

The Correlation Between Students' Arabic Learning Achievement And Their Ability To Memorize The Qur'an

انجاز التلاميذ في تعلم اللغة العربية و علاقته بقدرتهم على حفظ القرآن

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Abstrak

Bahasa Arab merupakan bahasa yang digunakan oleh sebuah bangsa di semenanjung Arab. Keistimewaan dari bahasa Arab adalah karena bahasa tersebut menjadi bahasa kitab suci umat Islam yakni Alquran. Akan tetapi, mayoritas berpendapat bahwa mempelajari bahasa Arab sedikit lebih sulit dibandingkan dengan mempelajari bahasa lainnya, sehingga tidak sedikit yang akhirnya kurang tertarik untuk mempelajarinya. Namun, tanpa disadari dengan mempelajari dan menguasai bahasa Arab akan sangat mendukung dalam menghafal Alquran dan memahaminya. Penelitian ini bertujuan untuk mengetahui prestasi belajar bahasa arab siswa, kemampuan menghafal siswa dan mengetahui adakah korelasi antara prestasi bahasa arab siswa dengan kemampuan menghafal Alquran di Madrasah Tsanawiyah Miftahul Falah Bandung. Metode penelitian ini adalah menggunakan kuantitatif. Populasi dalam penelitian ini mencakup seluruh siswa Madrasah Tsanawiyah Miftahul Falah Bandung yang berjumlah 532 orang dan diambil sampel dari kelas XI siswa Madrasah Tsanawiyah Miftahul Falah Bandung yang berjumlah 31 orang. Teknik pengumpulan data menggunakan Tes, Dokumentasi dan Wawancara. Hasil penelitian menggunakan korelasi produk moment menunjukkan bahwa prestasi belajar bahasa arab adalah baik. Skor tertinggi adalah 92 dan skor terendahnya yaitu 60. Sedangkan skor rata-ratanya adalah 77. Adapun hasil kemampuan menghafalnya dengan nilai tertinggi adalah 90 dan terendah 60. Sedangkan rata-ratanya adalah 70. Berdasarkan hasil analisis koefisiensi determinasi diperoleh $0,9722 = 0,9447$ Hal tersebut menunjukkan adanya pengaruh prestasi bahasa arab siswa terhadap kemampuan menghafal Alquran adalah 94.47%. Maka, berdasarkan analisis tersebut, dapat disimpulkan bahwa terdapat korelasi antara prestasi bahasa arab dengan kemampuan menghafal Alquran.

Kata kunci: Korelasi, Prestasi Belajar, Kemampuan

Abstract

Arabic is the language used by a nation on the Arabian Peninsula. The specialty of the Arabic language lies in it being the language of the holy book of Islam, the Quran. However, the majority opinion is that learning Arabic is slightly more difficult compared to learning other languages, which results in many people being less interested in studying it. Nevertheless, without realizing it, learning and mastering Arabic can greatly support the memorization and understanding of the Quran. This research aims to determine the Arabic learning achievements of students, their memorization abilities, and whether there is a correlation between students' Arabic learning achievements and their ability to memorize the Quran at Madrasah Tsanawiyah Miftahul Falah Bandung. This research uses a quantitative method. The population in this study is all

students of Madrasah Tsanawiyah Miftahul Falah Bandung, totaling 532 students, with a sample taken from ninth-grade students amounting to 31 students. Data collection techniques include Tests, Documentation, and Interviews. The research results using the product-moment correlation show that the Arabic learning achievement is good. The highest score is 92, and the lowest score is 60, with an average score of 77. The highest memorization ability score is 90, and the lowest is 60, with an average of 70. Based on the analysis of the determination coefficient, a value of $0.9722 = 0.9447$ was obtained. This indicates that the influence of students' Arabic learning achievement on their ability to memorize the Quran is 94.47%. Therefore, based on this analysis, it can be concluded that there is a correlation between Arabic learning achievement and the ability to memorize the Quran.

