THE EFFECT OF FOREIGN LANGUAGE ABILITY (ARABIC-ENGLISH)ON STUDENTS LEARNING ACHIEVEMENT (QUR'AN AND HADITH

Nadirah[1], Syamsu T[2], Sam Hermansyah[3], Buhari[4], Ibrahim Manda[5], M. Fajar Akbar[6].

[123456]*English Education Program Faculty of teacher and Training Muhammadiyah University Sidenreng Rappang, Indonesa ,*[2]*English Education Program Faculty of teacher and Training Muhammadiyah University Sidenreng Rappang, Indonesia,* [3]*English Education Program Faculty of teacher and Training Muhammadiyah University Sidenreng Rappang, Indonesia*

This study at Darul Aman Gombara Makassar's border school, Buq'atun Mubarakah High School, aims to evaluate the effect of students' Arabic and English language competency on learning achievement, notably in the areas of the Qur'an and Hadith. The description provided by Imam Ghozali of the procedure for computing analysis data utilizing a multivariate analysis application with the IBM SPSS 25 program, edition 9 (2019).

The results showed a link between knowledge of Arabic and English and academic success (as judged by the Qur'an and Hadith), with a significant value of 0.005. H0 is rejected and H1 is accepted, indicating that the hypothesis is true if the value is less than 0.05. The Arabic and English Language Ability and Learning Achievement (Qur'an and Hadith) variables are strongly associated with one another or match the necessary criteria, according to the correlation value of 0.512. A unidirectional link between the two variables is indicated by the correlation coefficient, which is 0.512 and positive. As a result, it is possible to say that a higher

Keywords: *Arabic and English language ability, learning achievement, subjects of the Qur'an and Hadith*

Introduction

Islamic education is the deliberate and responsible process of instilling Islamic beliefs through teaching, counseling, and training within the framework of forming, nourishing, utilizing, and growing thought, memory, and human creation. In order to create a sincere Muslim who can live his life responsibly within the context of worshiping Allah SWT and find satisfaction in both this world and the hereafter.

Islamic boarding schools are a significant part of Indonesia's intellectual life as the country's oldest traditional Islamic educational institution. It plays a significant part in shaping the morality, religion, and education of the country. The purpose of Islamic boarding schools is to learn, comprehend, investigate, appreciate, and put into practice Islamic teachings by highlighting the significance of morality in religion as a guide for conduct in daily life.

An effective educational setting for instilling in students high values and idealistic attitudes is an Islamic boarding school (santri). Islamic boarding schools are regarded as the most successful institutes for learning

and honing foreign languages, including Arabic and English.

One aspect of a company's human life that is crucial is language. Because language is the primary means by which humans communicate and convey all of their thoughts and ideas, the meaning of a language can vary depending on the perspective from which it is viewed as well as the motivation behind the achievement of a particular goal (Abdul Mu'in, 2016). According to Al-Ghulayaini Mustafa (2008:7), Arabic is the language used by Arabs to express their purposes (thoughts and feelings), while English is an international language that makes it the most widely spoken. With anglophone speakers (English speakers) dispersed over the five continents of the world, English has established itself as a global language. English is utilized by people who are not Anglophones but is employed by the global community, particularly by contemporary society. This is also because English has a number of benefits, chief among which is the diversity and continual development of its idioms (special expressions), which are richer than those of other European languages (Arsyad Azhar, 2004).

Report cards are typically a manifestation of student learning and academic accomplishment, claims Anas Sudijono (2010:21). Students who pass the mid-semester and end-of-semester tests receive the report cards from this study. Performance is stated to be good if the report card grade is good, and vice versa. Thus, it is clear that learning achievement is an educational evaluation of students' development in all subject-related knowledge and abilities, which are stated following the assessment's outcomes. Islamic boarding schools offer education to learn and practice the Qur'an so that students can read fluently, translate, draw conclusions about the content, copy and remember certain verses, and understand and practice Hadith as a deepening and expansion of the subject, chosen hadiths. Islamic boarding schools offer study of the Qur'anic Hadith teachings as a prerequisite for continuing their studies (Kemenag, 2003).

There have been other studies that are analogous, but each one has similarities and distinctions with the one that will be conducted, namely the use of Arabic and English in the study of the Qur'an and Hadith. While there is a difference, earlier study primarily paid attention to specific abilities. To put it another way, the differences between the current research and earlier research are glaringly at odds with the goals of Arabic and English language proficiency in the areas of the Qur'an and Hadith. For the topics of the Qur'an and Hadith, the researchers employed Arabic and English techniques.

Methods

In essence, this study employs a quantitative methodology and an experimental research style. Researchers employed statistical calculations in

their investigation. To put it another way, Sugiyono, quantitative research involves calculating numbers or quantities (2017). Probability sampling approaches are used in this study to represent the population of all class X students at Buq'atun Mubarakah High School in Darul Aman Gombara Makassar. This indicates that each component (member) of the population has an equal chance of being chosen as a member's sample by the sampling technique. Students from class X Buq'atun Mubarakah High School in Darul Aman Gombara Makassar served as the study's major data sources, with the class X permanent Qur'an and Hadith instructor serving as a supplementary source.

The research hypothesis was put to the test using this data analysis. This will ensure that the research findings are accurate. Analysis is the process of structuring data sequences, organizing them into patterns, categories, and fundamental order units, according to Patton as cited by Lexy J. Moleong. Regarding Lexy J. Moeleong (2005).

