



CORRELATION OF ALQUR'AN MEMORIZATION WITH MATHEMATICS LEARNING RESULT (CASE STUDY IN CLASS VI MIT AL ISHLAH GORONTALO)

Novianita Achmad¹, Abdul Rahmat², Nina Lamatenggo³, Misran Rahman⁴

^{1,2,3,4}Education Study Program, Gorontalo State University

usmanita2000@yahoo.com

Article history:	Abstract:
Received: 4 th August 2023 Accepted: 1 st September 2023 Published: 6 th October 2023	This research will investigate the correlation between the quantity of qur'an memorization and mathematics learning results. A quantitative research with correlational method was used in this research. The research population consisted of 119 grade VI students of MIT Al Ishlah Gorontalo. Observation, documentation and interviews were used to collect data. The data was verified by Pearson product moment correlation. According to the results of the research, the Pearson correlation value is positive, it means that the positive relationship between the amount of memorization of the Qur'an and math learning results with a value of 0.605 means a strong correlation relationship, or in other words, the increasing memorization of the Qur'an will also increase mathematics learning results.
Keywords: Qur'an memorizing, Mathematics learning results, Pearson correlation	

INTRODUCTION

The development of science and technology that is increasingly advanced is very helpful in the process of improving all aspects of the nation's life. Mathematics is seen as a basic science that has a very large role in mastering science and technology, both theoretical and applied aspects. Mathematics is part of the benchmark for the advancement of science and technology.

Mathematics learning aims to equip students to think critically, logically, systematically, creatively and have the ability to work together. Mathematics learning at school needs attention because of the low mathematics learning outcomes of students.

Learning outcome are something that students get after following the learning process. According to Susanto (2013: 12), learning outcomes achieved by students are the result of interactions between various factors that influence them, both internal and external factors. External factors are factors that come from outside the student such as family, school and the surrounding environment. While internal factors are factors that come from within students, which include intelligence, interest, motivation, perseverance, attitude, learning activeness, physical condition and health.

Based on observation data and learning outcome documents at MIT AI-Ishlah Gorontalo, especially data on class VI learning outcomes consisting of 5 classes, showing average results with a score of 72 not meeting the criteria for learning completeness.

The idea for this research originated in 2020 when the author opened a toddler student playgroup class at RUTABA (Rumah Tahfidz Balita dan Anak) Salimah Gorontalo. Toddlers aged 3 to 5 years are taught to memorize the Alqur'an Tabarak method. Children who study and have memorized the qur'an for at least 1 year or have completed juz 30 of 23 pages or ---- letters, when taught CALISTUNG (reading, writing and counting) have very fast learning abilities and results compared to children who have never memorized the qur'an.

Allah swt. guarantees anyone who wants to memorize the Qur'an. Surely Allah SWT makes it easy. The facts prove that students, students and students who memorize the Qur'an usually also have good academic grades. "Because, people who memorize the Qur'an are smart people. The results of students' learning both general and religious learning in the presence of the Qur'an will usually also be good academic grades. (Irwan Kelana, 2020).

Based on research conducted by Dr. Salih Ibrahim Ashani, a lecturer at Imam Muhammad Ibn Saud University in Riyadh. In his research he included two groups of students from Malik Abdul Aziz University in Jeddah. In this study, it was concluded that there is a positive correlation between the quantity of memorization of the Qur'an, the level of mental health and psychology of students. The more memorization of the Qur'an, the students tend to have better mental health than those who have low memorization. It is this mental health that affects students' skill development and academic learning outcomes at school. (ITB, Gamais, 2020)

Based on the results of interviews with the principal of a favorite elementary school in Gorontalo, Madrasah Ibtidaiyah Terpadu (MIT) Al Ishlah Gorontalo, children are given memorization targets for each grade level. For grade

V students, they are given a memorization target of 2 juz and grade VI students are given a memorization target of 3 juz or approximately 60 pages.

To find out more details according to the principal Ustadz Marten Mahajani, SPd said that for memorizing the Al-Qur'an the children in learning Alhamdulillah are good overall, but there are also some children who are still lacking in memorization but in general it is good. As the scholars say that if a person memorizes easily or memorizes quickly, it will automatically affect his intellectual intelligence, the more he memorizes the Qur'an, the more he is able to read it fluently, the better his intellectual or cognitive power, if the child is able to memorize the Qur'an, he is able to understand other lessons. but there are some children who have not memorized automatically he cannot understand his math lessons. The same thing was conveyed by the mathematics teacher in class VI MIT Al-Ishlah ustadzah Ririn Hulubangga, SPd, obtained information that students who already have a lot of memorization of the Qur'an are very easy in the process of learning mathematics which results in their high math learning outcomes.

