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Research Article

The Influence of the Ability to Read and Write the Qur'an on the Learning Outcomes of Islamic Religious Education Students in Class VI A Darul Hikam Elementary School Bandung

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Abstract. This study aimed to determine the influence of the ability to read and write the Qur'an on the learning outcomes of Islamic Religious Education students in grade VI A. This research approach uses a quantitative approach. This type of research uses survey research. In taking samples using Stratified Proportionate Random Sampling. For data collection techniques using tests and documentation. Methods of data analysis using simple linear regression test and multiple linear regression test. Based on the analysis and research discussion, it can be concluded that 1) the ability to read the Qur'an influences the learning outcomes of students' Islamic education; 2) The ability to write the Qur'an does not affect students' Islamic Religious Education Learning Outcomes, and 3) The ability to read the Qur'an and the ability to write the Qur'an together influence the learning outcomes of students' Islamic education.

Keywords: *Influence, Reading, Writing, Learning Outcomes, Islamic Religious Education.*

A. INTRODUCTION

The Qur'an is the holy book revealed by Allah SWT. Lord of the worlds, to His last Messenger and Prophet Muhammad PBUH. Through the angel Gabriel to be conveyed to all humankind until the end of time (Suminto & Arinatussadiyah, 2020; Yusri, 2022; Indahyati et al., 2020). Al-Qur'an means reading, other names of this holy book are Al-Furqon (discriminatory), Adz-Zikir (warning), and others, but the most famous is Al-Qur'an. Lastly, the Qur'an is like a miniature universe that contains all scientific disciplines and is a means of solving all problems throughout human life (Jaeni & Basuki, 2020; Islam et al., 2015). The Qur'an is the most glorious and "noble reading" and can be claimed by anyone, even though it will face the challenges of increasingly sophisticated and complicated scientific progress.

The first word in the first revelation even commanded humans to read and write. Reading (Iqro) and knowing are characteristics of everything, including the universe, scriptures, society, newspapers, magazines, and anything else (Pimada et al., 2020; Miftahuddin & Rohman, 2020). Then iqro is ordered; here Allah promises anyone who reads "for the sake of Allah" will get the mercy of His grace in the form of knowledge, understanding, and new insights even though the object of reading is the same (Rahayu et al., 2020). At the same time, writing (kalam) is described as an effort to spread knowledge through computers, facsimiles, and others.

The command to learn to acquire scientific knowledge has been declared by Allah since the first revelation, the first verse. The first imperative word, namely the word Iqra", which in its entirety reads "Iqro' bismiroobikal ladzi kholaq" (verse 1 surah (96) Al-Alaq). The word Iqro genetically means "read." The word Iqro" is taken from the word qaraa which in addition

means reading, it also means studying, exploring, researching, knowing the characteristics of something (Asmawati & Malkan, 2020; Yunus & Mukhtar, 2020). So it is clear that with the Iqra command, we will gain knowledge or knowledge; however, in reading (studying, researching, exploring), it must begin by mentioning the name of the Rabbi or God who has created humans (Rohilah, 2022; Abdillah & Churchman, 2022).

B. METHOD

This research approach uses a quantitative approach. This type of research uses survey research. In taking samples using Stratified Proportionate Random Sampling. For data collection techniques using tests and documentation. Methods of data analysis using simple linear regression test and multiple linear regression test.

C. RESULT AND DISCUSSION

1. Descriptive Statistical Analysis

Descriptive statistics are essential for researchers close to the data to present the data in their research results. By definition, descriptive statistical analysis is a statistical analysis that provides a general description of the characteristics of each research variable seen from the average value (mean), maximum, and minimum. The results of descriptive statistical tests in this study are presented in the following table:

Table 1. Research Descriptive Statistical Analysis Results

Descriptive Statistics

Mean		Std.Deviation	N
Learning Outcomes of Islamic Religious Education	83.8857	3.62809	35
Ability to Read Qur'an	80.6000	3.63156	35
Ability to Write Quran	80.3714	4.93538	35

Source: data proceed

In the Descriptive Statistic output display, it can be seen that: The average (Mean) score for Islamic Religious Education Learning Outcomes is 83.8857, Al-Qur'an Reading Ability is 80.6000, and Al-Qur'an Writing Ability is 80.3714.