Keywords: Correlation, Learning Achievement, Ability

Introduction

Language serves as a means of conveying ideas, thoughts, and knowledge. For hundreds of years, Arabic has consistently been the backbone of Islamic teachings and knowledge because of its epistemological connection. Besides the Quran and the hadith of the Prophet, the reference sources of the Islamic sciences were also written in Arabic (muhammad, 2023). Arabic has an advantage over other languages because the holy book of Muslims and the source of Islamic law are in Arabic. Hence, Arabic has a very close relationship with Muslims. It is therefore fitting that wherever there are Muslims, Arabic will be studied there, and it is through studying Arabic that they will later be able to understand the teachings of Islam correctly (Suhaemi, 2010). Arabic is also the language of the Quran. Therefore, Arabic and the Quran are a unity that cannot be separated from each other. In order to master the Quran, one is required to learn Arabic first. Besides serving as a means of communication among human beings, Arabic is also the medium through which believers communicate with God (Allah Swt) in the form of prayer (shalat), supplications, and so forth (Nurazni Mappaenre, Herson Anwar, 2022).

Arabic is the language of Muslims throughout the world because the majority of Muslims worldwide use Arabic whenever they perform obligatory or voluntary acts of worship. Therefore, it is fitting that we learn Arabic and the rules of using *usbul* (language style) that are easy and pleasant to pronounce and to be heard by others (Azhar, 2008). Besides functioning as a means of communication like other languages, Arabic also functions as a means of introducing culture and civilization, and more particularly as the language of religion (Islam), because the sources of Islamic teachings, the Quran and the hadith, are both written in Arabic (Hatta, 2010). As the second international language in the world, Arabic is taught and made part of the learning curriculum from Madrasah Ibtidaiyah through to university (G, 1996). The importance of learning Arabic has now become that of an instrumental discipline for producing translations, which are carried out in various ways such as word-for-word translation, free translation, literal translation, pragmatic translation, esthetic-poetic translation, and nowadays even through machine translation tools". Arabic learning has long been carried out in Indonesia, but the results have not been entirely optimal. Various problems still frequently arise and are rarely resolved (Hidayati, 2023).

Nowadays, the problems of learning Arabic must be addressed seriously and promptly. Students' mastery of Arabic greatly affects their understanding of the verses of the Quran, because if students master Arabic well, beginning with nahwu, sharof, and vocabulary, it will be easier for them to understand the verses of the Quran. Conversely, if students do not master Arabic, their understanding of the verses of the Quran will be affected, and they will even experience difficulty. As stated by Ali Al-Najjar in Syahin, as quoted by Azhar Arsyad (Azhar, 2010), he said: "Arabic is the broadest and richest language." Nowadays, there are many educational institutions, particularly madrasahs, that have learning programs intended to equip their students not only to speak Arabic but also to translate the Quran. One of them is the educational institution Madrasah Tsanawiyah Miftahul Falah Bandung.

Madrasah Tsanawiyah Miftahul Falah is an educational institution that integrates the national curriculum with Islamic sciences. Among the subjects taught at the madrasah are Arabic and Tahfidz Quran. One way for students to translate the Quran easily and quickly is to have a good understanding of Arabic. Thus, with an understanding of Arabic as their foundation, students will be able to understand the texts of the Quran well and correctly. In addition, the process of memorizing the Quran is easy and enjoyable because they have mastered Arabic well and correctly. Research conducted by Setiyo Purwanto of Universitas Gadjah Mada, entitled "The Relationship between Short-Term Memory and Intelligence and the Level of Quran Memorization at Pondok Pesantren Krapyak Yogyakarta" in 2017, showed that short-term memory and intelligence influence the speed of memorizing the Quran, as evidenced by ($R = 0.3008$ and $p = < 0.05$). Therefore, the results of that study indicate that short-term memory and intelligence have a significant influence on the level of Quran memorization at Pondok Pesantren Krapyak Yogyakarta.

The similarities and differences between the above study and this study are as follows: the similarity is that both examine the Quran. Meanwhile, the differences between the study to be conducted by the researcher and the above study lie in the independent variable and the research location; specifically in that thesis, the independent variables were short-term memory and intelligence, and the research site was Pondok Pesantren Krapyak Yogyakarta. Meanwhile, the study to be conducted by the researcher has Arabic learning achievement as its independent variable, and the research location is MTs Miftahul Falah Bandung.

