

## Correlation between Students's Ability to Memorize the Qur'an and Students' Learning Achievement at Islamic Boarding Schools in Indonesia

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Manuscript received 10 Apr. 2020 revised 11 May. 2020 accepted 19 Aug. 2020 Date of publication 22 Sep. 2020  
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### Abstract

*This study aims to investigate the correlation between students' ability to memorize the Qur'an and students' learning achievement in the subject of al-Quran and hadiths. To achieve the objective, the study utilized quantitative method under the frame of correlational design involving seventy eleventh grade students who took al-Qur'an hadiths subject. To collect the data, the study utilized questionnaires. The obtain data were then analyzed by using correlation analysis technique through SPSS 20.0 software. The results showed that the ability to memorize the Qur'an has a significant correlation with the students' learning achievement in the subject of al-Qur'an hadith. It is evidenced in the results of analysis that the two variables were correlated around 52.3% with a determination coefficient of 0.523 and a significance level ( $p$ ) of 0.000. The students who have the ability to memorize the Qur'an have strong memories, good attention to details and brilliant thoughts because the students may have a lot of practice in matching the verses in the Qur'an with their memorization or recitation,. Therefore, it is expected that by increasing their ability in memorizing the Qur'an, the students can improve their learning achievement in the subject of al-Qur'an hadith since it uses Arabic as the Qur'an does.*

**Keyword:** *Memorizing al-Qur'an, learning achievement, al-Qur'an Hadith, students', Islamic Boarding Schools*

### Abstrak

*Penelitian ini bertujuan untuk menganalisis hubungan antara kemampuan menghafal al-Qur'an terhadap prestasi belajar peserta didik pada mata pelajaran al-Qur'an hadiths. Penelitian ini menggunakan metode kuantitatif dengan pendekatan korelasional. Sampel diambil dari peserta didik kelas XI pada mata pelajaran al-Qur'an hadiths yang berjumlah tujuh puluh orang peserta didik. Data penelitian dikumpulkan dengan menggunakan angket. Seluruh data penelitian dianalisis menggunakan software SPSS 20.0 dengan teknik analisis korelasi. Hasil analisis menunjukkan bahwa kemampuan menghafal al-Qur'an secara nyata berdampak pada prestasi belajar peserta didik pada mata pelajaran al-Qur'an hadiths, hal tersebut dibuktikan dengan skor 52,3% dengan koefisien determinasi 0,523 dan level signifikansi ( $p$ ) 0,000. Peserta didik yang memiliki kemampuan menghafal al-Qur'an memiliki ingatan yang kuat, teliti dan pemikiran yang cemerlang karena banyak latihan*

*dalam mencocokkan ayat al-Qur'an dengan hafalan atau bacaannya, sehingga diharapkan dengan meningkatnya kemampuan menghafal al-Qur'an peserta didik dapat meningkatkan prestasi belajarnya pada mata pelajaran al-Qur'an hadits, karena hadits juga berbahasa Arab sebagaimana halnya al-Qur'an.*

**Kata Kunci:** *Menghafal al-Qur'an, prestasi belajar, al-Qur'an Hadits, peserta didik, pondok pesantren*

## Introduction

Al-Qur'an and the hadiths of the prophet are sources of guidance and teachings of life for Muslims. They contain teachings which then become principles and rules for humans in living their life. Al-Qur'an is a revelation from Allah SWT sent down to the Prophet Muhammad SAW through Angel Jibril gradually (*mutawatir*) over a period of 22 years 2 months 22 days using the rote method. The authenticity of its contents is maintained from the past to now which is described by Allah SWT in Q.S Al-Hijr verse 9 which reads:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

Meaning: *Indeed it is We who sent down the Qur'an to the Prophet, and We will guard it from any changes until the Day of Resurrection.* (Al-Baghawi, 2005).

In addition to the Qur'an, there is hadith. Hadith is the second source of guidance for Muslims in acting and behaving. Hadith is everything that comes from the words, the deeds, the provisions/agreements, the acknowledgment or the traits of the Prophet Muhammad when addressing a problem. It does not contradict the al-Qur'an. Sahih hadith comes from Rasulullah SAW whose truth is solid. Although it is sometimes narrated by narrators such as Bukhori and Muslim, it is still valid because they maintain their memorization and have been recognized as authentic by Muslims. Al-Qur'an and hadith are like two inseparable sides of a coin. They contain guidelines and instructions for humans towards the path of truth. Considering the rapid development of science and technology which affects people's mindsets and ways of behaving, muslims have the responsibility and obligation to teach and practice the contents of the Qur'an and hadiths to the future generations. The challenge presented in this era is real including the one coming from the culture which sometimes is not in line with the teachings of Qur'an and

the hadiths of the Prophet Muhammad. For this reason, one way to preserve the teachings of the Qur'an and hadiths is by practicing them in real life which can be done by memorizing them (Faidah, 2020; Fauji et al., 2020; Hai, 2017).