The Quran has a very important role in life. Therefore, Muslims have an obligation to study the Koran. Learning and interpreting the Koran also needs to be taught to children as early as possible, starting from learning to recognize hijaiyah letters, reading according to the reading marks, interpreting the meaning and content of each verse of the Koran to memorizing the Koran.

In Arabic, memorization uses the terminology al-Hifzh which means preserving, guarding or memorizing. While the meaning of al-Hafizh is a person who memorizes carefully, a person who is always on guard, a person who is always devoted to his work. The term al-Hafizh is used for people who memorize the Qur'an thirty juz without knowing the content and content of the Qur'an.

The activity of memorizing the Qur'an is also defined as the process of remembering all verse material (details of its parts, such as phonetics, waqaf, etc.) that must be memorized and remembered perfectly. Thus, the entire process of remembering the verse and its parts starting from the initial process, until the recollection (recaling) must be precise. If it is wrong to enter a material or retain the material, it will make the person who memorizes it difficult. According to Ro'uf's research (2019), the tahfidz Alqur'an curriculum increased students' emotional and intellectual growth by 28.9%. And a number of previous studies have found a positive relationship between the Qur'an memorization curriculum and increased intelligence, emotional engagement and education. Some previous studies The relationship between Qur'an memorization and student learning outcomes in mathematics subjects at SDTQ-T Annajah Cindai Alus Martapura (Afrina Nafliani et al)

Based on the results of observations, observations and interviews, and supported by a number of theories and some research results, the author is interested in taking the research topic "Correlation of Alqur'an Memorization with Mathematics Learning Outcomes".

(case study in class VI MIT Al Ishlah Gorontalo)

Based on the context above, the purpose of this study is to find out how the correlation between the amount of qur'an memorization and math learning outcomes.

METHODS

The research method in this study applies a quantitative approach. Where the quantitative approach is research that presents data in the form of statistical numbers. This type of research is correlational, which is research that involves the relationship of one or more variables with one or more other variables. The variable relationship occurs in one group. The determination of this type of research is based on the research objectives, namely to find out whether there is a correlation between Alqur'an Memorization and Mathematics Learning Outcomes (case study in class VI MIT Al Ishlah Gorontalo). Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions, population is not only people but also objects and other ordinary goods. The population will be students of class VI MIT Al Ishlah Gorontalo, totaling 119 people consisting of 5 parallel classes. The sample used by researchers is Probabilitly Sampling with simple Random Sampling technique, said to be simple (simple) because taking sample members from the population at random without regard to the strata in the population. (Sugiyono, 2011). This research was conducted between September 22nd and 26th, 2023.

Data collection techniques using observation, interviews and documentation. The steps of data analysis are as follows: Normality test and Pearson product moment correlation statistical test are used to analyze research data. Determining the level of correlation between the independent and dependent variables is the purpose of the Pearson product moment correlation test.

RESULTS AND DISCUSSION

The research data was conducted to collect the results of research on the learning outcomes of grade VI children consisting of 5 (five) parallel classes named class VI mina, class VI Al Aghsa, class VI Marwah, class VI Al Quds and class VI Shafa. The results of the child's grades are carried out to measure the development of the child's mindset towards the child's intellectual abilities as well as development in the cognitive, effective and psychomotor domains of the results of the Qur'an and math subjects. The value data or learning outcomes taken is the Formative learning outcomes data in class VI which consists of 10 questions.

As for the target of memorizing the Qur'an at MIT Alishlah, it has different targets for each grade level. For class VI has a target of 3 juz, namely juz 30, juz 29 and plus selected letters, namely QS Al Waqiah, QS Ar Rahman, QS Yasin and QS Al Kahfi, estimated to be approximately 66 pages for the size of the Madinah standard qur'an.

During the observation, researchers saw children at all levels memorizing the Qur'an by reading pieces of verses repeatedly. For tahsinul Qur'an lessons using the Wafa method which consists of 5 volumes and continues with Tajweed and Gharib. Students who have completed tahsinul qur'an lessons, will be very easy in the memorization process. For grade VI students, most of them have finished the Tajweed section. The memorization process is carried out during the T2Q hour by memorizing the target verse, repeated when it has been memorized, it is deposited with the qur'an teacher or qur'an coordinator per level.

As for math, the learning is done by giving an example of how to solve a formula by repeating how to break it down so that children can remember and understand first.

Hypothesis Test

Table 1. Correlation Coefficient Criteria

Coefficient Interval	Correlation Level
0,00 - 0,199	Very low
0,20 - 0,399	low
0,40 - 0,599	center
0,60 - 0,799	powerful
0,80 - 0,999	Very strong
1,000	perfect

The correlation efficiency criteria table clearly illustrates the level of correlation ranging from very low to perfect.

