



## The Correlation of Al-Qur'an Memorization and Arabic Learning Achievement

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**Abstract:** Memorizing Al-Qur'an is an attempt to stick in the memory and heart of the verses that have been memorized. So that, in an effort to memorize requires high concentration can survive well. The goal of this study was to ascertain the connection between learning Arabic and successfully memorizing Al-Qur'an in class X SMA IT Fitrah Insani Kemiling. Correlation quantitative approach was used as research design. The populations in this study were 53 tenth grade students in SMA IT Fitrah Insani Kemiling. Furthermore, the data were analyzed using the product moment correlation from person by first conducting prerequisite tests, namely normality and homogeneity tests. The findings revealed a favorable association, with the calculation of the correlation coefficient ( $r_{count}$ ) obtained a score of 0.655, then the score compared with at a significant level of 5% for  $N = 53$  and  $df = N - 2 = 53 - 2 = 51$ , the number 0.273 was obtained and it could be seen that was higher than or  $0.655 > 0.273$ , so the null hypothesis ( $H_0$ ) was rejected and the hypothesis alternative ( $H_a$ ) was accepted. The level of correlation or relationship included in the "strong" category by looking at  $= 0.655$  and the effective contribution is 42.9%. From the results, it could be seen that memorizing Al-Qur'an had a positive relationship to learning achievement.

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## Introduction

In this modern era, there are various forms of problems that affect student achievement, one of which is the existence of forms of media and electronic devices such as mobile phones and computers that contain social media, games, and various other applications. However, most of these applications are not used for educational purposes but only for things that can reduce the morale, thinking power, and concentration of

students.<sup>1</sup> Lack of students' concentration in learning may affect in teaching and learning activities. Fadli revealed that academic achievement could decrease due to lack of concentration in learning. Meanwhile, full concentration could make students understand easier the material being taught.<sup>2</sup> Prayitno stated that the language of concentration could control a person to master what they learn and they will focus on something they need to concern.<sup>3</sup> Surya revealed that based on research by education experts the low quality of student learning was largely due to the student's inability to focus on learning, which was weak.<sup>4</sup>

The findings of the study quoted by Aryati et al in their journal that high concentration on lessons has a good impact on student achievement at school. Seeing these problems, it is necessary to emphasize concentration which can affect students' achievement by memorizing Al-Qur'an.<sup>5</sup> Someone who often memorizes Al-Qur'an will be healthy both mentally and physically, as Allah SWT has announced that Al-Qur'an is the medicine for believers.<sup>6</sup> Learning Al-Qur'an is a very noble obligation and responsibility. Everybody can learn it, but not everyone can comprehend it clearly. The difficulties of memorizing Al-Qur'an are diverse and varied. It is necessary to develop interests, create an environment, and allocate the time to memorize.<sup>7</sup> In fact, not all students at SMA IT Fitrah Insani who have the excellent skill to memorized Al-Qur'an have high scores. There are students who have a low level of Al-Qur'an memorization but have quite good learning achievements. This phenomenon prompted researchers to test whether the level of Al-Qur'an memorization ability was related to Arabic language

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<sup>1</sup> Anastasia Siwi Fatma Utami and Nur Baiti, "Pengaruh Media Sosial terhadap Perilaku Cyber Bullying pada Kalangan Remaja," *Cakrawala: Jurnal Humaniora Bina Sarana Informatika* 18, no. 2 (2018): 257-262.

<sup>2</sup> Dhaifany Karissa Caesarridha, "Hubungan Kualitas Tidur dengan Konsentrasi Belajar pada Mahasiswa Fakultas Kedokteran di Masa Pandemi Covid-19," *Jurnal Medika Utama* 2, no. 4 (2021): 1213-1217.