In the process of teaching and learning at Musthafawiyah Purba Baru madrasa, students are prioritized to memorize the Qur'an and hadith and practice them in everyday life. This is evident in their characters and morals that are in accordance with the teachings of the al-Qur'an and hadiths. Al-Qur'an and hadith are both in Arabic. This suggests that if the students have good skills in memorizing the Qur'an, they will also have good achievement in the subject of al-Qur'an hadith. This assumption has actually been confirmed by a finding of a previous investigation done to the eleventh graders at Al-Haitsam Bogor senior high school which showed that memorizing the Qur'an affected the students' learning achievement in the subject of the hadith al-Qur'an by 39.32% (Agusta et al., 2018). Moreover, Arif and Nggolitu found that there was an impact of memorizing the Qur'an on the student's learning achievement in Insan Cendikia Gorontalo senior high school (Arif & Nggolitu, 2019). Kamal also found that there was an effect of implementing the al-Qur'an memorization program on the learning achievement of the students at Sunan Giri Wonosari Tegal Semampir senior high school, Surabaya. The effect was 51.4% at the 5% significance level (Kamal, 2017). In addition, a positive correlation between students' Al-Qur'an reading ability and students' learning achievement was also found in a study conducted to ten grade students at Al Islamy Ngoro Mojokerto senior high school (Abidin et al., 2020).

Based on the problems and also the results of the previous studies mentioned above, the researchers conclude that there is a relationship between the students' ability to memorize the Qur'an and their learning achievement in the subject of al-Qur'an hadith. The present study intends to provide empirical evidence to the case.

## **Literature Review**

### **Al-Qur'an Memorization**

Al-Qur'an is the holy book of Muslims that was revealed by Allah SWT to the Prophet Muhammad SAW as guidance and reference in life so that mankind can take lessons from its contents. The Words of Allah SWT in Q.S Al-Qamar verse 17 say:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: *And indeed We have made it easy for you (mankind) to remember and take lessons from the Qur'an, so is there anyone who takes advice from the lessons contained in it?* (Al-Wahidi, 1995).

The Qur'an was revealed for the first time in the Hira Cave on 17 Ramadan, 13 years before the hijrah or July 610 AD. The Qur'an is a guidance and reference to people from the past until now. Al-Quran is the primary source of Islamic law. It plays a role in the development of the human life on earth (Al Hafiz, Yusof, Ghazali, & Sawari, 2016). Al-Qur'an was received by the Prophet Muhammad SAW through the angel Jibril by word of mouth or memorization. This method is finally used as a reference in memorizing the Qur'an by Muslims (Hashim & Tamuri, 2013). The way the Prophet Muhammad SAW studied and memorized the Qur'an through the angel Jibril became known as the Jibril method. It is a method in which after the angel Jibril delivered Allah's revelations, Prophet Muhammad SAW repeated it 3 times, until he said it fluently (Athiyah & Islam, 2019). This is evidenced in the words of Allah SWT in Q.S Al-A'la verse 6 which reads:

سَنُقْرُوكَ فَلَا تَنْسَى

Meaning: *We will read to you the Qur'an, O Rasul and We will collect it in your chest so that you will not forget it. So don't go ahead of Jibril in reading it as you have done because of your strong desire not to forget.* (Al-Wahidi, 1995).

Al-Qur'an was revealed through verbal memorization and not through writing. After Rasulullah SAW received a reading from the angel Jibril, the prophet was prohibited from reading it before Jibril. It was done so that the prophet can pronounce the verse correctly and could memorize better. It is on this basis that the scholars recommend us Muslims to memorize the Qur'an in a way the Prophet SAW did. In addition, the law for memorizing the Qur'an is *fardhu kifayah*. It is in accordance with Iman Badarudin Muhammad and Syeikh Muhammad Maklu Nasr who stated that memorizing the Qur'an by heart is *fardhu kifayah* (Hafidz, 1994). The idea of memorizing the Qur'an is always related to one's ability to memorize the Qur'an. This includes the ability to remember every verse of the Qur'an by heart in order to maintain its purity and authenticity (Sa'dulloh, 2008).

People who memorize the Qur'an are called hafidz (Nawabudin, 1991; Syafril & Yaumas 2018). A hafidz has a strong memory and is not forgetful. Memorizing the Qur'an is the act of reciting as well as memorizing what is written in the Qur'an without seeing the contents of the Qur'an (Khan & Alginahi, 2013).

Memorizing the Qur'an is a good deed and a noble worship. To get the pleasure of Allah SWT and seek happiness in the world and the hereafter, reading the Qur'an should be accompanied by a sincere intention and goal. To be specific, when memorizing the Quran, a hafidz should:

*First:* have sincere intention, intention is the most important thing in memorizing the Qur'an. In fact, everything depends on the intention. A sincere intention will make it easier for a hafidz to memorize the Qur'an. Since memorizing the Qur'an is a sholih and noble deed, a hafidz of the Qur'an must have a sincere intention to seek the pleasure of Allah SWT (A'yun, Haq, & Mustafida, 2019).

