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The Effects of Digital Leadership, ICT Integration, and Instructional Innovation on the Effectiveness of Tahsin Learning through the Alqaidah Nuraniah Method

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Abstract

Digital transformation in early childhood Islamic education requires the integration of institutional leadership, technology, and pedagogical innovation while maintaining the fundamental objectives of Qur'anic learning. This study examined the relationships of digital leadership, ICT integration, and instructional innovation with the effectiveness of Alqaidah Nuraniah-based tahsin instruction at KB-TK Cendekia. A quantitative cross-sectional survey design was employed involving 60 respondents, comprising 3 tahsin teachers, 7 educational staff members, and 50 parents, using total sampling. Data were collected primarily through validated and reliable questionnaires and analyzed using descriptive statistics and multiple linear regression. The results showed that digital leadership ($t = 2.921$, $p = .005$), ICT integration ($t = 2.644$, $p = .011$), and instructional innovation ($t = 3.215$, $p = .002$) were each significantly associated with tahsin-learning effectiveness. The overall regression model was also statistically significant ($F = 21.482$, $p < .001$), indicating that the three predictors were collectively associated with the outcome. These findings highlight the complementary roles of institutional leadership, pedagogical technology integration, and instructional innovation in supporting tahsin learning. However, because the study relied primarily on respondents' perceptions within a single institution, the findings represent associative rather than causal evidence and do not directly demonstrate improvement in children's Qur'anic recitation performance.

Keywords: *Alqaidah Nuraniah, Digital leadership, ICT integration, Instructional innovation, Tahsin learning.*

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I. INTRODUCTION

Digital transformation has become a strategic priority in the development of twenty-first-century education. Advances in information and communication technology (ICT) have transformed not only the management of educational institutions but also teaching and learning processes, communication practices, and interactions among teachers, students, and parents. Digitalization therefore offers opportunities to improve the effectiveness, efficiency, and quality of educational services in response to increasingly technology-mediated learning environments. In Islamic education, however, digital transformation requires particular attention because technological adoption should remain aligned with educational and religious objectives, including character development and the acquisition of foundational religious competencies. One such competency is the ability to read the Qur'an accurately from an early age.

Tahsin, or the systematic improvement of Qur'anic recitation, plays an important role in developing learners' ability to pronounce Arabic letters according to their correct makharij al-huruf and apply the principles of tajwid. Despite its importance, Qur'anic instruction in some early childhood Islamic education settings continues to face challenges related to limited instructional media, insufficient integration of digital technology, and reliance on predominantly conventional teaching practices. Such conditions may provide limited opportunities for young learners to interact with visual, auditory, animated, and other interactive learning resources. Consequently, tahsin instruction may become less engaging and provide fewer opportunities for sustained participation in the learning process.

The successful integration of digital transformation into education is closely related to institutional leadership, ICT integration, and instructional innovation. Digital leadership refers to leaders' capacity to strategically utilize technology to support decision-making, foster a digital culture, and facilitate technology-enabled instructional development. Goreta et al. (2023) identified digital leadership as an important factor in educational transformation, while Fauzi (2023) emphasized its contribution to improving educational management. At the instructional level, ICT

integration can facilitate more interactive, flexible, and learner-centered learning environments (Chaeruman, 2019). Instructional innovation is equally important because the meaningful redesign of learning activities can promote active, creative, and engaging learning experiences (Haryanto, 2020). These three dimensions may therefore represent complementary organizational and pedagogical conditions for technology-supported Islamic education.

One approach widely used in Qur'anic instruction is the Alqaidah Nuraniah method. The method provides a systematic progression from the recognition of Arabic letters to Qur'anic reading based on appropriate pronunciation and tajwid principles. Its instructional sequence and the use of examples derived directly from Qur'anic verses provide a structured foundation for developing recitation skills. Nevertheless, the quality of tahsin instruction using Alqaidah Nuraniah may not depend solely on the characteristics of the method itself. Its implementation may also be associated with institutional support for digital learning, the extent to which ICT is incorporated into instructional activities, and teachers' capacity to develop innovative learning experiences.