Furthermore, the Std Deviation for Islamic Religious Education Learning Outcomes is 3.62809, the ability to read the Qur'an is 3.63156, the ability to write the Qur'an is 4.93538, and the amount of data for the three variables (N) is 35.

2. Classical Assumption Test Analysis

This classic assumption test is a prerequisite test that is carried out before carrying out further analysis of the data that has been collected. This classical assumption test is intended to produce a regression model that meets the BLUE (Best Linear Unbiased Estimator) criteria; in this study, the classical assumption test consists of several tests as follows:

a. Data Normality Test Analysis

Testing the Normality of data on multiple linear Regression using Probability Plot or Histogram, Basic decision-making Normality of data using Probability Plot: The regression model is said to be normally distributed if the plotting data (dots) data describing the actual data follow a diagonal line (located near the diagonal line (Priest) Ghozali, 2011).

Basis of decision making Normality of data using Histogram. If it forms a standard curve, then the residual is declared normal, and the assumption of Normality is met. On the regular graph -ProbabilityPlot: It can be seen that the plotting data (dots) of data that describes the actual data follow a diagonal line (near the diagonal line. The conclusion from these results is that the regression model is usually distributed.

b. Multicollinearity Test Analysis

The basis for Decision Making based on the Tolerance value: a) If the Tolerance value is more significant than 0.10, then there is no multicollinearity in the Regression model; b) If the Tolerance value is less than 0.10, then multicollinearity occurs in the Regression model.

The basis for Decision Making based on the VIF value: a) If the VIF value is less than ten, then there is no multicollinearity in the Regression model, and b) If the VIF value is more significant than ten, then multicollinearity occurs in the Regression model. The results of the multicollinearity test in this study are presented in the following table:

Table 2. Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	28.133	11.902		2.364	.024		
	Ability to Read Quran	.471	.144	.471	3.266	.003	.888	1.126
	Ability to Write Quran	.221	.106	.301	2.086	.045	.888	1.126

a. Dependent Variable: Learning Outcomes of Islamic Religious Education

Source: data proceed

In the Coefficients table, note the Collinearity Statistics, the Tolerance value for the Ability to Read the Qur'an (X1) and the Ability to Write Al-Qur'an (X2) is 0.888 this value is more significant than 0.10. The VIF value for the Ability to Read the Qur'an 'an (X1) and Al-Qur'an Writing Ability (X2) is 1.126. this value is less than 10; it can be concluded that there is no multicollinearity symptom in the regression model. For the record, if the number of independent variables (X) used in linear regression analysis is only two pieces, the results of Tolerance and VIF for both variables will automatically have the same value.

c. Heteroscedasticity Test

The test used is the Scatterplot Graph. The basis for making decisions with the Scatterplot Graph: a) There is no symptom of heteroscedasticity if there is no clear pattern, such as the points spread above and below the number 0 on the Y axis; b) There are symptoms of heteroscedasticity if there is an obvious pattern, such as the dots forming a particular regular pattern (wavy, widening and then narrowing).