*Second:* stay away from madzmumah nature, Madzmumah is a despicable quality that every Muslim should avoid, especially in memorizing the Qur'an. It takes sincerity to guard oneself from despicable traits such as riyya, anger, envy, usury, backbiting, lying, jealousy etc, and to obtain peace of mind and soul, as well as fluency in the process of memorizing the Qur'an. It is necessary for a hafidz to multiply pious deeds and do istigfar to Allah SWT in order to keep the heart and soul pure.

*Third:* have permission from parents/guardians for married women, permission from parents/guardians for married women also determines the success of memorizing the Qur'an. Although it is not an obligation to have one, the permission will help generate mutual understanding between the two parties that they give their blessing and motivation to the children or married women in order to become a hafidz.

*Fourth:* have determination and patience, in memorizing the Qur'an, a hafidz sometimes may face boredom and distractions such as noise and etc. Therefore, it takes persistence and patience in order to be able to memorize the Qur'an. In other words, in order to become a hafidz, the person should have persistence and patience to practice reciting the verses that have been memorized.

*Fifth:* istiqomah, istiqomah in this case is a hafidz's consistency to memorize the Qur'an. A hafidz will make the best use of his time; wherever and whenever there is a free time, he will use it to memorize the Qur'an.

There are several methods used in memorizing the Qur'an, including:

*First:* the tahfidz method, tahfidz method is a method in which the students memorize new verses that have never been memorized before, and recite it in the front of the teacher. After the students memorize the verses, the teacher assigns them a new verse to the students to memorize. The students are allowed to look at the al-Qur'an until they can memorize it.

*Second:* takiri method, takiri method is a method in which a hafidz rereads a verse that he has recited in the front of the teacher before. This is carried out every time the student enters the class; the students recite in the front of the teacher and the teacher will correct them if there is any mistakes in the reading. Memorizing the Qur'an through this method means that the students read the Qur'an repeatedly from one verse to another and continue from a surah to another. This activity is continuously done until the students memorize all verses and surahs in the Qur'an properly and fluently (Anwar & Hafiyana, 2018).

Apart from the two aforesaid methods, there are several other methods that can be used to memorize the Qur'an, namely: *First:* wahdah method, in this method, the students memorize the Qur'an verse by verse. Each verse can be recited 20 times or more before moving to the next verse. It is carried out continuously until the students can memorize the verse by heart.

*Second:* the kithobah method, Kithobah means writing. In this method, a hafidz first writes the verses to be memorized on a sheet of paper, and then reads them slowly and correctly before memorizing them. Kithobah method can also be combined with wahdah method; after being written down many times, the verse is then memorized over and over again.

*Third:* the sima'i method, As the name suggests, the method involves deep listening to the recitation of the Qur'an to be memorized. This method is very effective for memorizers who have a strong memory, especially blind man and young children who do not understand how to read and write the Qur'an. The

method can be carried out in 2 alternative ways, namely: listening to the guiding teacher's recitation and Recording the verses that will be memorized, listening to the recording and finally memorizing them (Asyafah, 2014; Deswita et al., 2022).

*Fourth:* the combined method, this method combines the wahdah method and the kithobah method. The hafidzs first memorize the verses of the Qur'an until their recitation is fluent and correct, and then write them down on the sheet of paper. The hafidz is successful if he can write down what he has memorized in the paper. It also means that he can move on to the next verse. *Fifth:* Jama' Method, this method involves memorizing the verses in the Qur'an together with teacher or instructor. First, the teacher or instructor reads one or more verses, and then asks students to imitate and read together (Khotimah, 2020 & Halik, 2018).

### **Learning Achievement**

Learning is an activity that is done by everyone even teacher anytime and anywhere. Knowledge, skills, habits, hobbies and attitudes of a person are formed, modified and developed by learning. A person is said to have learned something if there is a process of activity that results in the change of the behavior; the thing that is initially unknown or not understood become clear after he/she learns. A person's success in learning can be seen from their learning achievement. Learning achievement can be interpreted as the results achieved by the students after evaluating the learning, which is expressed in terms of grade. Learning achievement can also be interpreted as the results of the teaching and learning process which are in form of scores or letters reflecting what the students have achieved in a certain period of time (Tirtonegoro, 2006; Murniyetti et al., 2016; Yusnita et al., 2018).

Learning achievement is a term that cannot be separated from teaching and learning activities. Teaching and learning is a process, while learning achievement is the result of that process. The students' learning achievement can be seen after the evaluation is carried out. The results of the evaluation will indicate how high or low the learning achievement of a student is. There are 2 factors that affect learning achievement, namely 1) internal factors (health factors including physical health, free from any disease, and psychological factors including intelligence, attention span, interests, talents, motives, maturity, habits and so on), and 2) external factors

(social factors such as family, school and community environment, physical factors such as home and school facilities that support the learning process, and cultural factors such as customs, arts, science and technology) (Slameto, 2015; ; Engkizar et al., 2018; Putra et al., 2020).