KB-TK Cendekia, under the Fasatalya Cendekia Foundation, is an early childhood Islamic education institution that implements the Alqaidah Nuraniah method in tahsin instruction. Preliminary observations indicated that the institution had incorporated several forms of digital technology, including audiovisual learning media, digital platforms for communication with parents, and technological devices supporting classroom instruction. These practices suggest an ongoing effort to integrate digital transformation into tahsin learning. However, empirical evidence remains limited regarding the extent to which digital leadership, ICT integration, and instructional innovation are associated with the effectiveness of Alqaidah Nuraniah-based tahsin instruction within this institutional context.

Previous studies have generally examined digital leadership, ICT integration, and instructional innovation independently, with much of the available evidence situated in general education settings. Consequently, limited attention has been given to how these three dimensions operate simultaneously in the specific context of early childhood Islamic education and Qur'anic tahsin instruction. This gap is particularly important because digital transformation in Islamic education involves not merely the adoption of technological devices but also the interaction between institutional leadership, pedagogical use of technology, and instructional innovation. Examining these dimensions within a single empirical model may therefore provide a more comprehensive understanding of the organizational and instructional factors associated with effective tahsin learning.

Accordingly, this study aimed to examine the individual and simultaneous relationships of digital leadership, ICT integration, and instructional innovation with the effectiveness of Alqaidah Nuraniah-based tahsin instruction at KB-TK Cendekia. By integrating institutional, technological, and pedagogical dimensions within the context of early childhood Islamic education, this study seeks to extend the literature on digital transformation beyond general educational settings and provide empirical evidence relevant to Qur'anic learning. The findings are also expected to inform institutional strategies for strengthening digital leadership, optimizing the pedagogical integration of ICT, and promoting instructional innovation to support the quality of tahsin learning.

II. METHOD

This study employed a quantitative cross-sectional survey design to examine the relationships between digital leadership, ICT integration, instructional innovation, and the effectiveness of Alqaidah Nuraniah-based tahsin instruction. The study was conducted during the second semester of the 2025/2026 academic year at KB-TK Cendekia. The study population comprised 60 respondents involved in or closely associated with tahsin instruction, including 3 tahsin teachers, 7 educational staff members, and 50 parents. Given the relatively small population, all eligible members were included, resulting in a total sample of 60 respondents (total sampling). Eligibility was determined according to respondents' roles: tahsin teachers were actively involved in teaching using the Alqaidah Nuraniah method, educational staff participated in the use of digital learning media, and parents had children who had actively participated in tahsin instruction for at least one semester.

The study examined three independent variables: digital leadership (X1), ICT integration (X2), and instructional innovation (X3), with the effectiveness of Alqaidah Nuraniah-based tahsin instruction (Y) as the dependent variable. Each variable was operationalized using theoretically derived indicators and measured primarily through a structured questionnaire. Responses were recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Observations were additionally conducted to document the use of digital technology during tahsin instruction, while documentation was used to obtain supporting evidence, including instructional records, learning activities, and digital learning media.

Prior to the main analysis, the questionnaire was evaluated for validity and reliability. Item validity was assessed using Pearson product–moment correlations, with an item considered valid when its calculated correlation coefficient exceeded the corresponding critical r value at the 5% significance level. Internal consistency was examined using Cronbach's alpha, with coefficients greater than .60 used as the criterion for acceptable reliability.

Data analysis was conducted using IBM SPSS Statistics version 25. Descriptive statistics, including means, standard deviations, percentages, minimum scores, and maximum scores, were used to summarize the data. Before regression analysis, statistical assumptions were examined using the Kolmogorov–Smirnov test for normality, tolerance and Variance Inflation Factor (VIF) values for multicollinearity, and the Glejser test for heteroscedasticity. Multiple linear regression was subsequently employed to examine the relationships of digital leadership, ICT integration, and instructional innovation with the effectiveness of tahsin instruction. The individual contribution of each predictor was evaluated using t-tests, while the overall regression model was evaluated using an F-test. The coefficient of determination (R^2) was used to determine the proportion of variance in tahsin-learning effectiveness explained collectively by the three predictors. Statistical significance was established at $p < .05$.

III. RESULTS AND DISCUSSION

A. Results

Before hypothesis testing, the quality of the measurement instrument was examined through validity and reliability analyses. Pearson product–moment correlations showed that all questionnaire items measuring digital leadership, ICT integration, instructional innovation, and tahsin-learning effectiveness exceeded the critical r value of .254 at the 5% significance level. Thus, all items met the specified empirical validity criterion and were retained for subsequent analysis. Internal consistency was subsequently assessed using Cronbach's alpha.