Table 3. Heteroscedasticity test output results, through the Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std.Error	Beta			Tolerance	VIF
1	(Constant)	-3.232	6.777		-.477	.637		
	Ability to Read Quran	.042	.082	.096	.516	.609	.888	1.126
	Ability to Write Quran	.026	.060	.079	.425	.673	.888	1.126

a. Dependent Variable: Learning Outcomes of Islamic Religious Education

Source: data proceed

Through the Coefficients table, with the Learning Outcomes variable as the dependent variable, we can see that the Sig value for the Al-Qur'an Reading Ability variable is 0.609, and

the Sig value for the Al-Qur'an Writing Ability variable is 0.673. Because the sig value of the two variables above is more significant than 0.05, according to the basis of decision-making in the Glejser test regression model, it can be concluded that there are no symptoms of heteroscedasticity.

d. Autocorrelation Test Using Durbin-Watson Test

The basis for decision-making is autocorrelation, namely research by Ghazali (2011), which states that "There is no symptom of autocorrelation if the value of d (Durbin-Warton) is between the dU value (Durbin Upper) and the value (4-du) to determine the d value (Durbin Watson) let us see the SPSS output in the following table:

Table 4. Autocorrelation test results

Model Summary[b]

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin- Watson
1	.143[a]	.021	-.041	1.63829	1.661

a. Predictors: (Constant), Ability to Write Quran, Ability to Read Quran

b. Dependent Variable: Learning Outcomes For the value of d = 1.661

We get the value of du at Durbin-Watson with k = 2 (number of independent variables) and n = 35 (number of data) with a significance of 5%, In Durbin Watson table we see k = 2 (line above) and n = 50 (most column left). Furthermore, in the Durbin Watson table with a significance level of 5%, the value of dU = 1.5838. In the Summary Model Table, the value of d = 1.661, so we first calculate the value (4 - d) = 4 - 1.661 = 2.339.

The basis for making autocorrelation decisions is the research of Ghazali (2011), which states that there are no symptoms of autocorrelation if the value of d (Durbin-Warton) is between the dU value (Durbin Upper) and the value (4-du). Based on the above results, dU = 1.5838. In the Model Summary Table, the value of d = 1.661 and the value (4 – dU) = 4 – 1.5838 = 2.4162

dU (1.5838) < d (1,661) < 4 - du (2,4162)

1, 1.5838 < 1,661 < 2,4162 (Right)

Because the value of d (Durbin-Warton) is between the value of dU (Durbin Upper) and the value (4-du), there are no symptoms of autocorrelation.

3. Hypothesis Test

After all the classical assumptions are met, then we will proceed to the Multiple Linear Regression Test to test the hypothesis; hypothesis testing is presented in the following explanation:

a. Partial t-test

The analysis starts from the Partial t-test on Multiple Linear Regression Partial t-test is a test of the influence of the X variable individually on the Y variable. The basis for decision-making is as follows: a) If the value of Sig is more significant than 0.05, then the independent variable (X) partially (alone) has no effect on the dependent variable (Y); and b) If the value of Sig is less than 0.05 then the independent variable (X) partially affects the dependent variable (Y). In the output of SPSS, we see the Coefficient Table.

The hypothesis in this study is:

Ho = There is no relationship between the ability to read the Qur'an with student learning outcomes

H1 = There is a relationship between the ability to read the Qur'an with student learning outcomes

Table 5. Hypothesis testing results
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	28.133	11.902		2.364	.024		
	Ability to Read Quran	.471	.144	.471	3.266	.003	.888	1.126
	Ability to Write Quran	.221	.106	.301	2.086	.045	.888	1.126

a. Dependent Variable: Learning Outcomes of Islamic Religious Education

The basis for decision-making is if the value of Sig < 0.05, then Ho is accepted; if the value of Sig > 0.05, then Ho is rejected. The Sig value for the Al-Qur'an Reading Ability variable is 0.003; if this value is smaller than 0.05, then Ho is rejected so that the conclusion is: "There is a relationship between Al-Qur'an Reading Ability and Student's Islamic Religious Education Learning Outcomes, or it can be said that the ability to read the Qur'an affects the learning outcomes of students' Islamic education.

Ho = There is no relationship between the ability to write the Qur'an with student learning outcomes.

H1 = There is a relationship between the ability to write the Qur'an with student learning outcomes.