<sup>3</sup> Nadhila Shafira Fitri, Nur Afrainin Syah, and Asterina, "Hubungan antara Kualitas Tidur dengan Daya Konsentrasi Belajar pada Mahasiswa Kepaniteraan Klinik," *JUKESI: Jurnal Ilmu Kesehatan Indonesia* 1, no. 2 (2020): 167-172.

<sup>4</sup> Effendi, Effendi, Mursilah, and Mujiono, "Korelasi Tingkat Perhatian Orang Tua dan Kemandirian Belajar dengan Prestasi Belajar Siswa," *Titian Ilmu: Jurnal Ilmiah Multi Sciences* 10, no. 1 (2018): 17-23, <https://doi.org/10.30599/jti.v10i1.131>.

<sup>5</sup> Ani Aryati, Nur Azizah, and Hazmin, "Pengaruh Hafalan Al-Qur'an terhadap Prestasi Belajar Bahasa Arab Siswa," *JOEAI: Journal of Education and Instruction* 3, no. 1 (2020): 75-84.

<sup>6</sup> BasmaOdeh Salman Al-Rawashdeh, "Arabised Terminology Issue in the Holy Quran from a Modern and Critical Perspective," *International Journal of Linguistics* 6, no. 4 (2014): 116-129, <https://doi.org/10.5296/ijl.v6i4.6146>.

<sup>7</sup> Khairatul Ulya, Hanna Ermayas, and Aida Wulandari, "Korelasi Program Tahfidz Al-Qur'an dan Hasil Belajar Matematika Siswa SD Muhammadiyah 2 Langsa," *Genderang Asa: Journal Of Primary Education* 2, no. 1 (2021): 66-74.

learning success in class X SMA IT Fitrah Insani Kemiling Bandar Lampung.

There were several previous studies that have discussed the correlation between studying Arabic and memorization of Al-Qur'an including research conducted at the *tahfidz* Islamic boarding school which was the school that had Arabic lessons and the results of the research showed that there was positive relationship between memorization of Al-Qur'an and achievement in Arabic learning.<sup>8</sup> Other research discussed the correlation of *tahfidz* Al-Qur'an with *Maharah Al Arabiyyah*, as it is known that there are four abilities in Arabic that pupils need to master of Arabic namely listening, speaking, reading, and writing skills. The findings of this investigation suggested the better student's memorization, the better result they overcame in Arabic language proficiency. These results indicated that there is a positive correlation.<sup>9</sup>

Other research discussed the results of learning Al-Qur'an by heart and Arabic learning achievement of class XII high school students and the findings of this investigation suggested that memorizing Al-Qur'an has an influence on Arabic learning achievement.<sup>10</sup> This research was interesting because it discussed the correlation of Al-Qur'an memorization and mathematics learning outcomes, where Al-Qur'an did not only have influence or relationship with Arabic language lessons, but also the results this study showed that memorization of Al-Qur'an also had a positive relationship to mathematics learning outcomes.<sup>11</sup> Several previous studies focused on the result that memorizing Al-Qur'an had on Arabic language proficiency. There was some limited research related to student grades. Therefore, this study intended to explore whether memorizing Al-Qur'an had an effect on learning achievement. The objective of this research was finding out whether memorizing Al-Qur'an had a relationship with learning achievement and whether this relationship is positive.

Based on the observation, the learning achievement of Arabic among students who did not learn Al-Qur'an was different from students who memorize Al-Qur'an.

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<sup>8</sup> Abd Aziz, Ramlan Padang, and Parlaungan Lubis, "Hubungan antara Kemampuan Hafalan Al-Qur'an dengan Prestasi Belajar Bahasa Arab Santri Tadris di Pondok Pesantren Tahfidz Sulaimaniyah Syarief Medan," *Jurnal Pendidikan Agama Islam dan Riset* 2, no. 1 (2021): 18-27.

<sup>9</sup> Reni Fauziah, Mahyudin Ritonga, and Fitri Alrasi, "Korelasi Tsiqah Tahfidz Al-Qur'an dengan Maharah al-Lughah al-'Arabiyyah Mustawa Tsalits Ma'had Az-Zubair Bin al-Awwam," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020): 25-36, <https://doi.org/10.20414/tsaqafah.v19i1.2342>.