Table 1. Reliability of the Research Instruments

Variable	Cronbach's α	Interpretation
Digital Leadership	.851	Reliable
ICT Integration	.832	Reliable
Instructional Innovation	.846	Reliable
Tahsin-Learning Effectiveness	.874	Reliable

All Cronbach's alpha coefficients exceeded the predetermined threshold of .60, ranging from .832 to .874, indicating satisfactory internal consistency across the four scales. The highest coefficient was obtained for tahsin-learning effectiveness (α = .874).

1. Assumption Testing

Prior to multiple linear regression analysis, normality, multicollinearity, and heteroscedasticity assumptions were examined. The Kolmogorov–Smirnov test yielded a significance value of p = .200, indicating no statistically significant departure from normality. Multicollinearity diagnostics showed that all predictors had tolerance values greater than .10 and VIF values below 10, suggesting no problematic multicollinearity among digital leadership, ICT integration, and instructional innovation. The Glejser test also produced significance values above .05 for all predictors, providing no evidence of heteroscedasticity. Collectively, the reported diagnostic results supported proceeding with multiple linear regression analysis.

2. Descriptive Statistics

Descriptive analysis was conducted to summarize respondents' assessments of the four study variables. The results are presented in Table 2.

Table 2. Descriptive Statistics of the Study Variables

Variable	Mean	Category
Digital Leadership	4.22	High
ICT Integration	4.15	High
Instructional Innovation	4.19	High
Tahsin-Learning Effectiveness	4.34	Very High

Digital leadership obtained a mean score of 4.22, indicating a high level of perceived digital leadership at KB-TK Cendekia. ICT integration also received a high rating (M = 4.15), suggesting that respondents generally perceived digital technologies as being integrated into tahsin-related instructional practices. Instructional innovation recorded a mean of 4.19, likewise falling within the high category. Tahsin-learning effectiveness obtained the highest mean score (M = 4.34) and was categorized as very high. Overall, respondents reported favorable perceptions of all four constructs, with tahsin-learning effectiveness receiving the strongest descriptive evaluation.

3. Multiple Linear Regression Analysis

Multiple linear regression was used to examine the relationships of digital leadership, ICT integration, and instructional innovation with tahsin-learning effectiveness. Given the cross-sectional survey design, the regression coefficients are interpreted as statistical associations or predictive relationships rather than definitive causal effects.

Table 3. Partial Regression Test Results

Predictor	*t*	*p*	Interpretation
Digital Leadership	2.921	.005	Significant
ICT Integration	2.644	.011	Significant
Instructional Innovation	3.215	.002	Significant

Digital leadership was significantly associated with tahsin-learning effectiveness ($t = 2.921$, $p = .005$). ICT integration also demonstrated a statistically significant relationship with tahsin-learning effectiveness ($t = 2.644$, $p = .011$). Similarly, instructional innovation was significantly associated with the outcome ($t = 3.215$, $p = .002$). Thus, each of the three predictors contributed significantly to the regression model when considered in relation to the other predictors.

Among the three variables, instructional innovation produced the largest t statistic (3.215), followed by digital leadership (2.921) and ICT integration (2.644). However, these t statistics alone should not be interpreted as evidence that instructional innovation had the strongest substantive contribution. A comparison of the relative magnitude of the predictors would require the standardized regression coefficients (β). The overall significance of the regression model was subsequently evaluated using the F-test.

Table 4. Overall Regression Model Test

F	*p*	Interpretation
21.482	< .001	Significant

The overall regression model was statistically significant ($F = 21.482$, $p < .001$), indicating that digital leadership, ICT integration, and instructional innovation were collectively associated with tahsin-learning effectiveness. This finding suggests that the three predictors, when considered simultaneously, provided statistically meaningful information for explaining variation in respondents' assessments of tahsin-learning effectiveness.

4. Coefficient of Determination

The explanatory capacity of the regression model was assessed using the coefficient of determination.

Table 5. Coefficient of Determination

R^2	Explained Variance
.714	71.4%

The model yielded an R^2 of .714, indicating that digital leadership, ICT integration, and instructional innovation collectively accounted for 71.4% of the variance in reported tahsin-learning effectiveness within the study sample. The remaining 28.6% of variance was not accounted for by the three predictors included in the model and may be associated with other measured or unmeasured factors.