Research Methods

An approach is an effort within research activities to establish a relationship with the people being studied (Ismail, 2023). In relation to this study, the approach can be understood as a reference for conducting research on the correlation between Arabic learning achievement and the Quran memorization ability of grade IX students of MTs Miftahul Falah Bandung. The approach used in this study is the positivist approach. Etymologically, positivism derives from the word *positivise*, which in philosophical language means an event that actually occurs, which can be experienced as a reality. This means that what is called positive is contrary to what exists in imagination or consists of what is merely a construction created by the human mind's capacity to think. Based on this etymological view, the positivist approach is a school of thought

whose attainment of truth originates from and is grounded in events that actually occur (Bugin, 2010). Therefore, in relation to this study, the positivist approach is used to reveal truth that originates from the research object, namely the correlation between Arabic learning achievement and the ability to translate the short surahs of the Quran, juz 30, of grade IX students of MTs Miftahul Falah Bandung.

The type of research used is field research, which is *ex post facto* in nature, namely research that aims to conduct an in-depth study of a social unit in such a way as to produce a well-organized and complete picture (Sugiono, 2007). The research location studied by the author is MTs Miftahul Falah. The reason is that MTs Miftahul Falah offers Arabic learning and has several students who memorize the Quran. Therefore, I am interested in finding out the correlation between Arabic learning achievement and the ability to translate the short surahs of the Quran, juz 30, in grade IX at MTs Miftahul Falah Bandung.

In research, there are two types of data to be studied, namely qualitative data and quantitative data. Qualitative data are data that are not in the form of numbers, whereas quantitative data are data in the form of numbers (Bungi, 2005). This study uses a quantitative approach, which is the type of research conducted to prove or test a theory that has been formulated through hypotheses. The researcher uses this type of research because this study will test a theory that has been formulated.

The general population refers to the entire research population, including all factors present in the field of research. Mardalis states that the population encompasses all individuals who serve as the sample (Mardalis, 1993). Meanwhile, Noeng Muhajir argues that the population is the totality of objects or humans that become the object of research (Muhajir, 1996). Meanwhile, according to Hadari Nawawi, the population is the totality of all possible values, whether qualitative or quantitative results, and of measurements of certain characteristics relating to a set of objects in a complete and clear manner (Nawawi, 1998). The population in this study is all students of MTs Miftahul Falah Bandung, totaling 532 students.

A sample is a portion or representative of the population being studied; if the population is too large and the researcher cannot study everything in the population, for example because of limited time, funds, and energy, the researcher may use a sample drawn from that population (Bakar, 2021). For this reason, the sample taken from the population must be truly representative. The sample in this study is grade IX of MTs Miftahul Falah Bandung, totaling 31 students.

After all the collected data have been gathered, the next step is to analyze the research data. This analysis will be carried out quantitatively:

Data Presentation

In research, the researcher needs data to test hypotheses. These data are facts used to test hypotheses (Nazir). The data collection technique used by the researcher is interviews with the Arabic teacher and the tahfidz teacher as a means of obtaining the data needed by the researcher.

Calculation of the *Product Moment* Correlation

Based on the type of research above, this study is classified as correlational research. The data analysis method uses the *product moment* correlation method, which is one of the techniques for finding the degree of closeness of the relationship between two variables by multiplying the moments of the two variables (Arikunto, 2006). The formula for the *product moment* correlation technique is as follows:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Given:

r_{xy} = Index number of the *product moment* correlation

N = Number of Cases

$\sum xy$ = Sum of the products of x and y

$\sum x$ = Sum of all x scores

$\sum y$ = Sum of all y scores

Once the correlation index “r” has been obtained, a simple interpretation is made by matching the research results against the table of strength of relationship. The table showing the strength of relationship is as follows:

Table 1. Interpretation of Correlation Values

No	Value Interval	Strength of Relationship
1	CC = 0	None
2	0.00 < CC ≤ 0.20	Very low or very weak
3	0.20 < CC ≤ 0.40	Low or weak but definite
4	0.40 < CC ≤ 0.70	Fairly meaningful or moderate
5	0.70 < CC ≤ 0.90	High or strong
6	0.90 < CC ≤ 1.00	Very high or very strong, reliable
7	CC=1.00	Perfect