In general, it can be concluded that there are 2 factors that affect the students' learning achievement, namely internal factors which come from within the students, and external factors which come from the outside of the students. Here's the explanation:

### **Internal factors**

*First:* intelligence, the intelligence level of a student varies from one another. Learning ability accompanied by a good level of intelligence will affect the students' learning achievement. A high level of intelligence positively correlates with the students' learning achievement. In fact, the higher the level of intelligence of a student, the better the learning achievement will be. On the other hand, a low level of intelligence will result in a low level of student's learning achievement. Intelligence also determines a student's ability to memorize the Qur'an (Khairani, 2019). Memorizing the Quran can stimulate the development of a child's brain and increase intelligence (Husna et al., 2019; Assingkily 2019; Hanafi et al., 2019).

*Second:* talent, talent is a person's innate ability brought from birth. Talent, if it is continuously honed and sharpened, will lead to a good achievement. Talent can also be interpreted as an individual ability that is owned by a person without having to rely heavily on education or training (Syah, 2010).

*Third:* interest, interest is a constant tendency to pay attention to and carry out an activity, and it is usually accompanied by a sense of liking in doing it. If someone has a high interest in something, he will try to do his best, so that what he wants can be achieved according to his expectations (Slameto, 2015). The interest factor in students encourages them to do better in their learning. An interested students usually has the attention, pleasure, desire, attitude, habit and motivation to improve their learning achievement (Arsyad & Salahudin, 2018; Kasmar et al., 2019; Syafril et al., 2020).



*Fourth:* motivation, motivation is a drive that moves a person to do something. This drive may come from the inside or outside of a person. Motivation can also mean anything that encourages someone to do something (Sardiman, 1986; Hasanah et al., 2019; Rahawarin et al., 2020).

### **External factors**

*First:* family, family is the first place for a child to get guidance and education which can be either general or religious education. In the family, parents have a role as teachers for their children. Attention and encouragement from parents can have a positive influence on a child's learning achievement (Lubis et al., 2011; Rahman et al., 2018).

*Second:* school condition, school is the second place after family, and the first educational institution for a child to obtain education, hone skills and achieve achievements. *Third:* community environment, in addition to family and school environments, a good community environment will have a positive impact on the child's socialization skills and behaviors. A warm and welcoming community environment toward a child's talents and interests will have a positive impact on the child's learning achievement. Thus, it can be concluded that the environment shapes a child's personality (Alharby 2017; Ardiansyah et al., 2022).

The learning achievement of students in the subject of Qur'an hadiths is closely related to the ability to memorize the Qur'an. It is because first Qur'an and hadith are both written in Arabic, and second the contents of the hadiths are not in conflict with the Qur'an. Therefore, it can be concluded that the ability to memorize the Qur'an is related to the students' learning achievement in the subject of al-Qur'an hadith. Several previous studies have found that there is a positive relationship between the ability to memorize the Qur'an and the students' learning achievement in the subject of al-Quran hadith (Arrizkiyah et al., 2021).

The study conducted by Faizah (Faizah, 2012) found that the use of the memorization method correlated with the learning achievement of the eight grade students in al-Qur'an hadith subject at Karangkendal junior high school, Cirebon by 49%. In line with that, another study also found a positive relationship between the students' ability in memorizing al-Qur'an and their learning achievement in the

subject of al-Qur'an hadith. The study which was conducted at Asy-Syukriyyah Cipondoh junior high school, Tangerang indicated that the relationship was 73.61% (Lutfiah, 2011).

The relationship between memorizing the Qur'an and the students' learning achievement in the subject of Qur'an hadith was also found in the elementary school level. The study conducted at Al-Musyarrofah elementary school found the relationship between the two variables by 36% (Saihu, 2020). Moreover, a significant correlation between memorizing the Qur'an and the students' learning achievement was also found at Muhammadiyah Suronatan elementary school, Yogyakarta, with a sig value of 0.016 (Pasaribu, 2018). Based on those findings, it can be concluded that there is a positive relationship between the ability to memorize the Qur'an and the learning achievement of students in the subject of Quran hadith.

## **Method**

The present study which utilized a quantitative method under the frame of a correlational design aims to investigate the correlation between the students' ability to memorize the Qur'an and the students' learning achievement in the subject of al-Qur'an Hadith. The data were obtained by administering the questionnaires and doing document analysis. This research was conducted in the even semester of the 2018/2019 academic year at Musthafawiyah Purba Baru senior high school, Mandailing Natal Regency, Indonesia. The population of the study was seventy eleventh grade students who were then chosen as the sample. As the sample size was less than 100 people, the sampling technique used was a total sampling. The data were analyzed by using t-test data analysis performed in SPSS 20.0 software.