Overall, the results demonstrate statistically significant relationships between each predictor and tahsin-learning effectiveness, while the regression model collectively explained a substantial proportion of variance in the outcome. Nevertheless, because the study employed a cross-sectional survey design based primarily on respondents' perceptions, these findings should be interpreted as associative rather than causal evidence.

B. Discussion

The findings demonstrate that digital leadership, ICT integration, and instructional innovation were each significantly associated with the effectiveness of Alqaidah Nuraniah-based tahsin instruction at KB-TK Cendekia. The overall regression model was also statistically significant, suggesting that organizational leadership, technology integration, and pedagogical innovation operate as complementary dimensions within digitally supported Qur'anic learning. Rather than positioning technology as the primary determinant of instructional quality, these findings highlight the importance of the broader educational environment in which digital resources are selected, supported, and pedagogically implemented.

1. Digital Leadership and Tahsin-Learning Effectiveness

Digital leadership was significantly associated with tahsin-learning effectiveness ($t = 2.921$, $p = .005$). This finding suggests that institutional leadership may play an important role in creating conditions that support technology-enhanced Qur'anic instruction. At KB-TK Cendekia, digital leadership was reflected in institutional support for digital learning media, technology-mediated communication, and the development of technology-supported instructional practices. Such leadership can facilitate an environment in which teachers have greater organizational support to incorporate digital resources into tahsin instruction.

This finding is consistent with Fauzi (2023), who emphasized the importance of digital leadership in improving educational management and supporting instructional quality in digitally mediated environments. Similarly, Goreta et al. (2023) identified digital leadership as an important component in developing innovative and technology-oriented educational cultures. In the context of tahsin instruction, therefore, the role of institutional leaders extends beyond administrative technology adoption to creating organizational conditions that facilitate teachers' pedagogical use of digital resources. Nevertheless, because the present study employed a cross-sectional survey design, the significant relationship should not be interpreted as evidence that digital leadership alone caused improvements in tahsin-learning effectiveness.

2. ICT Integration and Tahsin-Learning Effectiveness

ICT integration was also significantly associated with tahsin-learning effectiveness ($t = 2.644$, $p = .011$). This relationship is particularly relevant to Qur'anic instruction because tahsin involves auditory and articulatory dimensions that may benefit from appropriately selected multimedia resources. Audiovisual materials can provide learners with repeated models of Arabic-letter pronunciation, *makharij al-huruf*, and *tajwid*, while digital communication platforms can facilitate instructional communication between the institution and parents. For

young learners, the combination of visual and auditory resources may also provide more varied opportunities to engage with learning materials.

The finding is consistent with Chaeruman (2019), who argued that meaningful ICT integration can support interaction, flexibility, and learner engagement, and with Sumual et al. (2022), who reported positive educational outcomes associated with the use of digital technologies. However, the presence of technology should not itself be equated with effective ICT integration. Its pedagogical value depends on how appropriately particular technologies are aligned with instructional objectives, learners' developmental characteristics, and the competencies being developed. In Alqaidah Nuraniah-based tahsin instruction, digital media should therefore complement rather than replace direct guidance, modeling, listening, repetition, and corrective feedback from teachers.

3. Instructional Innovation and Tahsin-Learning Effectiveness

Instructional innovation demonstrated a statistically significant relationship with tahsin-learning effectiveness ($t = 3.215$, $p = .002$). The finding indicates that more innovative instructional practices were associated with higher perceived effectiveness of tahsin learning. Within the study context, instructional innovation included interactive strategies, educational games, visual media, and audiovisual learning activities designed to make Qur'anic instruction more engaging for young learners. Such practices may provide greater opportunities for participation, repetition, feedback, and sustained attention than instruction relying predominantly on conventional presentation.

This finding corresponds with Haryanto (2020), who emphasized the contribution of instructional innovation to engaging and meaningful learning experiences. It is also consistent with the broader principle that learning should be interactive, inspiring, enjoyable, challenging, and supportive of active learner participation. For early childhood tahsin instruction, innovation is particularly relevant because instructional activities need to accommodate learners' developmental characteristics while maintaining the accuracy and systematic progression required in Qur'anic recitation. Thus, pedagogical innovation should not merely introduce novel media or activities but strengthen the instructional processes through which children practice and refine their recitation.