Coefficient of Determination

To understand the relationship between variables x and y more clearly, the analysis used is the coefficient of determination. With this coefficient of determination, we can find out how large the relationship among several variables is, in a clearer sense. The coefficient of determination explains how much of the change or variation in one

variable can be explained by the change or variation in another variable. The formula for the coefficient of determination is as follows:

$$CD = r^2 \times 100\%$$

Given:

CD = coefficient of determination

r = correlation coefficient

Results and Discussion

Like other languages, Arabic has certain rules that apply because the Quran was revealed in Arabic. Therefore, to understand its contents properly, one must have the ability and understanding of the rules of the Arabic language. Regardless of the language used, the Quran remains a guide for those who believe, because the meanings it contains are teachings that are universal and not bound by language issues (Aflisia, 2016). Many scholars debate the requirements that an interpreter must fulfill in order to understand the contents of the Quran. One of them is the opinion of Al-Suyuti, who states that there are fifteen sciences that an interpreter must master, most of which are branches of Arabic. Thus, Arabic is closely related to the sentences of the Quran, and understanding the sentences of the Quran is very difficult without the rules of Arabic (J, 2017).

The purpose of teaching Arabic is none other than to provide an understanding of Arabic materials, and so that students can learn and understand the sentences of the Quran, as the main source of Islamic teachings, well, and then apply the teachings of Islam that originate from the family of the Prophet Muhammad (Zubaidillah, 2017). The Quran in daily life. Therefore, it cannot be denied that a person cannot understand the Quran if he does not know Arabic. This is related not only to logic, but is also affirmed by the Prophet Muhammad in his hadith:

"Know the meanings of the words of the Quran and investigate what is strange and difficult in it."

It is clear from the explanation above that Arabic is a very important tool for understanding the meanings contained in the Quran correctly, as well as for determining the view that accords with the arguments among the various interpretations of the verses of the Quran. In addition, the ability to understand the various rulings of Islamic sharia that arise from linguistic issues is also very necessary.

Arabic Learning Achievement of Ninth-Grade Students at MTs Miftahul Falah, Bandung

The implementation of Arabic learning for grade 9 students at MTs Miftahul Falah Bandung. Arabic is a subject that aims to encourage, guide, develop, and nurture abilities and to strengthen a positive attitude toward Arabic, in both reception and production. Receptive ability is the ability to understand what others say and to understand reading texts. Productive ability is the ability to use language as a means of communication well, both orally and in writing (Tricahyo, 2011). Arabic speaking ability and a positive attitude toward Arabic are very

important in helping students understand the sources of Islamic teachings, namely the Quran and the Hadith, as well as Arabic-language books related to Islam (Surapranat, 2004).

The Arabic subject in secondary school aims to achieve the following objectives:

1. Developing communication skills in Arabic, orally and in writing, which encompass the four language skills, namely listening, speaking, reading, and writing.
2. Spreading awareness of the importance of Arabic as a foreign language and as the main tool of learning, especially in studying the sources of Islamic education.
3. Developing an understanding of the reciprocal relationship between language and culture and broadening cultural insight. Thus, students are expected to have a multicultural outlook and to engage in cultural diversity.

After completing Arabic learning with the 31 students at MTs Miftahul Falah Bandung, we obtained the following results regarding Arabic learning:

No	Student Name	Score Recapitulation			Total	Average
		Knowledge	Skills	Attitude		
1	Ahmad Darus Fauzan	74	70	65	209	70
2	Almira Alivia Rahmani Y	85	85	80	250	83
3	Amelia Andini	74	70	65	209	70
4	Azka Annafi	70	70	65	205	68
5	Fahri Irawan	98	98	90	286	95
6	Fajar Nugraha Putra Setiawan	70	70	65	205	68
7	Fatimah Labibah Al'kaff	98	90	90	278	93
8	Felicia Puspa Azhara	70	70	65	205	68
9	Fidy Heldyawan	70	70	65	205	68
10	Fitri Rahmawati	80	70	70	220	73
11	Gasya Amadika Akram	90	80	75	245	82
12	Gita Mulki Mupidi	70	70	65	205	68
13	Jessi Sandra Dewi	70	70	70	210	70
14	M. Akbar Fadilah	70	65	65	200	67
15	Mochammad Hasbi Barkhiya	98	95	90	283	94
16	Muhammad Fadhil Supriatna Nafis	70	70	70	210	70
17	Muhammad Raihan	98	95	95	288	96
18	Muhammmad Reyfan	98	95	95	288	96
19	Muhammad Rikza	70	65	65	200	67
20	Qaisara Putri Maliha Yasis	70	70	65	205	68
21	Queena Erythrina Adara	70	70	65	205	68
22	Raisya Salsabilah	90	75	80	245	82