## **Findings and Discussion**

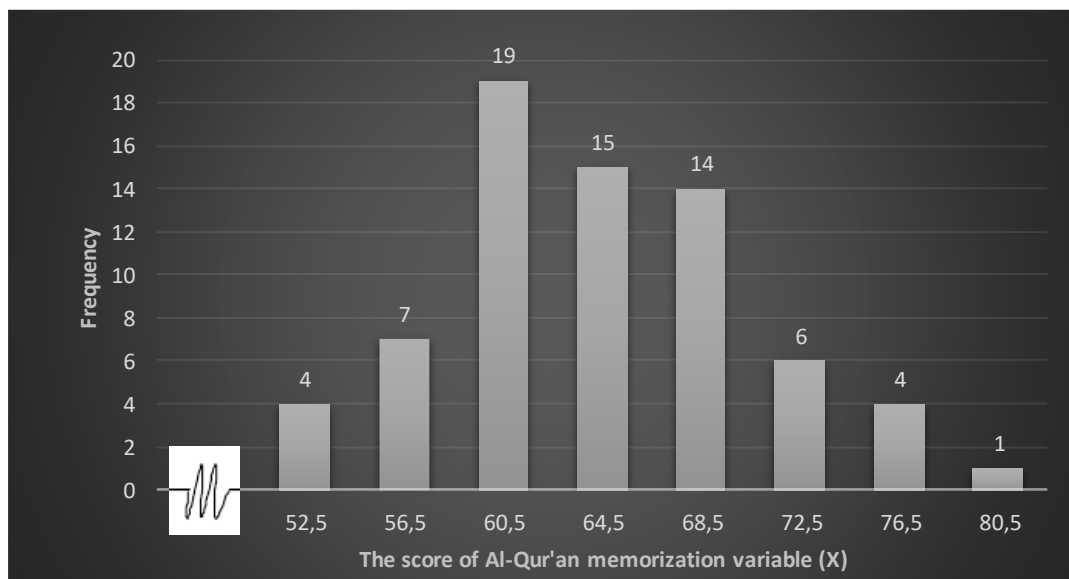
### **Al-Qur'an Memorization**

The Qur'an memorization questionnaire consisted of 20 items, where the lowest score obtained was 51 and the highest score was 79. The statistical analysis indicated that the average score was 64.11; mode was 59; median was 63.50; and standard deviation was 6.36. The frequency distribution of the al-Qur'an memorization scores can be seen in table 1:

**Table 1. Frequency Distribution and Percentage of Memorizing Al-Qur'an Variable (X)**

Interval Class	F	% Absolute Frequency	% Relative Frequency
79 – 82	1	1,43%	
75 – 78	4	5,71%	
71 – 74	6	8,57%	57,14%
67 – 70	14	20,00%	
63 – 66	15	21,43%	
59 – 62	19	27,14%	27,14%
55 – 58	7	10,00%	15,71%
51 – 54	4	5,71%	
<b>Total</b>	<b>70</b>	<b>100%</b>	<b>100%</b>

Table 1. shows that 27.14% of the students 'al-Qur'an memorization scores were on an average interval class; 57.14% were above the average score; and 15.71% were below the average score. This finding is illustrated in figure 1.



**Fig 1. The scores of Al-Qur'an memorization variable (X)**

Figure 1 shows that the difference in mean, median and mode scores does not exceed the standard deviation. This means that the frequency of data for Qur'an memorization variable is normally distributed. Furthermore, the respondent's level of achievement on each indicator of Qur'an memorization is presented in table 2.

**Table 2. Description of the Mean Scores and Percentages of Each Qur'an Memorization Indicators (X)**

No	Indicators	Scores				%	Category
		Ideal	Mean	Max	Min		
1	Memorizing the Qur'an	20	15,99	19	14	79,95%	Average
2	Attitude and Motivation	28	23,7	28	19	84,64%	Good
3	Students' ability	12	8,63	12	4	71,92%	Average
4	Instrutor's competence	12	9,69	12	6	80,75%	Good
5	The effect on hadith memorization	8	6,09	8	3	76,13%	Average
Total		80	64,1	79	46	80,13%	Good

Table 2 shows that the indicator which has the highest percentage and in the good category (84.64%) is the attitude and motivation indicator, while that of with the lowest percentage (71.92%) is the students' ability. This finding indicates that the eleventh grade students' abilities in memorizing the Qur'an still need to be improved. However, if it is viewed from all indicators, the students's ability to memorize the Qur'an is 80.13% which is in the good category.