Although instructional innovation produced the largest *t* statistic among the three predictors, followed by digital leadership and ICT integration, this result alone does not establish that instructional innovation was the strongest predictor. Determining the relative contribution of the predictors would require comparison of their standardized regression coefficients (β). Therefore, the present results support the statistical significance of all three predictors but do not provide sufficient evidence for ranking their substantive contributions.

4. Combined Relationships with Tahsin-Learning Effectiveness

The overall regression model was statistically significant ($F = 21.482$, $p < .001$), indicating that digital leadership, ICT integration, and instructional innovation were collectively associated with tahsin-learning effectiveness. Conceptually, this finding supports an integrated perspective on digital transformation in Islamic education. Digital leadership can provide institutional direction and support, ICT integration can provide technological resources and learning opportunities, while instructional innovation determines how such resources are translated into meaningful pedagogical practices. Their combination may therefore provide a more comprehensive foundation for digitally supported tahsin instruction than any single dimension considered in isolation.

These findings have practical implications for early childhood Islamic education institutions. Digital transformation should not be limited to acquiring technological devices or introducing digital communication platforms. Institutions also need leadership capable of directing digital development and teachers who can integrate technology pedagogically while preserving the fundamental objectives and practices of Qur'anic instruction. In this respect, digital transformation can complement the Alqaidah Nuraniah method by supporting

presentation, practice, interaction, and communication without replacing the direct instructional processes required for accurate Qur'anic recitation.

The findings nevertheless require cautious interpretation. The study was conducted at a single institution with 60 respondents comprising tahsin teachers, educational staff, and parents, and the primary variables were measured through respondents' perceptions. Consequently, the reported effectiveness represents perceived tahsin-learning effectiveness rather than an independently measured improvement in children's Qur'anic recitation performance. Future research should incorporate direct assessments of children's *makharij al-huruf*, *tajwid*, fluency, or recitation accuracy and examine these relationships across multiple institutions. Longitudinal or stronger comparative designs would also provide more robust evidence regarding whether digital leadership, ICT integration, and instructional innovation contribute to measurable improvements in children's tahsin outcomes.

IV. CONCLUSION

This study demonstrates that digital leadership, ICT integration, and instructional innovation are significantly associated with the effectiveness of Alqaidah Nuraniah-based tahsin instruction at KB-TK Cendekia, both individually and collectively. The findings suggest that effective digital transformation in early childhood Islamic education requires more than the availability of technology; it also depends on institutional leadership that supports digital development and teachers' capacity to translate technological resources into meaningful and developmentally appropriate learning experiences. In tahsin instruction, these dimensions can complement the systematic characteristics of the Alqaidah Nuraniah method by supporting interaction, practice, communication, and learner engagement while maintaining the central role of direct guidance in accurate Qur'anic recitation. Nevertheless, the findings should be interpreted within the limitations of a cross-sectional, perception-based study conducted at a single institution. Future research should involve multiple educational settings and incorporate direct assessments of children's recitation accuracy, makharij al-huruf, tajwid, and fluency to determine whether these organizational and pedagogical factors are associated with measurable improvements in tahsin performance.

CONFLICT OF INTEREST

The authors declare that they have no financial, professional, institutional, or personal conflicts of interest that could have influenced the design, implementation, analysis, interpretation, or reporting of this study.

AUTHOR CONTRIBUTIONS

Harum Mulia Hati Wijaya: *conceptualization, research design, data collection, data analysis, interpretation of findings, and preparation of the original manuscript.* ***Annisa Nilamsari:*** *methodology, literature review, instrument development, interpretation of results, and manuscript review and editing.* ***Oktiva Kurniawati:*** *research supervision, methodological guidance, validation of the research process, interpretation of findings, and critical revision of the manuscript. All authors reviewed and approved the final version of the manuscript.*

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DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

Generative artificial intelligence tools were used solely to support language editing, proofreading, translation, and improvement of the manuscript's clarity and readability. AI tools were not used to

generate or modify research data, perform statistical analyses, or determine the study findings and conclusions. All AI-assisted revisions were carefully reviewed and verified by the authors, who retain full responsibility for the accuracy, originality, and integrity of the final manuscript.

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