23	Revan Fiki Apriansyah	70	70	70	210	70
24	Salman Dait Noerwahyudi	98	90	90	278	93
25	Shanaya Keyla Khairunnisa	70	70	80	220	73
26	Sheira Putri Pebriyanti	98	80	80	258	86
27	Silviani Maulida	80	80	80	240	80
28	Syaira Aluna Maharani	80	80	80	240	80
29	Syifa Aisyah	70	70	65	205	68
30	Teuku Turmuzi	70	65	65	200	67
31	Tisya Puriafalika Syifa Siti Maharani	80	80	80	240	80
Total		2469	2368	2310	7147	2382
Average		80	76	75	231	77
Highest Score		98	98	95	288	96
Lowest Score		70	65	65	200	67

Based on the score distribution data, the results of Arabic learning at MTs Miftahul Falah Bandung are a highest score of 96 (90) and a lowest score of 67 (60), with a mean of 77.

To find the range between the highest and lowest scores and the Arabic learning achievement, we use the following formula: $R = H - L + 1$, where R = total range, H = highest score, L = lowest score, and 1 = constant. Using this formula, $H = 9$ and $L = 6$ are obtained, so that R is easily obtained, namely: $R = 9 - 6 + 1 = 4$. The preceding numbers can be divided into 4 values, so that the sequence is 9, 8, 6, 7 = 4 values.

Thus, the range of Arabic learning achievement at MTs Miftahul Falah Bandung can be seen in the table below:

No	Interval	Frequency	Percentage	Category
1	9	6	19.5	Sufficient
2	8	7	22.5	Fairly Good
3	7	7	22.5	Good
4	6	11	35.5	Very Good
		31	100	

Based on the table above, the Arabic learning achievement at MTs Miftahul Falah, Bandung is as follows: a small portion (35.5%) is considered Very Good, (22.5%) Good, and (19.5%) Sufficient.

Ninth-Grade Students' Ability to Memorize the Quran at MTs Miftahul Falah, Bandung

One of the extracurricular religious activities at the Islamic MTs Miftahul Falah, Bandung, is held routinely every day after Asr. The extracurricular Quran memorization process is carried out gradually; that is, you must first learn to correct your Quran recitation before proceeding to memorizing the Quran. The memorization submission process is carried out every week,

specifically on Thursday afternoons. Afterwards, students continue memorizing the next surah or verse by heart. Students memorize according to their respective abilities. The purpose of carrying out this activity is to facilitate students' learning by creating synergy with Quran memorization.

Regarding students' ability to memorize the Quran at MTs Miftahul Falah, Bandung, we obtained the following results:

No	Student Name	Score Recapitulation			Total	Average
		Knowledge	Skills	Attitude		
1	Ahmad Darus Fauzan	70	75	68	213	71
2	Almira Alivia Rahmani Y	90	90	78	258	86
3	Amelia Andini	75	71	67	213	71
4	Azka Annafi	71	60	65	196	65
5	Fahri Irawan	90	92	90	272	91
6	Fajar Nugraha Putra Setiawan	70	65	62	197	66
7	Fatimah Labibah Al'kaff	89	89	96	274	91
8	Felicia Puspa Azhara	75	65	66	206	69
9	Fidy Heldyawan	70	66	65	201	67
10	Fitri Rahmawati	87	70	70	227	76
11	Gasya Amadika Akram	90	85	75	250	83
12	Gita Mulki Mupidi	70	68	70	208	69
13	Jessi Sandra Dewi	70	70	80	220	73
14	M. Akbar Fadilah	73	67	65	205	68
15	Mochammad Hasbi Barkhiya	90	95	90	275	92
16	Muhammad Fadhil Supriatna Nafis	75	65	72	212	71
17	Muhammad Raihan	90	98	96	284	95
18	Muhammmad Reyfan	98	94	97	289	96
19	Muhammad Rikza	78	65	65	208	69
20	Qaisara Putri Maliha Yasis	70	76	55	201	67
21	Queena Erythrina Adara	55	65	75	195	65
22	Raisya Salsabilah	80	90	90	260	87
23	Revan Fiki Apriansyah	70	80	70	220	73
24	Salman Dait Noerwahyudi	98	99	90	287	96