Techniques Regression analysis is a method used in this study's data analysis. By manipulating, changing, increasing, or decreasing the value of the independent variable, the regression analysis technique can be used to anticipate how far the value of the dependent variable will go. The effectiveness of the class X variable (language competence) on the class Y variable (achievement of learning the Qur'an and Hadith) is tested using this analytical technique. In the meantime, it is processed using a multivariate analysis application with the 9th edition of the IBM SPSS 25 program to demonstrate whether or not there is an impact of Arabic and English on students' Al-Qur'an Hadith subjects (Imam Ghozali, 2019).

Findings

To find out systematically how the results of the questionnaire on Arabic and English language skills on learning achievement, especially the subjects of the Qur'an and Hadith students of Buq'atun Mubarakah High School, Darul Aman Gombara Makassar, obtained research results from the following 14 question items.

Descriptive statistics are an important part of a study that is used to

describe the basic characteristics of the data to be used. Data will have meaning if it can be presented through a descriptive statistical summary of a data set with or without analytics so that it is easy to understand. Descriptive statistics are used to communicate information simply. One type of descriptive statistical presentation is a frequency distribution. The following are the results of the frequency distribution listed in the following description.

1. Arabic and English language ability

Arabic and English language ability				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.00	3	10.3	10.3	10.3
	20.00	3	10.3	10.3	20.7
	21.00	4	13.8	13.8	34.5
	22.00	1	3.4	3.4	37.9
	23.00	7	24.1	24.1	62.1
	24.00	2	6.9	6.9	69.0
	25.00	3	10.3	10.3	79.3
	26.00	3	10.3	10.3	89.7
	27.00	1	3.4	3.4	93.1
	30.00	2	6.9	6.9	100.0
	Totally	29	100.0	100.0	

Table 4.15

Based on the table above, information is obtained that from 29 respondents, the majority of the total Arabic and English language proficiency scores are 23 with a frequency of 7 respondents (24.1%), while the minority total Arabic and English language proficiency scores are 22 and 27 with a frequency of 1 respondent (3.4%).

2. Learning achievement

Learning Achievement (Qur'an-Hadith)				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29.00	2	6.9	6.9	6.9
	30.00	1	3.4	3.4	10.3
	31.00	2	6.9	6.9	17.2
	32.00	1	3.4	3.4	20.7
	33.00	8	27.6	27.6	48.3
	34.00	4	13.8	13.8	62.1

35.00	5	17.2	17.2	79.3
36.00	4	13.8	13.8	93.1
37.00	2	6.9	6.9	100.0
Totally	29	100.0	100.0	

Table 4.15

Based on the table above, information is obtained that from 29 respondents, the majority of the total learning achievement scores (Qur'an and Hadith) are 33 with a frequency of 8 respondents (27.6%), while the minority total learning achievement (Qur'an and Hadith)) of 30 and 32 with a frequency of 1 respondent (3.4%).

The following are the results of the Pearson correlation which are presented in the table below:

Correlations		Arabic and English Language Skills	Learning Achievement (Qur'an and Hadith)
Arabic and English Language Ability	Pearson Correlation	1	.512**
	Sig. (2-tailed)		.005
	N	29	29
Learning Achievement (Qur'an and Hadith)	Pearson Correlation	.512**	1
	Sig. (2-tailed)	.005	
	N	29	29
**. Correlation is significant at the 0.01 level (2-tailed).			

Source : *Output SPSS*

Table 4.22

The relationship between Arabic and English Language Ability and Learning Achievement (Qur'an and Hadith) obtained a significance value of 0.005 based on the aforementioned table. If the value is less than 0.05, H0 is rejected and H1 is accepted, indicating that there is a relationship between Arabic and English Language Ability and Learning Achievement (Qur'an and Hadith). The correlation value is 0.512, which indicates that the variables of Arabic and English Language Ability and Learning Achievement (Qur'an and Hadith) are closely related to one another or meet the necessary conditions. The

correlation coefficient is 0.512 and is positive, indicating a unidirectional association between the two variables. so that it canbe concluded that the higher the value of the Arabic and English Language Ability variable, the higher the value of Learning Achievement (Qur'an and Hadith).

Based on the results of the calculation of the correlation coefficient using a frequency distribution, to find out the ability to speak Arabic and English has a positive and significant effect on learning achievement of the Qur'an and Hadith which is indicated by the value for the effect of X on Y is 0.005, the value is <0.05 through the SPSS 26 application and , it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is an effect of X on Y. This test is used to see the significant level of the independent variable (Arabic Language Ability) simultaneously affecting the dependent variable (Qur'an and Hadith Learning Achievement). This means that students' Arabic and English language skills have a significant effect on learning achievement of the Qur'an and Hadith. Furthermore, this research should be used as input and reference for further and in-depth research.

Bibliography

Abdul Mu'in. 2016. Analisis Kontrastif Bahasa Arab dan Bahasa Indonesia. Jakarta: Pustaka Al-Husna

AL Ghulayaini Mustafa, 2008, Jami'u Ad-durusi AI-Arabiyah, hal 7 Beirut: Maktabah Isriya

Arsyad Azhar, 2004, Bahasa Inggris dan Metode Pengajarannya,Yogyakarta: Pustaka Pelajar

Anas, Sudijono. 2010. Pengantar Statistic Pendidikan, (Jakarta: PT Raja Grafindo Persada. cet. Ke-21

Kementrian Agama. 2003 Undang-undang nomor 23. Jakarta: Balai Pustaka. Cet. IV

Moleong J Lexy 2005, Metode Penelitian Kuantitatif, Bandung :   PT. Remaja Rosdakarya

Sugiyono. 2017. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta