The Determination of Factors Affecting Learning Outcomes of the Qur'an Memorization at MTs Yanbu' Kudus Students

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Abstract

The students' learning outcome of memorizing the Qur'ân is students' final ability to master memorization smoothly, precisely, and fluently. Numerous factors can affect student learning outcomes in memorizing the Qur'ân. This study, therefore, aims to examine the effect of memorization background on students' learning outcomes of memorizing the Qur'ân, the effect of learning motivation on students' learning outcomes of memorizing the Qur'ân, the effect of self-efficacy on students' learning outcomes of memorizing the Qur'ân, the effect of Arabic language skills on students' learning outcomes of memorizing Al-Qur'ân, and simultaneously test the effect of the memorization background, learning motivation, self-efficacy, and Arabic language skills on students' learning outcomes of memorizing Al-Qur'ân. The research used a quantitative approach with a correlational type. The research population was all students in grades VII, VIII, and IX of MTs Yanbû' Al-Qur'ân Kudus, totaling 495 students. Meanwhile, using the proportionate stratified random sampling technique, the research sample of 120 students was obtained. The data were collected using a questionnaire, test, and documentation. The data collected were then analyzed by simple and multiple linear regression analysis utilizing the SPPS version 24.0 application. The data analysis results revealed that the determinants affecting the learning outcomes of memorizing the Qur'an indicated that individually, (1) the memorization background had a significant effect of 6.0% on the learning outcomes of memorizing the Qur'an; learning motivation had a significant effect of 15.0% on the learning outcomes of memorizing the Qur'an; self-efficacy had a significant effect of 14.0% on the learning outcomes of memorizing the Qur'an. Meanwhile, students' Arabic skills had no significant effect of 0.01% on the learning outcomes of memorizing Al-Qur'ân. (2) Together, memorization

background, learning motivation, self-efficacy, and Arabic language skills had an effect of 20.9% on the learning outcomes of memorizing Al-Qur'an.

Keywords: Memorization Background, Learning Motivation, Self-Efficacy, Arabic Language Skills, Memorization Learning Outcomes

A. Introduction

The purpose of studying the Qur'an is so that students are enthusiastic about reading and memorizing the Qur'an properly and correctly, studying, understanding, believing in it, and practicing its teachings. To achieve good and correct reading and memorization of the Qur'an, it is necessary to have quality learning, excellent learning motivation, and strong self-confidence. One of the essential aspects of memorizing the Qur'an is assessment, which is intended to determine students' success in achieving predetermined competencies, i.e., memorization achievements determined (Putro Widoyoko 2018, 1). As done by MTs Yanbû Kudus students, memorizing the Qur'an has various indicators in assessing its competence. Some interesting indicators to study consist of the background of memorizing the Qur'an, learning motivation, self-confidence, and Arabic language skills. These four elements became variables X_1, X_2, X_3, and X_4 to assess the learning outcomes of memorizing the Qur'an in this study.

The four competencies were selected based on various studies, including by Listya, regarding the memorization competence as measured by memorization assessment with *murâja'ah* or repeat memorization and monthly assessment with additional *tikrâr* (Chairani dan Subandi 2010, 8). According to Baharuddin, the factors hindering the process of memorizing the Al-Qur'ân include the background of students who are not entirely from religious institutions that teach the basics of Arabic, internal and external factors in Islamic boarding schools, and the lack of self-confidence, affecting the decline in the spirit of repeating memorization (Baharuddin 2010, 150).

According to Roisatul Mustaqimah, intelligence is one factor influencing the process of memorizing the Qur'an. Various studies have stated that memorizing the Qur'an affects high intelligence of memorizing the Qur'an (Mustaqimah 2019, 395-423). This intelligence factor blends into the background factors of memorization, learning motivation, and self-confidence. According to Zaki Zamani, another factor in memorizing the Qur'an is Arabic, which helps students read and memorize the Qur'an. However, Arabic skills are not required for people who memorize; Arabic is a valuable tool for students to launch and strengthen memorization (Zamani dan Maskum 2009, 63). Arabic language skills, especially reading skills, will also help students to fluently and appropriately recite the verses of the Qur'an (Badwilan 2010, 296).

As Sa'dullah stated, students' learning motivation is directly proportional to habits, the environment, and the progress of their lives, where they learn according to the procedures they apply. In addition, factors influencing the motivation to memorize the Al-Qur'ân come from the student's internal since all decisions and responsibility for the learning outcomes are derived from the student (Sa'dullah 2008, 80).

In this study, students at MTs Yanbû' Al-Qur'ân Gebog Kudus had the four indicators in the variables above. In terms of memorization background, learning motivation, self-confidence, and Arabic language skills, it was evidenced by their enthusiasm for memorizing that they knew no time, the totality of memorizing and utilizing their souls, minds, and energy. Thus, they can have good memorization skills of the Qur'an to achieve memorization success and get excellent grades. Some aspects that motivated them are based on their belief in Allah's promises for each individual who memorizes the Qur'an and felt that they had received so many benefits after memorizing the Qur'an. In this regard, their motivational aspect goes through a prolonged process, becoming internalized motivation.

