islamic spirit of the students.

Overall, the two variables, namely the transformation of madrasah head leadership and the culture of Al-Qur'an literacy (independent variables), are important factors that significantly contribute to the formation of the Islamic spirit of the students at MI Al-Madinatul Islamiyah Rumeneng.

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