The Sig value for the Al-Qur'an Writing Ability variable is 0.706; this value is more significant than 0.05, then Ho is accepted so that the conclusion is: "There is a relationship between Al-Qur'an Writing Ability and Islamic Religious Education Learning Outcomes of students, or it can be said that the ability to write the Qur'an does not affect the learning outcomes of students' Islamic religious education. The regression equation is as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Based on the Coefficients table above, the regression equation is:

Y = 28.133 + (0.471) X1 + 0,221 X2

Y = 28.133 + 0.471 X1 + 0,221 X2

The explanation of the Regression Equation is as follows:

a) The regression coefficient for the Al-Qur'an Reading Ability variable (X1) is 0.471, and the Al-Qur'an Writing Ability variable (X2) is 0.221;

b) b) The regression coefficient of Al-Qur'an Reading Ability (X1) is positive, meaning that there is a positive relationship between Al-Qur'an Reading Ability (X1) and students' Islamic Religious Education Learning Outcomes (Y), meaning: the reading ability increases. Al-Qur'an (X1), the higher the Islamic Religious Education Learning Outcomes of students (Y);

c) The regression coefficient of Al-Qur'an Writing Ability (X2) is positive, meaning that there is a positive relationship between Al-Qur'an Writing Ability (X2) and Student's Islamic Religious Education Learning Outcomes (Y) increasing Al-Qur'an Writing Ability (X2) the students' Islamic Religious Education Learning Outcomes also increased (Y);

d) Constant a= 28.133; it means that if the Al-Qur'an Reading Ability (X1) and Al-Qur'an Writing Ability (X2) are equal to zero (no change), then the students' Islamic Religious

Education Learning Outcomes (Y) are 28,133;

e) e) The regression coefficient of the ability to read the Qur'an (X1) is b1 = 0.471, and the positive regression coefficient (unidirectional) is 0.471. If the ability to read the Qur'an (X1) increases by 1 unit, then the student's Islamic Religious Education Learning Outcomes (Y) will increase by 0.471. That is, if the ability to read the Qur'an increases by 0.471, the student's Islamic Religious Education Learning Outcomes will increase by 0.471; and

f) The regression coefficient for the ability to write the Qur'an (X2) is b2 = 0.221, and the positive regression coefficient (unidirectional) is 0.221. If the ability to write the Qur'an (X2) increases by 1 unit, then the student's Islamic Religious Education Learning Outcomes (Y) will also increase by 0.221. If the ability to write the Qur'an increases by 0.221, the student's Islamic Religious Education Learning Outcomes will increase by 0.221.

b. Simultaneous F Test

Next, we do the simultaneous F-Test on Multiple Linear Regression. The simultaneous F-Test is a joint test of the effect of variable X on variable Y with the following hypothesis:

Ho = There is no relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic education.

H1 = There is a relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic education.

The basis for decision making: If the value of Sig < 0.05, then Ho is accepted. If the value of Sig is 0.05, then Ho is rejected. The output of SPSS is shown in the following table:

Table 6. Simultaneous hypothesis test results

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	182.629	2	91.314	11.030	.000[b]
	Residual	264.914	32	8.279		
	Total	447.543	34			

a. Dependent Variable: Learning Outcomes of Islamic Religious Education

b. Predictors: (Constant), Ability_Write_Quran, Ability_Read_Quran

The Sig value for Regression is 0.000; if this value is smaller than 0.05, then Ho is rejected so that the conclusion is that there is a relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic education or it can be said that the ability to read al-Qur'an -The Qur'an and the ability to write the Qur'an together influence the learning outcomes of students' Islamic education. To see how much influence the independent variables have on the dependent variable either partially or simultaneously. SPSS output can be seen in the following table:

Table 7. SPSS R-Square output results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.639[a]	.408	.371	2.87725	1.595

a. Predictors: (Constant), Ability_Write_Quran, Ability_Read_Quran

b. Dependent Variable: Learning Outcomes of Islamic Religious Education

The coefficient of determination (R Square or R Square) in Multiple Linear Regression means "How much (%) is the contribution/contribution/influence given by the variable X1 (Ability to Read Al-Qur'an) and X2 (Ability to Write Al-Qur'an) simultaneously (together) on variable Y (Students' Islamic Religious Education Learning Outcomes)". The value of R

Square is 0.408 or 40%, so it can be said that the ability to read the Qur'an and the ability to write the Qur'an together has an influence of 40% on the Islamic Religious Education Learning Outcomes of students, other factors influence the remaining 60%.