<sup>10</sup> Ani Aryati, Nur Azizah, and Hazmin, "Pengaruh Hafalan Al-Qur'an terhadap Prestasi Belajar Bahasa Arab Siswa," *JOEAI: Journal of Education and Instruction* 3, no. 1 (2020): 75-84.

<sup>11</sup> Khairatul Ulya, Hanna Ermayas, and Aida Wulandari, "Korelasi Program Tahfidz Al-Qur'an dan Hasil Belajar Matematika Siswa SD Muhammadiyah 2 Langsa," *Genderang Asa: Journal Of Primary Education* 2, no. 1 (2021): 66-74.

Therefore, to find out the importance of the correlation of Al-Qur'an memorization on Arabic learning achievement, the research was needed. Seeing how crucial it was to maintain Al-Qur'an and as explained in the background of the problem, this objective of the study was to ascertain what caused memorization of Al-Qur'an was related to learning achievement and whether this relationship was positively correlated with Arabic learning achievement. In this study, quantitative research methods was used which analyzed the results of memorizing Al-Qur'an as variable X and final outcome of learning Arabic as variable Y.

## Methods

A quantitative approach was used in this research. Quantitative approach which emphasized the findings of the research presented in the form of a description using statistical figures.<sup>12</sup> Meanwhile, the type of the research was correlation research. Correlation research is the research that involves the relationship of one or more variables with one or more other variables.<sup>13</sup> Based on the research purpose, this sort of research was chosen to determine whether there was a relationship between of Al-Qur'an and Arabic learning achievement. The reason why researchers used this type of research was to measure the interaction of the relationship between two or more variables and the results of the analysis could be obtained accurately if it was used according to the rules.

The variable is the symptom in question. Symptoms are distinguishing one element of the population with other elements.<sup>14</sup> In correlation research, there are two variables that are linked in one group of respondents.<sup>15</sup> The relationship in this study was bivariate. A bivariate relationship is a relationship that involves one independent variable

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<sup>12</sup> Hernik Pujiastutik, "Efektivitas Penggunaan Media Pembelajaran E- Learning Berbasis Web pada Mata Kuliah Belajar Pembelajaran I terhadap Hasil Belajar Mahasiswa," *Jurnal Teladan* 4, no. 1 (2019): 25-36.

<sup>13</sup> Reni Fauziah, Mahyudin Ritonga, and Fitri Alrasi, "Korelasi Tsiqah Tahfidz Al-Qur'an dengan Maharah al-Lughah al-'Arabiyyah Mustawa Tsalits Ma'had Az-Zubair Bin al-Awwam," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020): 25-36, <https://doi.org/10.20414/tsaqafah.v19i1.2342>.

<sup>14</sup> Mohamad Sodik, Yosef Farhan Dafik Sahal, and N. Hani Herlina, "Pengaruh Kinerja Guru dalam Pelaksanaan Pembelajaran terhadap Prestasi Belajar Siswa pada Mata Pelajaran Alquran Hadis," *Jurnal Penelitian Pendidikan Islam* 7, no. 1 (2019): 97-112, <https://doi.org/10.36667/jppi.v7i1.359>.

<sup>15</sup> Novia Kresnawati, "Korelasi Kualitas Pembelajaran Geografi dan Hasil Belajar terhadap Sikap Peduli Lingkungan Siswa Kelas XII IPS SMAN 1 Ponorogo," *Jurnal Pendidikan Humaniora* 1, no. 3 (2013): 298-303.

and one dependent variable.<sup>16</sup> The independent variable is called X1, namely memorizing Al-Qur'an and X2, namely learning Arabic. The dependent variable is called Y1, namely learning achievement in Arabic. A saturated sample is the method of sampling that was used in this research. This sample is a technique of determining the sample when all members of the population are used as samples.<sup>17</sup> If there are less than 100 subjects, it is better to take all of them, so that the research is a population study. In the research subject population, there are 53 students so it used a saturated sample technique. Therefore, sample used in this research were all students of class X.