Correlation test results

The following are the results of the Pearson correlation test for 119 population of grade VI students of MIT Alishlah Gorontalo.

Correlation Test Results of Formative Grades with the Number of Memorizations (Readings)

Correlations

		Number of Memorization	Value
Number of Memorization	Pearson Correlation	1	.605**
	Sig. (2-tailed)		.000
	N	119	119
Value	Pearson Correlation	.605**	1
	Sig. (2-tailed)	.000	
	N	119	119

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the significance value of Sig (2-tailed) from the output table above, it is known that the sig. (2-tailed) between the amount of memorization (X) and the value (Y) is (0.000) < α (0.05) which means that there is a significant correlation between the variable number of memorization and the value variable. And based on the Pearson correlations value, it is known that the Pearson correlations value for the relationship between the amount of memorization (X) and the value (Y) is 0.605, which means it is positive. So it can be concluded that the relationship between the two variables is positive or in other words, the increasing number of memorization will also increase the formative value of students.

Pearson correlation test results obtained positive results indicating that there is a positive relationship between memorizing the qur'an and math learning outcomes. The correlation coefficient obtained is 0.605 which indicates that there is a strong level of correlation between memorizing the qur'an and math learning outcomes. Students who have good memorization of the Qur'an will make it easier to learn other lessons and have good learning outcomes. This is in line with several previous studies including.

According to Ro'uf's research (2019), the tahfidz Alqur'an curriculum increased students' emotional and intellectual growth by 28.9%. And a number of previous studies have found a positive relationship between the Qur'an memorization curriculum and increased intelligence, emotional engagement and education. Some previous studies The relationship between Qur'an memorization and student learning outcomes in mathematics subjects at SDTQ-T Annajah Cindai Alus Martapura (Afrina Nafliani et al).

The same thing was conveyed by the math teacher at school who said that it was very easy to teach math to children who had a good amount of memorization, because the children were accustomed to the process of

repeating themselves when memorizing the Qur'an.

The results showed a strong correlation and positive impact between the amount of Qur'an memorization and math learning outcomes.

CONCLUSION

The findings of this study indicate a significant and positive relationship between memorization of the Qur'an and math learning outcomes, this is indicated by the correlation coefficient obtained 0.605 which states that it has a strong relationship. This means that there is a strong relationship between the amount of memorization of the Qur'an and math learning outcomes.

This research can still be developed to look more broadly at the effect of the Qur'an memorization program on mathematical communication, emotional intelligence and others.

This can also be an input to stakeholders to increase the duration of Qur'an lessons in Islamic-based schools.

REFERENCE

1. Ansari, M. I., Nafliani, A., & Kumala, S. (2021). Hubungan Hafalan Al-Qur'an Dengan Hasil Belajar Peserta Didik Pada Mata Pelajaran Matematika DI SDTQ-T An Najah Cindai Alus Martapura. *JIEES: Journal of Islamic Education at Elementary School*, 2(2), 52-62
2. Baduailan, A. (2017). *Menjadi Hafizh: Tips, Motivasi Menghafal al-Qur'an*. Jakarta: Aqwam.
3. Ismail, H. F. (2018). *Statistika untuk penelitian pendidikan dan ilmu-ilmu sosial*. Kencana.
4. Isnani, R. N. (2018). Hubungan Antara Kemampuan Menghafal Al-Qur'an dengan Hasil Belajar Pendidikan Agama Islam Kelas XI IPA 1 di SMA TMI Roudlatul Qur'an Metro Barat Kota Metro (Doctoral dissertation, IAIN Metro).
5. Khalid. (2008). *Mengapa Saya Menghafal Al-Qur'an: Metode Mutakhir dan cepat menghafal Al-Qur'an*. Surakarta: Daar An-Naba
6. Masri, D., Warsodirejo, P. P., & Nababan, S. A. (2023). Correlation Between the Tahfiz Al-Qur'an Program and Students' Emotional Intelligence at MAS Muallimin UNIVA Medan. *TA'DIB JOURNAL*, 26(1), 137-141.
7. Rahmat, A., Zubaidi, M., Mirnawati, M. (2023). Desain Pembelajaran Berbasis Proyek. Yogyakarta: Graha Ilmu
8. Triana, E., & Afri, L. D. (2023). Ability to Understand Mathematical Concepts and Adversity Quotient Students Reviewed from Al-Qur'an Memorize Ability. *INOMATIKA*, 5(2), 113-130.
9. Yudha, E. C., & Rohmadi, Y. (2022). Hubungan Kemampuan Hafalan Al-Qur'an dengan Prestasi Pelajaran Matematika di Kelas VIII SMP-IT Ibnu Abbas Klaten Tahun Pelajaran 2017/2018. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(02).