25	Shanaya Keyla Khairunnisa	70	70	89	229	76
26	Sheira Putri Pebriyanti	98	80	88	266	89
27	Silviani Maulida	80	80	87	247	82
28	Syaira Aluna Maharani	80	80	89	249	83
29	Syifa Aisyah	70	65	60	195	65
30	Teuku Turmuzi	70	55	65	190	63
31	Tisya Puriafalika Syifa Siti Maharani	80	89	80	249	83
Total		2442	2379	2375	7196	2399
Average		79	77	77	232	77
Highest Score		98	99	97	289	96
Lowest Score		55	55	55	190	63

Based on the score distribution data, students' ability to memorize the Quran at MTs Miftahul Falah, Bandung is 96 for the highest score and 63 for the lowest score, while the mean score is 77. To find the range between the highest and lowest scores of students' ability to memorize the Quran at MTs Miftahul Falah, Bandung, we use the following formula: $R = H - L + 1$, where R is the total range, H is the highest score, L is the lowest score, and 1 is a constant.

Based on the formula above, $H = 9$ and $L = 6$ are obtained, so that the range R can easily be calculated as: $R = 9 - 6 + 1 = 4$. Thus, the range of scores can be divided into 4 values, so that the sequence is 9, 8, 7, 6 = 4 values.

Thus, the range of students' ability to memorize the Quran at MTs Miftahul Falah, Bandung can be seen in the table below:

No	Interval	Frequency	Percentage	Category
1	9	6	19.5	Sufficient
2	8	7	22.5	Fairly Good
3	7	7	22.5	Good
4	6	11	35.5	Very Good
		31	100	

From the table above, students' ability to memorize the Quran at the Islamic Secondary School Miftahul Falah, Bandung is as follows: a small portion (35.5%) is considered very good, (22.5%) good, and (19.5%) sufficient. After calculating the values of each variable (X) and (Y), the relationship between Arabic learning achievement and students' ability to memorize the Quran at the Islamic Secondary School Miftahul Falah, Bandung was sought.

Correlation Between Students' Arabic Learning Achievement and Quran Memorization Ability. The analysis used is the Pearson Correlation, also known as the Product Moment Correlation Coefficient, using the formula:

X	y	xy	x2	y2
70	71	4970	4900	5041
83	86	7138	6889	7396
70	71	4970	4900	5041
68	65	4420	4624	4225
95	91	8645	9025	8281
68	66	4488	4624	4356
93	91	8463	8649	8281
68	69	4692	4624	4761
68	67	4556	4624	4489
73	76	5548	5329	5776
82	83	6806	6724	6889
68	69	4692	4624	4761
70	73	5110	4900	5329
67	68	4556	4489	4624
94	92	8648	8836	8464
70	71	4970	4900	5041
96	95	9120	9216	9025
96	96	9216	9216	9216
67	69	4623	4489	4761
68	67	4556	4624	4489
68	65	4420	4624	4225
82	87	7134	6724	7569
70	73	5110	4900	5329
93	96	8928	8649	9216
73	76	5548	5329	5776
86	89	7654	7396	7921
80	82	6560	6400	6724
80	83	6640	6400	6889
68	65	4420	4624	4225
67	63	4221	4489	3969
80	83	6640	6400	6889
2381	2398	187462	186141	188978

$$\begin{aligned}
 r &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\
 &= \frac{31 \times (187462) - (2381)(2398)}{\sqrt{31 \times 186141 - (2381)^2} \sqrt{31 \times 188978 - (2398)^2}} \\
 &= \frac{5.811.322 - 5.709.638}{\sqrt{5.776.371 - 5.669.161} \sqrt{5.858.318 - 5.750.404}} \\
 &= \frac{101.684}{\sqrt{(101.210)(107.914)}} \\
 &= \frac{101.684}{\sqrt{10.921.975.940}} \\
 &= 0.972
 \end{aligned}$$