Table 8. Partial t Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	28.133	11.902		2.364	.024		
	Ability to Read Quran	.471	.144	.471	3.266	.003	.888	1.126
	Ability to Write Quran	.221	.106	.301	2.086	.045	.888	1.126

a. Dependent Variable: Learning Outcomes of Islamic Religious Education

The basis for decision-making is if the value of Sig> 0.05, then Ho is accepted. Meanwhile, if the value of Sig < 0.05, then Ho is rejected. The Sig value for the Al-Qur'an Reading Ability variable is 0.003; if this value is smaller than 0.05, then Ho has rejected so that the conclusion: There is a relationship between the Ability to Read Al-Qur'an and the Learning Outcomes of Islamic Religious Education students, or it can be said that The ability to read the Qur'an influences the learning outcomes of students' Islamic religious education.

Ho = There is no relationship between the ability to write the Qur'an with student learning outcomes.

H1 = There is a relationship between the ability to write the Qur'an with student learning outcomes.

The Sig value for the Al-Qur'an Writing Ability variable is 0.706; if this value is more significant than 0.05, then Ho is accepted so that the conclusion is: "There is a relationship between the ability to write the Qur'an and the student's Islamic Religious Education Learning Outcomes, that the ability to write the Qur'an does not affect the learning outcomes of students' Islamic religious education."

The Regression Equation:

$$Y = a + b_1X_1 + b_2X_2$$

Based on the Coefficients table above, the regression equation is:

Y = 28.133 + (0.471) X1 + 0,221 X2

Y = 28.133 + 0.471 X1 + 0,221 X2

The explanation of the Regression Equation is as follows:

a. The regression coefficient for the Al-Qur'an Reading Ability variable (X1) is 0.471, and the Al-Qur'an Writing Ability variable (X2) is 0.221
b. The regression coefficient of Al-Qur'an Reading Ability (X1) is positive, meaning that there is a positive relationship between Al-Qur'an Reading Ability (X1) and students' Islamic Religious Education Learning Outcomes (Y). (X1), the higher the Islamic Religious Education Learning Outcomes of students (Y)
c. The regression coefficient of Al-Qur'an Writing Ability (X2) is positive, meaning that there is a positive relationship between Al-Qur'an Writing Ability (X2) and students' Islamic Religious Education Learning Outcomes (Y) the higher the Al-Qur'an Writing Ability (X2) the students' Islamic Religious Education Learning Outcomes also increase (Y)
d. Constant a= 28.133; it means that if the ability to read the Qur'an (X1) and the ability to write the Qur'an (X2) are equal to zero (no change), then the student's Islamic

Religious Education Learning Outcomes (Y) are 28,133.

e. Regression coefficient of Al-Qur'an Reading Ability (X1) is b1 = 0.471, Positive regression coefficient (unidirectional) is 0.471. If the ability to read the Qur'an (X1) increases by 1 unit, then the student's Islamic Religious Education Learning Outcomes (Y) will increase by 0.471. If the ability to read the Qur'an increases by 0.471, the student's Islamic Religious Education Learning Outcomes will increase by 0.471.

f. The regression coefficient for the ability to write the Qur'an (X2) is b2 = 0.221, and the positive regression coefficient (unidirectional) is 0.221. If the ability to write the Qur'an (X2) increases by 1 unit, then the student's Islamic Religious Education Learning Outcomes (Y) will also increase by 0.221. If the ability to write the Qur'an increases by 0.221, the student's Islamic Religious Education Learning Outcomes will increase by 0.221.

c. Simultaneous F Test

Next, we do the simultaneous F-Test on Multiple Linear Regression. The simultaneous F test is a joint test of the effect of variable X on variable Y with the following hypothesis:

Ho = There is no relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic education.