The methods used to collect data for this study were documentation, testing, validity, and reliability. This technique was carried out by researchers to collect data on the number of verses memorized by students obtained from *tahfidz* and data on student's Arabic learning achievement in class obtained from student report cards. This method is used to obtain data on the capacity for remember Al-Qur'an and data on student achievement at SMA IT Fitrah Insani.

In this research, saturated samples were used for the sample. It is the technique of determining the sample if the person in the population is used as a sample. If there are less than 100 subjects, it is better to take all of them so that the research is a population study. In the subject population of the research, there are 53 students so a saturated sample technique was used. Moreover, the samples of this study were all students of class X. The analysis used in this research was the correlation analysis and hypothesis analysis. Correlation analysis was used to find the relationship between Al-Qur'an memorization and Arabic learning achievement, while hypothesis analysis was used to find out how much level of relationship or correlation had between Al-Qur'an memorization and Arabic learning achievement.

## Results and Discussion

The result of this study was analyzed by using SPSS v.16 for windows because the type of research in this study was quantitative. The data analyzed were the results of

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<sup>16</sup> Effendi, Effendi, Mursilah, and Mujiono, "Korelasi Tingkat Perhatian Orang Tua dan Kemandirian Belajar dengan Prestasi Belajar Siswa," *Titian Ilmu: Jurnal Ilmiah Multi Sciences* 10, no. 1 (2018): 17–23, <https://doi.org/10.30599/jti.v10i1.131>.

<sup>17</sup> Rubi Ginanjar, Anissatul Fathimah, and Resti Aulia, "Analisis Risiko Ergonomi terhadap Keluhan Musculoskeletal Disorders (MSDs) pada Pekerja Konveksi di Kelurahan Kebon Pedes Kota Bogor Tahun 2018," *PROMOTOR Jurnal Mahasiswa Kesehatan Masyarakat* 1, no. 2 (2018): 124-129, <https://doi.org/10.32832/pro.v2i4.2243>.

student's memorization of Al-Qur'an and student achievement taken from student report cards, while the results of the analysis of these data in this research. To find out the distribution of the data on the ability to memorize Al-Qur'an and whether the Arabic language learning achievement was normally distributed or not, the Kolmogorov-Smirnov normality test was carried out by using SPSS v.16 for windows.

**Table 1.** Normality Test Result

<b>One-Sample Kolmogorov-Sm</b>		
		T memorize
N		53
Normal Parameters <sup>a</sup>	Mean	80.06
	Std. Deviation	5.387
Most Extreme Differences	Absolute	.175
	Positive	.165
	Negative	-.175
Kolmogorov-Smirnov Z		1.274
Asymp. Sig. (2-tailed)		.078
a. Test distribution is Normal.		
<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Achievement
N		53
Normal Parameters <sup>a</sup>	Mean	80.49
	Std. Deviation	3.719
Most Extreme Differences	Absolute	.175
	Positive	.175
	Negative	-.151
Kolmogorov-Smirnov Z		1.275
Asymp. Sig. (2-tailed)		.078
i. Test distribution is Normal.		

From the table 1, it was explained that the data was normally distributed which can be seen from the significance or probability value. The decision-making guideline was if the significance value was  $< 0.05$  then the data was not normal and vice versa, if the significance value was  $> 0.05$  then the data was normal. Homogeneity test demonstrated whether two measuring scales have the same character or not.<sup>18</sup> The variance homogeneity test was carried out on the dependent variable data, namely Arabic

<sup>18</sup> Atmira Qurnia Sari, Y L Sukestiyarno, and Arief Agoestanto, "Batasan Prasyarat Uji Normalitas dan Uji Homogenitas pada Model Regresi Linear," *Unnes Journal of Mathematics* 6, no. 2 (2017): 168-177.

learning achievement and the independent variable, namely the capacity to memorize Al-Qur'an using SPSS v.16 for windows.