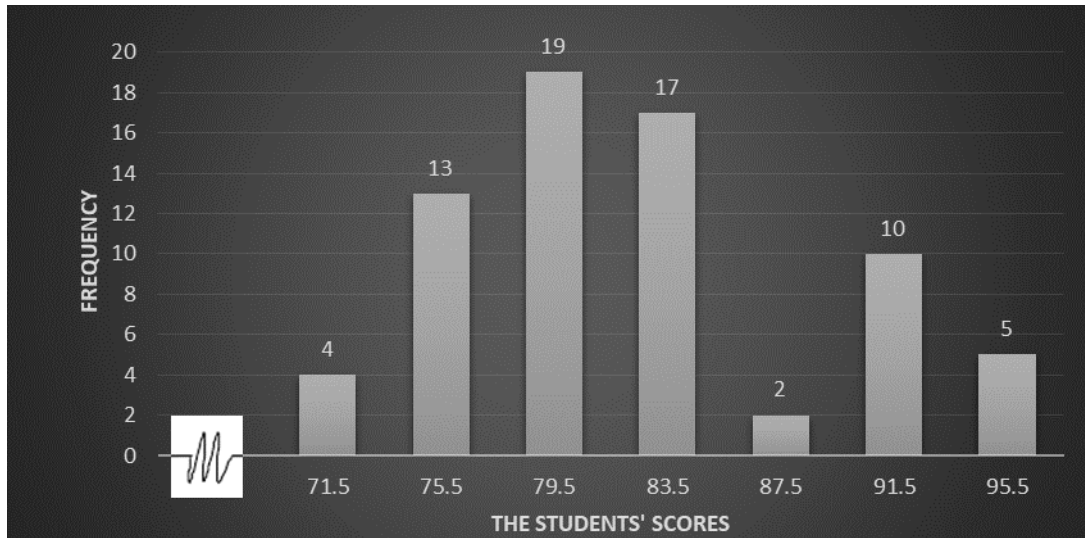
### Learning Achievement

The students' learning achievement in the subject of Qur'an hadith is taken from the report cards obtained by students after carrying out the final semester exams. The lowest score was 70 and the highest score was 96. The analysis showed that the mean score was 82.56; mode was 85; median was 85; and the standard deviation was 6.85. The frequency distribution of the students' learning achievement scores in the subject of al-Qur'an hadith can be seen in Table 3:

**Table 3. Frequency Distribution and Percentage of Students' Learning Achievement in Al-Qur'an Hadith Subject (Y)**

Interval Class	F	% Absolute Frequency	% Relative Frequency
94 – 97	5	7,14%	
90 – 93	6	8,57%	
86 – 89	12	17,14%	70,00%
82 – 85	13	18,57%	
78 – 81	13	18,57%	
74 – 77	15	21,43%	21,43%
70 – 73	6	8,57%	8,57%
<b>Total</b>	<b>70</b>	<b>100%</b>	<b>100%</b>

Table 3 shows that 21.43% of the students' scores in the subject of Qur'an hadith are in the average interval class; 70.00% is above the average score and 8.57% is below the average. The detail of this finding can be seen in Figure 2:



**Fig 2. The Students' learning achievement**

### Data Analysis Technique

#### Normal Distribution Test

The normal distribution test was carried out to investigate whether the two data of the two variables were normally distributed or not. The test was done using the Kolmogorof Smirnov-Z (KS) technique with SPSS 20 software. The data are said to be normally distributed if the KS's significant level (Asymp.Sig) is higher than ( $\geq$ ) 0.05. Conversely, the data are not normally distributed if the significance level (Asymp.Sig) is less than ( $\leq$ ) 0.05. The results of the test can be seen in Table 4:

**Tabel 4. The Result of the Normal Distribution Test**

Variables	Kolmogorov Smirnov-Z (KS)	Asymp .Sig	$\alpha$	Note
Students' ability to memorize the Qur'an (X)	0,615	0,844	0,05	Normal
Students' learning achievement at Qur'an Hadits subject (Y)	1,285	0,074	0,05	Normal

Table 4 displays the results of the normal distribution test on the two variables, students' memorization ability of the Qur'an (X) and the students'

learning achievement in the subject of Qur'an hadith (Y). The results can be concluded as follows:

- a. The X variable has a significance value of 0.844 which is higher than 0.05. Therefore, the data were normally distributed.
- b. The Y variable has a significance value of 0.074 which also outscores the  $\alpha$ , 0.05. Thus, the data were also normally distributed.

As the study intends to determine whether there is a correlation between the students' ability to memorize al-Qur'an (X) and the students' learning achievement in the subject of al-Qur'an hadith (Y) at Musthafawiyah Purba Baru senior high school, a simple correlation analysis was carried out with the following hypothesis:

$H_0$  = There is no correlation between the students' ability in memorizing the Qur'an and the students' learning achievement in the subject of Qur'an hadith.

$H_a$  = There is a correlation between the students' ability in memorizing the Qur'an and the students' learning achievement in the subject of Qur'an hadith.

The basis for making the decisions is:

If the significance value is higher than the  $\alpha$  (0.05), then the  $H_0$  is rejected.

If the significance value is lower than the  $\alpha$  (0.05), then the  $H_0$  is accepted.