H1 = There is a relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic education.

The basis for decision making: If the value of Sig < 0.05, then Ho is accepted. If the value of Sig > 0.05 then Ho is rejected. The results of the SPSS output can be seen in the following table:

Table 9. Sumultan F Test Results

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	182.629	2	91.314	11.030	.000[b]
	Residual	264.914	32	8.279		
	Total	447.543	34			

c. Dependent Variable: Learning Outcomes of Islamic Religious Education

d. Predictors: (Constant), Ability_Write_Quran, Ability_Read_Quran

The Sig value for Regression is 0.000; if this value is smaller than 0.05, then Ho is rejected so that the conclusion is that there is a relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic education or it can be said that the ability to read al-Qur'an -The Qur'an and the ability to write the Qur'an together have an influence on the learning outcomes of students' Islamic education.

To see how much influence the independent variables have on the dependent variable, either partially or simultaneously, see the SPSS output in the Model Summary table:

Table 10. Coefficient of Determination Results

Model Summary[b]

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	.639[a]	.408	.371	2.87725	1.595

a. Predictors: (Constant), Ability_Write_Quran, Ability_Read_Quran

b. Dependent Variable: Learning Outcomes of Islamic Religious Education

The coefficient of determination (R Square or R Square) in Multiple Linear Regression has meaning. How much (%) is the contribution/influence given by variable X1 (Ability to Read Al-Qur'an) and X2 (Ability to Write Al-Qur'an) simultaneously (together) on variable Y (Learning Outcomes of Students' Islamic Religious Education). The R-Square value is 0.408 or 40%, so it can be said that the ability to read the Qur'an and write the Qur'an together has an effect of 40% on the Islamic Religious Education Learning Outcomes of students; other factors influence the remaining 60%.

To find out the value of d (Durbin Watson), we see the SPSS output in the following table:

Table 11. Durbin Watson test results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin- Watson
1	.143[a]	.021	-.041	1.63829	1.661

a. Predictors: (Constant), Ability_Write_Quran, Ability_Read_Quran

b. Dependent Variable: Learning Outcomes for the value of d = 1.661

We get the value of du at Durbin-Watson with k = 2 (number of independent variables) and n = 35 (number of data) with a significance of 5%.

4. Discussion

a. Ability to Read Al-Qur'an

The ability to read the Qur'an is the ability of students to pronounce what is written in the holy book of the Qur'an based on the rules of the science of tajwid that have been determined. Reading the Qur'an correctly and adequately is judged by a person's ability to understand the science of recitation (Muhayanah, 2021; Basir et al., 2022). The science of Tajweed guides how to read the Qur'an correctly and perfectly, and following the rules in reading it is a measure of a person's ability to read the Qur'an. Then in another sense, the understanding of the ability to read the Qur'an is the skill or intelligence students have in reading the Qur'an, this ability is distinguished: 1) reading readiness. 2) read the beginning; 3) speed reading skills; 4) extensive reading; 5) and read the truth (Supriadi, 2022; Fadilah et al., 2020).