From the calculation results, it is known that there is a positive relationship with a value of 0.972 between Arabic learning achievement and Quran memorization ability. To provide an interpretation of the strength of this relationship, you can refer to the following table:

No	Value Interval	Strength of Relationship
1	CC = 0	None
2	0.00 < CC ≤ 0.199	Very low or very weak
3	0.20 < CC ≤ 0.399	Low or weak but definite
4	0.40 < CC ≤ 0.599	Fairly meaningful or moderate
5	0.60 < CC ≤ 0.799	High or strong
6	0.80 < CC ≤ 1.00	Very high or very strong, reliable
7	CC=1.00	Perfect

Based on the table, it can be seen that the correlation coefficient found, 0.972, falls into the very strong category. Therefore, there is a strong relationship between Arabic learning achievement and their ability to memorize the Quran. This relationship applies only to the sample of 31 individuals. To test the significance of this relationship, to ensure whether the relationship found applies to the entire population, a significance test is required. The formula for testing the significance of the correlation coefficient is as follows:

$$\begin{aligned}
 t &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= (0,972) \sqrt{\frac{31-2}{1-(0,972)^2}} \\
 &= (0,972) \sqrt{\frac{29}{0,055}} \\
 &= \sqrt{527.27} \\
 &= (0.972) (22.962) \\
 &= 22.319
 \end{aligned}$$

In this analysis, the calculated t value is compared with the t table value for a two-tailed test with an error level of 5% and degrees of freedom $df = n - 2$, yielding a t table value = 2.04. The condition is that if the calculated t value is greater than the t table value, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Conversely, if the calculated t value is $\leq$ the t table value, H_a is rejected and H_o is accepted. Based on the calculation above, it can be seen that calculated t (22.319) $>$ t table (2.04), which means that t falls in the category in which H_a is accepted and H_o is rejected. The conclusion is that the correlation coefficient between Arabic ability and achievement in memorizing the Quran of 0.972 is a significant correlation coefficient, meaning that this coefficient can be generalized or applied to the population from which the sample of 31 people was drawn.

To test the practical significance of the correlation coefficient, which does not require calculation but can be consulted directly in the correlation coefficient table, it can be seen from the table that for $n = 31$ and an error level of 5%, the table value of r is 0.355. The condition is that if the calculated r is smaller than the table r , H_o is accepted and H_a is rejected. However, if the calculated r is greater than the table r (calculated $r >$ table r), then H_a is accepted. It turns out that the calculated r (0.972) is greater than the table r (0.355). Therefore, the correlation coefficient of 0.972 is statistically significant (the result is the same as the previous t test).

The correlation analysis can be continued by calculating the coefficient of determination, namely by squaring the existing correlation coefficient. Thus, the coefficient of determination here is $0.972^2 = 0.9447$. This means that 94.47% of the variation in the Quran memorization achievement variable is explained by the variation in the Arabic ability variable. In other words, the influence of Arabic ability on achievement in memorizing the Quran = 94.47%, while the remaining 5.53% is determined by other factors such as stability factors, living conditions in the tahfizh dormitory, and others that are not covered in this study.

Conclusion

Arabic learning achievement at the Islamic Senior High School (SMA) Miftahul Falah Bandung is a maximum of 96 and a minimum of 67, with a mean of 77. A small portion (35.5%) is considered very good, (22.5%) good, and (19.5%) adequate. Achievement in memorizing the Quran at the Islamic SMA Miftahul Falah Bandung is a maximum of 96 and a minimum of 63, with a mean of 77. A small portion (35.5%) is considered very good, (22.5%) good, and (19.5%) adequate. The correlation coefficient found, 0.972, falls into the very strong category. This means that 94.47% of the variance in the Quran memorization achievement variable is explained by the variance in the Arabic learning achievement variable. In other words, the influence of Arabic learning achievement on achievement in memorizing the Quran = 94.47%, while the remaining 5.53% is determined by other factors such as stability factors, living conditions in the tahfizh dormitory, and others that are not covered in this study. Therefore, there is a strong relationship between Arabic learning achievement and their ability to memorize the Quran. This relationship applies only to the sample of 31 individuals.

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