**Table 2.** Homogeneity Test Result

Test of Variance Homogeneity			
Levene Statistic	df1	df2	Sig.
2.458	1	10	.120
		4	

Sig score's probability score obtained from *tahfidz* ability and learning outcomes is  $> 0.05$ , so the information was evenly distributed. Based on the statistical test results obtained correlation = 0.655 with sig  $< \alpha = 0.00 < 0.05$  which meant  $H_0$  was rejected and  $H_a$  was accepted, it could be concluded that there was a significant correlation between the potential for remembering Al-Qur'an and Arabic learning progress class X SMA IT Fitrah Insani with an effective contribution of 42.9 Al-Qur'an memorization and Arabic learning achievements of class X SMA IT Fitrah Insani. A positive correlation meant that the higher the memorization ability, the students' achievement in studying Arabic was higher.<sup>19</sup> To test the hypothesis the ability to memorize correlated with Al-Qur'an and the Arabic language learning achievement of tenth grade IT Fitrah Insani where: ( $H_a$  = There is a significant correlation the ability for memorization Al-Qur'an and the Arabic learning achievement of students of class X SMA IT Fitrah Insani.  $H_0$  = There is no substantial relationship between memory skills Al-Qur'an and Arabic language learning achievement of class X SMA IT Fitrah Insani).<sup>20</sup>

<sup>19</sup> Aisha Agusta, M Priyatna, and Agus Saripudin, "Pengaruh Hafalan Alquran terhadap Prestasi Belajar pada Mata Pelajaran Alquran Hadist Kelas XI IPA (Studi Kasus di Madrasah Aliyah Al-Haitsam Bogor)," *Prosiding Al Hidayah Pendidikan Agama Islam* 1, no. 1 (2018): 131-137.

**Table 3.** Correlation Statistical Test Results

Correlations				
Memorize	Pearson Correlation		Memorize	Achievement
	Sig. (2-tailed)		1	.655**
	N		53	53
Achievement	Pearson Correlation		.655**	1
	Sig. (2-tailed)		.000	
	N		53	53
Model Summary				
Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.655 <sup>a</sup>	.429	.418	2.837

The table 3 was for product moment with 53 respondents. Score of  $r_{table}$  for 53 respondents (how to read is "r"  $df = N - nr = 53 - 2 = 51$ ) by examining the table of scores for "r" product moment it turned out that with  $df$  51, at a significance level of 5% was obtained by the score of  $r_{tabel} = 0,273$ . Because,  $r_{xy} =$  at a significance level of 5% is greater than  $r_{table}$ , then at a significance level of 5% *the zero hypothesis was rejected, while the alternative hypothesis is accepted*, meaning that at a significance level of 5% there was a significant positive correlation between the ability to remember Al-Qur'an and Arabic learning process of class X in IT Fitrah Insani. Based on the research data table capacity for memory Al-Qur'an for class X students of SMA IT Fitrah Insani was known that some of the capacity to learn Al-Qur'an by heart, respondents with very high criteria 3 students (5.6%), high criteria 33 students (62.3%), medium criteria 17 students (32.1%), low criteria 0 students, and criteria very low 0 students. In the results of this study, the researcher saw from the frequency distribution table which showed that the memorization ability was good.

The ability to memorize Al-Qur'an can be built with intrinsic ability and extrinsic ability.<sup>21</sup> This type of intrinsic ability has an important role in actions that are part of the

<sup>20</sup> Cindy Cahyaning Asusti, "Analisis Korelasi untuk Mengetahui Keeratan Hubungan antara Keaktifan Mahasiswa dengan Hasil Belajar Akhir," *Journal of Information and Computer Technology Education* 1, no. 1 (2017): 1-7, <https://doi.org/10.21070/jicte.v1i1.1185>.