The results of the correlation analysis can be seen in Table 5:

**Tabel 5. The Results of Correlation Analysis between the Ability to Memorize the Qur'an (X) and the Students' Learning Achievement in the Qur'an Hadith Subjects (Y)**

Correlation	Correlation coefficient (r)	Determination correlation (R <sup>2</sup> )	Contribution	Sig. (p)
$ryx_1$	0,724	0,523	52,3%	0,000

The results in Table 5 show that the correlation coefficient ( $rx_1y$ ) was 0.329 with  $p = 0.003 < 0.05$ . This means that there is a correlation between the students' ability to memorize al-Qur'an with the students' learning achievement in the subject of al-Qur'an hadith. The determination coefficient (R<sup>2</sup>) was 0, 523, which means that the students' ability to memorize the Qur'an (X) contributes to the students'

learning achievement by 52.3%, while the rest is influenced by other variables. To determine the predictive relationship between students' ability to memorize the Qur'an and the students' learning achievement in the subject of al-Qur'an hadith, a simple regression analysis was carried out. The results of the analysis showed that the regression equation is  $\hat{Y} = 8.668 + 0,672X$ . This equation was then tested to figure out its meaning. The results can be seen in Table 6:

**Table 6. The Results of Regression Analysis on the Students' Memorization Ability of the Qur'an (X) and the Students' Learning Achievement in the Qur'an Hadith Subject (Y)**

Model	Sum of squares	df	Mean square	F <sub>observed</sub>	Sig. (p)
Regression	1461,127	1	1461,127	74,707	.000 <sup>b</sup>
Residual	1329,959	68	19,558		
Total	2791,086	69			

The results presented in Table 6 show that the F<sub>observed</sub> is 74.707 with  $\rho = 0.000 < \alpha 0.05$ . This means that the regression equation  $\hat{Y} = 8,668 + 0,672X$  is significant at the 95% confidence level and can be used to predict the students' learning achievement in the subject of al-Qur'an hadith. Then, the test to determine the significance of regression coefficient was carried out. The summary of the results can be seen in table 7:

**Table 7. The Results of the Regression Coefficient Test for the Ability to Memorize the Qur'an (X) and the Students' Learning Achievement in the Al-Qur'an Hadith Subject (Y)**

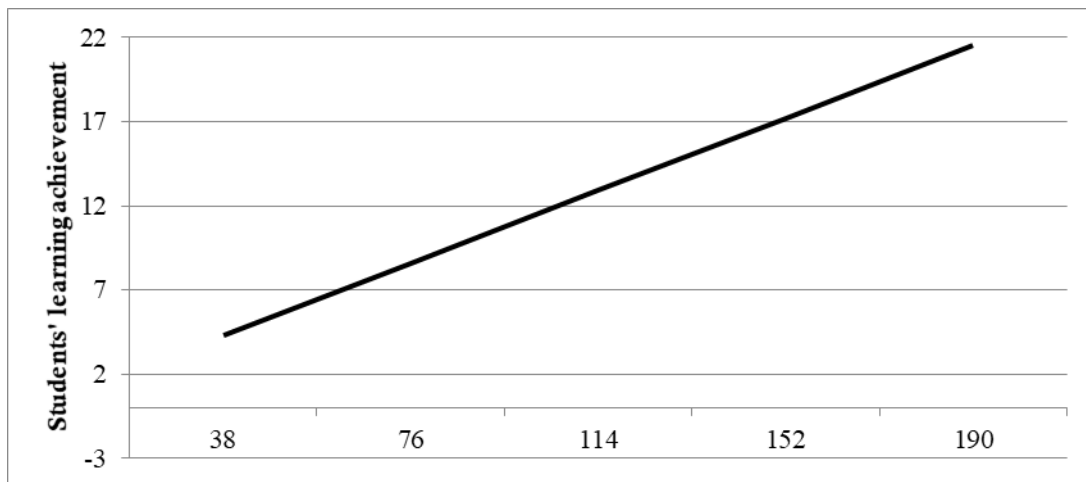
Model	Coefficient	t	Sig.
Constant	8,668	1,347	0,183
Students's ability in memorizing the Qur'an(X)	0,672	8,643	0,000

In Table 7, it can be seen that the t-regression coefficient is 8,643 with a significance level of 0,000. This means that the regression coefficient = 0.332 is significant and can be used to predict the students' learning achievement. The regression equation model  $\hat{Y} = 8,668 + 0,672X$  explains that:

- a. The constant value (a) is 8.668, which means that if the student's ability to memorize the Qur'an is 0, then the students' learning achievement in the subject of al-Qur'an hadith is 8.668.

- b. The regression coefficient on the X variable is positive which means that every 1 improvement in the students' ability to memorize the Qur'an increases the students' learning achievement in the subject of al-Qur'an hadith by 0, 672.

For example, if the obtained score for memorizing the Qur'an is on the scale of 100, the students' learning achievement in the subject of al-Qur'an hadith that can be predicted is  $8.668 + (0, 672 \times 100) = 75,868$ . To be specific, this example is graphically explained in Figure 3.



**Fig 3. Linear Regression of the Students' Ability in Memorizing the Qur'an (X) and the Students' Learning Achievement in Al Qur'an Hadith Subjects (Y)**

Based on the results of the tests, it can be concluded that there is a contribution of the students' ability to memorize the Qur'an toward the students' learning achievement in the subject of al-Qur'an hadith. In other words, in the level of confidence 95 %,  $H_0$  is rejected and  $H_a$  is accepted. The amount of contribution of the X variable toward the Y variable is  $KP = R^2 \times 100\% = 0, 523 \times 100 \% = 52.3\%$ .

