



The Influence of the Ability to Read the Quran on Learning Outcomes in High School

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Abstract

The personality competence of teachers plays a crucial role in shaping students' learning experiences and motivation. This study aims to analyse the personality competence of Islamic Education teachers at Senior High Schools and its correlation with student learning motivation. This research employs a quantitative approach to analyse the influence of the ability to read and write the Quran on learning outcomes in Islamic education subjects for Class XI students at High Schools. Data were collected from 44 randomly selected students using a Likert scale to measure attitudes, opinions, and perceptions regarding learning methods. The data were analysed using simple linear regression and correlation coefficients. The results of the study show that the ability to read and write the Quran has a significant positive influence on learning outcomes. The hypothesis test results indicate that the significance value (sig) is 0.783, which is greater than 0.05 ($0.783 > 0.05$), leading to the acceptance of H_0 and rejection of H_a . The correlation test results further demonstrate a positive and significant relationship between students' ability to read and write the Quran and their learning outcomes in Islamic education. This suggests that enhancing students' Quranic reading and writing skills can positively impact their academic performance in Islamic education subjects.

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INTRODUCTION

The ability to read and write the letters of the Quran is the basis for students to understand and practice the contents of the Quran, so that improving the ability to read and write the Quran has become a vital demand and need (Ratu, 2023). The aim is to create the goal of Islamic education, namely people who are faithful, devout, have noble morals and the formation of a Quranic generation. If Quran education continues to be developed on an ongoing basis, the values of the Quran will become grounded in society (Fawaidi, 2022; Sapuroh, 2022; Syam et al., 2022).

The goal of education is something that is to be achieved with educational activities or efforts (Firmansyah, 2022; May, 2015; Nasution, 2016; Sartika, 2019). Education tries to change the situation to behave as expected. The aim of Islamic education is the Muslim personality, namely a personality whose all aspects are imbued

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with Islamic teachings (Hawi, 2017; Sholeh, 2016). Therefore, Islamic education also means the formation of a pious human being. As an educational institution whose function is to develop knowledge, developing the ability to read and write the Quran is also the responsibility of schools or madrasas (Paisal & Irfani, 2023; Rojak, 2022; Sirojudin, 2019).

Islamic education teachers are expected to be able to improve students' ability to read the Quran (Jamhuri, 2016; Mardiyah et al., 2022; Sumarji & Rahmatullah, 2019; Winata et al., 2020). Although they basically already have basic skills, they still need guidance, so that students can read one letter after another according to their makhraj well, then translate word by word and be able to understand the content. One of the keys for students to understand the field of Islamic education is to be able and skilled in reading and writing the Quran in accordance with the rules of tajweed science. When students are skilled in reading and writing the Quran according to these rules, they will be able to master the Islamic material that has been delivered well, resulting in good learning outcomes.

Therefore, someone who is capable and skilled in reading and writing the Quran will more easily understand the meaning of verses in the Quran, connect verses of the Quran, know the law of reading or tajweed and explain the meaning and connection between verses of the Quran with the learning material being studied. A person who reads the Quran, whether without songs or sung beautifully and melodiously, cannot be separated from the rules of recitation (Ilham & Kaharuddin, 2023; Ishak & Syafaruddin, 2017; Rambe & Rahma, 2020). Studying the science of recitation itself is *fardhu kifayah* and practicing it is *fardhu 'ain* for every reader of the Quran (reading) from Muslims (men and women).

Based on regional regulations Number 21 of 2003 concerning reading and writing the letters of the Quran for elementary school students, junior high school students, senior high school students, students and prospective brides, it is stated that the ability to read and write the Quran education for every elementary school student, junior high school student, senior high school student and prospective bride and groom is part of Islamic education which has a strategic meaning to contribute to the intelligent life of the nation, especially in the context of instilling the values of Faith and *Taqwa* for the younger generation and society in general.

Based on the author's temporary observations (preliminary study) of State High School, it shows that there are several students who, after carrying out the learning evaluation process in Islamic education and character education subjects, in the form of daily tests, quizzes and mid-semester exams, it turns out there are still some students do not understand Islamic education material well and optimally. Based on these symptoms, the author wants to know more deeply and prove through research whether or not there is an influence of the ability to read and write the Quran on Islamic education learning outcomes.

METHODS

This research employs a quantitative approach, also known as the positivistic method, which is based on the philosophy of positivism and involves the use of numbers and statistical analysis. Techniques such as correlation coefficients and simple regression are utilized to test relationships and determine influences between variables (Maulud, 2020). The study focuses on two independent variables (the ability to read and write the Quran) and one dependent variable (learning outcomes in Islamic education subjects for Class XI students at State High Schools). Data collection involved distributing instrument tests to respondents, with a Likert scale used to measure attitudes, opinions, and perceptions regarding learning methods.

The researchers employed two types of tests to measure student abilities; oral tests and writing tests. Oral tests assessed students' ability to read the Quran using

tajweed rules, while writing tests, in the form of subjective essays, evaluated students' capacity to accurately write the Quran. The description tests were divided into free or open forms, allowing participants to freely organize and express their thoughts (Supardi, 2015; Zainal, 2020; Zuliani et al., 2023; Andayani et al., 2021). This approach aimed to provide a comprehensive understanding of students' proficiency in Quranic reading and writing and its impact on their learning outcomes.

RESULT AND DISCUSSION

In this research, the problem formulation aims to find out how much influence the ability to read and write the Quran (variable). Based on the results of these calculations, it can be seen that the influence of the ability to read and write the Quran on the learning outcomes of the Islamic education subject class shows that R (correlation coefficient) of 0.245 and R square (coefficient of determination) of 0.060. Whereas themselves F Change shows the figure 0.245. Based on the results of R based (correlation coefficient) equal to 0.245 means there is a positive influence between the ability to read and write the Quran on the learning outcomes of the Islamic education subject class

The results of these calculations show a figure that is higher than the correlation result of 0.245 which applies to the sample studied. To find out whether the correlation coefficient can be generalized or not, its significance must be tested using the following formula:

$$F_h = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

Information:

R = multiple correlation coefficient

K = number of independent variables

n = number of sample members

Based on this formula, the calculated F value is obtained as follows:

$$F_h = \frac{0,245^2/1}{(1-0,245^2) / (92-1-1)}$$

$$F_h = \frac{0,060/1}{(1-0,60) / (90)}$$

$$F_h = \frac{0,060}{0,94 / 90}$$

$$F_h = \frac{0,06}{0,010}$$

$$F_h = 6,00$$

So F Calculate of 6.00. This price is then compared with F Table with df1 = 2 and df2 = 90 and a significance level of 0.05, then F Table is obtained of 3.10. In this case the provisions apply if Fcount > Ftable then the correlation coefficient such doubles are significant and applicable where the sample is taken. From the results of the correlation test above, it can be concluded that there is a positive and significant influence between the ability to read and write the Quran on the learning outcomes of class. Thus the result of the hypothesis test is that Ho is rejected and Ha is accepted

CONCLUSION

Based on the results of data analysis and discussion in the research conducted by the author, it can be concluded that the results of calculating the ability to read and write the Quran for class df (degree of freedom) degrees of freedom of 91. To test the hypothesis, look at the calculation results them selvesis 0.783 which means it is greater than 0.05 (0.783 > 0.05) so Ho is accepted and Ha is rejected (Marlius & Jovanka, 2023; Oktavia et al., 2021). So, the reading and writing ability of the Quran for class.

Correlation of students' ability to read and write the Quran to the learning outcomes of Islamic education class counthas a value of 0.245 and r table has a value of 0.205 with an N of 92 and a probability level of 0.05 in the correlation test, because rcount 0,245 >r table 0.205 then Ho is rejected and Ha is accepted. Correlation test of the ability to read and write the Quran on the learning outcomes of the Islamic education subject class of 6.00 or 60% and another 40% is influenced by other factors. So, there is a significant influence between the ability to read and write the Quran on the learning outcomes of the class.

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