<sup>21</sup> Heri Saptadi, "Faktor-faktor Pendukung Kemampuan Menghafal Al-Qur'an dan Implikasinya dalam Bimbingan dan Konseling," *Jurnal Bimbingan Konseling* 1, no. 2 (2012): 117-121.



learning process for pupils because this ability grows from within.<sup>22</sup> But extrinsic abilities are also still needed in the learning activities of students, namely functioning as shapers and movers who are stimulated from the outside or pushed from the outside.<sup>23</sup> From the explanation that has been described the ability to memorize Al-Qur'an can be inferred from this that can affect student achievement. Class X SMA IT Fitrah Insani students had a moderate level of ability. This had been proven from Al-Qur'an memorization ability test which showed that the student's memorization ability was moderate. The results of Al-Qur'an memorization ability test revealed that student's Al-Qur'an memorization ability was being caused by intrinsic and extrinsic factors at school which influenced each other.

Based on research data obtained from the documentation of report cards, it was known that Arabic learning achievement scores of class X SMA IT Fitrah Insani Kemiling as follows: Very high criteria 0 students, high criteria 31 students (58.5%), medium criteria 22 students (41.5%), low criteria 0 students, and very low criteria 0 students. In these results, the researcher saw from the frequency distribution table which showed that the Arabic learning achievement of student's report cards was high.

Learning achievement has a goal in the process of learning.<sup>24</sup> However, actual level from learning outcomes is very low. Based on the explanation that has been described, it may be said that the learning achievement of students has the goal of understanding and understanding the learning that has been conveyed by the teacher.<sup>25</sup> The students in Class X SMA IT Fitrah Insani Kemiling had low learning achievement. Therefore, in order to obtain good learning, it must be balanced with high memorization skills and encouragement from within students also from outside the school environment.<sup>26</sup>

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<sup>22</sup> Ahmad Rosidi. "Motivasi Santri dalam Menghafal Al-Qur'an." *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan* 10, no. 1 (2016): 67-101.

<sup>23</sup> Ahmad Faqihuddin, Siti Nurina Hakim, and Syamsul Hidayat, "Faktor-faktor yang Memengaruhi Ketertarikan Mahasiswa dalam Menghafal Al-Qur'an," *Prosiding Seminas Nasional Psikologi Indigenous Indonesia* (2016): 18-39.

<sup>24</sup> Abdul Qawi, "Peningkatan Prestasi Belajar Hafalan Al-Qur'an Melalui Metode *Talaqqi* di Mtsn Gampong Teungoh Aceh Utara," *Jurnal Ilmiah Islam Futura* 16, no. 2 (2017): 265-283.

<sup>25</sup> Risnawati Pasaribu, "Pengaruh Hafalan Al-Qur'an terhadap Kedisiplinan Belajar dan Prestasi Belajar pada Siswa SD Muhammadiyah Suronatan Yogyakarta," *G-Couns: Jurnal Bimbingan dan Konseling* 2, no. 2 (2018): 173-187, <https://doi.org/10.31316/g.couns.v2i2.66>.

<sup>26</sup> Dewi Dwi Adiwijayanti, Heni Purwati, and Sugiyanti, "Pengaruh Hafalan Al-Qur'an terhadap Prestasi Belajar Matematika Siswa MTs," *Square: Journal of Mathematics and Mathematics Education* 1, no. 2 (2019): 109-116, <https://doi.org/10.21580/square.2019.1.2.4771>.

Based on the data processing of the results of tests on the ability to memorize Al-Qur'an and Arabic learning achievement taken from the documentation of class X SMA IT Fitrah Insani's report cards which in this study were used as supporting data, namely  $r_{count} > r_{table}$  or  $0.655 > 0.273$ , then at the 5% significance level *the Zero Hypothesis is rejected, while the Alternative Hypothesis is accepted*, meaning that at the 5% significance level there is indeed a positive and significant correlation or relationship between Al-Qur'an memorization and Arabic learning achievement in class X SMA IT Fitrah Insani Kemiling students.