Based on the results of data analysis and hypothesis testing, the correlation between students' ability to memorize the Qur'an (X) and learning achievement in the Qur'an Hadith subject (Y) in the eleventh grade at Musthafawiyah Purba Baru Senior High School can be accepted and proven empirically. The results indicate that the students' ability to memorize the Qur'an was in the good category with a



percentage of 80.13%. The highest percentage, however, was for the students' attitude and motivation indicator, that is, 84, 64%, while the lowest is for the students' ability indicator with a percentage of 71.92%. The percentage of the students' ability to memorize the Qur'an will increase if the activities related to memorizing the Qur'an are optimized such as by improving the learning facility and infrastructure since schools have facilitated memorization of the Qur'an (Dahlani et al. 2019; Rivauzi et al., 2020; Rosyid & Inayati, 2020; Safrina & Irfan, 2020).

Besides, the activities of listening to the Qur'an 15 minutes per day can be done because it can improve the quality of the students' memories (Hojjati, Rahimi, Farehani, Sobhi-Gharamaleki, & Alian, 2014). Studying with peers by listening to each other's memorization or by using the ODOL (One Day One Line) method also have to be implemented in schools. The program requires each student to memorize at least one verse every day (Kosim et al., 2019). To strengthen the students' memorization, the additional efforts can be established from a teacher's perspective such as having good classroom management in teaching and learning process, providing additional time for students to memorize the Qur'an, and giving motivation and rewards to students who have successfully memorized Qur'an quickly, precisely, and accurately. Through those ways, it is hoped that the students' motivation and ability will increase in memorizing the Qur'an (Harahap, 2012; Harta, 2020; Khafidah et al., 2020).

According to Ariffin et al., (2015), there are several factors that can determine the success of students in memorizing the Qur'an, namely the ability, timeframe, exertion and one's interest in memorizing the Qur'an. In this case, the eleventh-grade students aged 16-17 are already at the stage of formal operational development where the students are able to think concretely and abstractly. Therefore, it is expected that when memorizing the Qur'an, the students not only become fluent in their memorization, but also have understanding of the meaning/content of the Qur'an. It is really important because the understanding on the meaning/content of the Qur'an will make it easier for the students to memorize the Quran.

Meanwhile, the results of student learning achievement in the Qur'an Hadith Subject obtains the average score (Mean) of 82.56 with the lowest score of 70 and the highest score of 96. This proves that the average of students' learning achievement in the Qur'an Hadith Subject is in a good category. The level of students' learning achievement is influenced by several factors including internal and external factors.

In schools, teachers as educators and guides have an important role in improving students' learning achievement in Qur'an Hadith subject. However, the achievement is not only influenced by the teacher's ability to teach and students' interest in al-Qur'an Hadith, but also by the high moral appreciation given by the teacher during the teaching and learning process (Malikah et al., 2016)s.

The results of the correlation test shows that there is a significant correlation between the ability to memorize the Qur'an and the students' learning achievement in the subject of Qur'an and hadith in the eleventh grade at Musthafawiyah Purba Baru senior high school. At the 5% significance level, the  $r_{\text{observed}}$  was 0.724 and the correlation coefficient was 0, 523 or 52.3%. This means that the ability to memorize the Qur'an gives a positive contribution toward the learning achievement of the students. This finding confirms a previous research finding which shows that there was a positive correlation between memorization of the Qur'an and the students' learning achievement in the subject of Qur'an hadith by 51.1% (Santoso, 2020). Another study conducted to eleven grade students a Parepare 1 senior high school also showed the same influence of memorizing Qur'an on the students' learning achievement in the subject of the hadith al-Qur'an which was around 39.32% (Mirhanah, 2019; Sardar, 2017; Supriyadi & Julia, 2019).

Moreover, the study conducted to the eleventh grade students of Al-Haitsam Bogor Senior High School found that the influence of memorizing the Qur'an on students' learning achievement in Qur'an Hadith Subjects was 39.32% (Agusta et al., 2018). Memorizing the Qur'an had a positive influence on the children's cognitive capability (Slamet, 2019). Furthermore, training students to memorize the Qur'an can actually educate the brain (Neni, 2017). In addition, the person's ability to memorize the Qur'an certainly affects his later academic achievements (Nawaz

& Jahangir, 2015). It is hoped that with the increase in their ability to memorize the Qur'an, the students can improve their intelligence in memorizing the Hadiths which eventually may help them improve their learning achievement in the Qur'an Hadith Subject (Ariffin et al., 2013; Tamuri et al., 2012; Wirdanengsih et al., 2017; Zayed, 2017).

### Conclusion

Based on the results of the research, it is concluded that there is a significant correlation between the students' ability to memorize the Qur'an and the students' learning achievement in the subject of al-Qur'an hadith. At a significance level of 5%,  $r_{\text{observed}}$  was 0.724 and a correlation coefficient was 0, 523 or 52.3%. This means that if the students' ability to memorize the Qur'an improves, the students' learning achievement in the subject of al-Qur'an hadith will improve too.

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