Students will acquire these five abilities through gradual and continuous practice. In turn, students will acquire the ability to read the Qur'an with the following categories: a) Basic level reading skills, namely being able to read the Qur'an in a simple manner (not yet bound by recitation and song), even if this ability is divided into two, the ability to read early level and advanced reading ability; b) Intermediate reading skills, namely being able to read the Al-Quran correctly, being able to distinguish Hijaiyah letters and fluently following the provisions of the science of tajwid; c) The ability to read at an advanced level, namely being able to read the Qur'an correctly according to tajwid and with songs or art that is right and good too; and d) Final level reading skills, namely being able to read the Qur'an in various ways of reading (Qiraah sab'ah) (Hayani, 2018; Arif & Nggolitu, 2019).

b. Ability to Write Al-Qur'an

The ability to write the Qur'an is the ability to recognize and write hijaiyah letters (verses of the Qur'an) with correct makhraj and punctuation marks and be able to distinguish and pronounce long and short readings and be able to write hijaiyah letters. These are in the initial, middle, and final positions of words when they have been assembled (connected) into verses of the Qur'an (Rozi et al., 2020; Ratnasih & Garnasih, 2020).

c. Learning Outcomes

Understanding Learning Outcomes Learning outcomes are abilities that students obtain through learning activities. In another sense, learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills (Nasir et al., 2021). Learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. The description above explains that learning outcomes are changes that occur in individuals who learn, both changes in knowledge and behavior, shown through test scores (Nasution, 2020). Find out the nature of learning outcomes; there are several experts on learning outcomes.

Hidayah (2021) and Azizah (2022) argue that "learning outcomes are a result of the learning process using measurement tools, namely in the form of tests that are arranged in a planned manner, both written tests, oral tests, and action tests. Furthermore, Anirah & Naimah (2021) and Haider et al. (2021) stated that learning outcomes are when someone has learned, there will be a change in behavior in that person, for example from not knowing to know, and from not understanding to understanding. Meanwhile, according to Dimyati and Mudjiono, learning outcomes are things that can be seen from two sides, namely the student side and the teacher's side; learning outcomes are a better level of mental development when compared to before learning. Based on the definition of learning outcomes above, it can be concluded that learning outcomes are changes in behavior after going through the teaching and learning process, which includes the cognitive, affective, and psychomotor fields.

Learning outcomes can be known by conducting specific assessments that indicate the extent to which the assessment criteria have been achieved. This assessment is done by giving a test. It has been described that changes in a person characterize learning as a result of experience and practice (Shepard, 2014). So learning outcomes or forms of behavior change in religious education are expected to lead to three aspects, namely: first, cognitive aspects, this aspect includes changes in terms of mastery of knowledge and development of skills/abilities needed to use that knowledge; second, affective aspects. This aspect is marked by mental attitudes, feelings, and awareness changes.

Moreover the third is the psychomotor aspect, which is marked by changes in motor actions. The purpose of learning carried out by teachers at home, school, or elsewhere is to obtain learning outcomes that are considered good, that is, have met the standards of learning outcomes that have been set or exceeded so that they can be classified as good learning outcomes. In obtaining good learning outcomes, planning or appropriate learning strategies and methods are needed; one strategy that can improve student learning outcomes is the Word Square learning strategy (Santoso et al., 2020).

In the learning process, the teacher, as well as an educator, plays a significant role and responsibility to help improve student success; this is strongly influenced by the quality of teaching and internal factors of the students themselves. In following the learning process at school, every student inevitably expects to get good learning outcomes because they can help students achieve their goals. They must go through a good learning process to achieve good learning outcomes.

D. CONCLUSION

Based on the analysis and research discussion, it can be concluded that: 1) There is a relationship between the ability to read the Qur'an and the learning outcomes of students' Islamic religious education, or it can be said that the ability to read the Qur'an influences the

learning outcomes of students' Islamic education; 2) There is a relationship between the ability to write the Qur'an and the learning outcomes of students' Islamic religious education, or it can be said that the ability to write the Qur'an does not affect the learning outcomes of students' Islamic education; and 3) There is a relationship between the ability to read the Qur'an and the ability to write the Qur'an together with the learning outcomes of students' Islamic religious education or it can be said that the ability to read the Qur'an and the ability to write the Qur'an. Furthermore, jointly influence students' Islamic Religious Education Learning Outcomes.

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