Correlation of Al-Qur'an memorization ability and Arabic learning progress of class X SMA IT Fitrah Insani was known that the score of the product moment correlation coefficient ( $r_{xy}$ ) is 0.655 and after being categorized based on the interpretation distribution table, the correlation of Al-Qur'an memorization ability. The ability and achievement in Arabic learning for class X SMA IT Fitrah Insani Kemiling was on the range of 0.40 – 0.70 which was categorized as “moderate or sufficient”.

As previously discussed in the introduction, memorization of Al-Qur'an had relationship and influence on 4 talents in language. For example, the assessment in the *fashahah* of reciting Al-Qur'an was related to the *maharah kalam* in Arabic.<sup>27</sup> In this study, it was found that the memorization of Al-Qur'an was good and more memorization students had had a strong relationship to the student's Arabic learning achievement.

The findings of the research, the following implications can be put forward: from the results of the analysis between memorizing Al-Qur'an and learning achievement, it can be seen that memorizing Al-Qur'an has a positive relationship to learning achievement. The better the student's memorization of Al-Qur'an, the better their learning achievements would be. The findings of this research can be utilized as a resource for educational institutions in which they studied and applied memorization of Al-Qur'an in order to improve the quality of student's memorization by supporting students in achieving good memorization.

This research had been attempted and carried out in accordance with scientific procedures, however, this research still had limitations. This research used a saturated

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<sup>27</sup> Mahyudin Ritonga, Hendro Widodo, Munirah, and Talqis Nurdianto, “Arabic Language Learning Reconstruction as a Response to Strengthen *al-Islam* Studies at Higher Education,” *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (2021): 355-365, <https://doi.org/10.11591/ijere.v10i1.20747>.

sample, namely the entire population which is less than 100%. It would be better if the population was expanded so that more comprehensive results would be obtained. For further research, it was expected to use a wider population and examine the relationship or correlation of memorizing Al-Qur'an not only to Arabic learning, which is actually the language of Al-Qur'an itself. Other variables can be used that have nothing to do with Arabic in order to prove the miracles of Al-Qur'an which can affect all aspects of life.

## **Conclusion**

According to the research results shown by data analysis and from the discussion, the Researchers found that there was a favorable correlation between the ability to memorize Al-Qur'an and Arabic learning achievement taken from the documentation of class X class X SMA IT Fitrah Insani Kemiling, with the calculation of the coefficient correlation ( $r_{count}$ ) obtained a value of 0.655, then this value was compared with  $r_{table}$  at a significant level of  $N = 53$  and  $df = N - 2 = 53 - 2 = 51$  obtained the number 0,273 and it can be seen that  $r_{count}$  was higher than  $r_{table}$  or  $0,655 > 0,273$ , so the zero hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. The level of correlation or the connection between mastering Al-Qur'an by memory and academic success in Arabic was taken from the documentation of class X SMA IT Fitrah Insani's report cards included in the "strong" category, namely by looking at  $r_{count} = 0,655$  and the effective contribution was 42,9%. Weaknesses in this research were in the relationship between memorization of Al-Qur'an and learning achievement, which only produced numbers and concluded a positive relationship. For future researchers to be able to explore the reasons why memorizing Al-Qur'an had a relationship with learning achievement. If the cause was known, it would be the suggestion for educational institutions to be able to improve learning achievement through memorizing Al-Qur'an.

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## **Author Contributions Statement**

ER provided an assessment rubric for memorizing Al-Qur'an, UH, AH, and MZ in all processes, starting from the introduction first, research methodology, and research

results to references, their role is very important in directing and analyzing data from research results to final statement approval.

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