This study used a quantitative approach with a correlational survey. Generally, surveys are conducted on large and small populations so that data obtained from sample data taken from that population can find relative, distributive events and connections between educational and psychological variables.

This research was also non-experimental, or ex posts facto, i.e., the researchers did not manipulate the variables studied but took measurements in a natural setting. Therefore, the design included a causal relationship study. Judging from the nature of the relationship between variables, this study did explain not only the relationship but also the level of influence between variables of causality (Sudjana 2007, 58).

Further, the study examined the effect or relationship between memorization background, learning motivation, self-confidence, and Arabic language skills variables on the memorization learning outcomes of Madrasah Tsanawiyah (MTs) students and the optimization of independent variables on the achievement of memorization learning outcomes. Specifically, this research surveyed the variables of memorization background, learning motivation, self-confidence, and Arabic language skills, affecting the dependent variable on the learning outcomes of memorizing the Qur'an of Madrasah Tsanawiyah students.

Based on the explanation above, the researchers focused on the formulation of the problem on the determining factors that either partially or simultaneously influenced the learning outcomes of memorizing the Qur'an of MTs Yabu' Kudus students. In this case, the

determining factors comprised the background of memorizing the Qur'an, learning motivation, self-confidence, and Arabic language skills.

For that reason, this study aimed to analyze the dominant determinants, including the memorization background, learning motivation, self-confidence, and Arabic language skills, in influencing memorization success for MTs Yanbû' Kudus students.

This research was conducted at MTs Yanbû' Kudus. MTs Yanbu' is an MTs integrated with the Yanbû' Kudus Islamic boarding school. MTs Yanbû' is also an excellent madrasa focused on memorizing the Qur'an 30 Juz. In addition, MTs Yanbû' equips its students with Arabic and English taught by alumni of the Gontor Islamic boarding school as one of their daily languages.

Moreover, prospective students of MTs Yanbû' Kudus must undergo a series of boarding school entrance tests, including memorizing one juz of the Qur'an, i.e., juz 30, reading and writing Arabic texts, and passing a quarantine period of one month, whether prospective students of MTs Yanbû' are competent to memorize the Qur'an. Besides, MTs Yanbû' Kudus' students mostly come from Java, but some students are also from Sumatra, Kalimantan, and Sulawesi, so MTs Yanbû' Kudus already have a national name. Also, many national-level championships, such as science and Al-Qur'an competitions, have been won by MTs Yanbû' Kudus' students.

Based on this data, the authors are interested in researching MTs Yanbû' Kudus' students to succeed in memorizing the Qur'an. The population is defined as the entire object/subject of observation. In this study, the population was all students of MTs Yanbû' Gebog Kudus, consisting of grades VII, VIII, and IX, with a total of 495 students. For more details, see the table below:

The Situation of the Students of MTs Yanbû'

Al Qur'ân Kudus

No	Grade	Total
1	VII	180
2	VIII	196
3	IX	119
	Total	495

Meanwhile, the sample is part of a population. The sample size in this study was based on the size of the existing population. The sample size was determined using the Slovin formula (Slovin 1960, 13).

$$n = \frac{N}{1 + Ne^2}$$

Where:

n : Sample size

N : Population size

e : Percentage level of significance (0.1)

Based on this formula, the samples taken in this study are as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{495}{1 + (495 \; x \; 0,1^2)}$$

$$n = 120$$

Based on the above formula, the minimum sampling limit was 120 students. Since the extrapolation consisted of grades VII, VIII, and IX, the sampling technique used (sampling technique) in this study was proportional stratified random sampling, in which each class level of the population had the same opportunity to be the sample. Thus, the number of samples taken was 120 students of MTs Yanbû' Kudus, with the following distribution:

Distribution of Sample Size of MTs

Yanbû' Kudus

No	Grade	Total Population	Formula to determine sample $(N_A{:}N)$ x s	Sample
1	VII	180	(180:495)x120	44
2	VIII	196	(196:495)x120	47
3	IX	119	(119:495)x120	29
	Total	**495**		**120**

*) N_A= population size class/level; N= total population

Then, documentation can be interpreted as a collection of verbal data in writing. Documents are also records of events that have already occurred. In addition, documents can be in writing, research results, photos or pictures, works, recordings, speeches, and others

(Martono 2016, 80). In this study, the documentation was in the form of scores from the test of learning to memorize the Qur'an and scores from the Arabic language skills test for students of MTs Yanbû' Kudus.

Furthermore, data analysis carried out in this study consisted of two kinds: quantitative descriptive analysis and statistical analysis using multiple regression (Sugiyono 2006, 69). Quantitative descriptive analysis was used to measure and facilitate the giving of meaning to the results of observations of student activities, i.e., data analysis using simple exposures, both in numbers and percentages.

The data analysis techniques used in this study are:

1. **Linear Regression Prerequisite Test**

   a. **Normality Test**

      The data normality test was intended to show that the sample data came from a normally distributed population. The test procedure was carried out using the Kolmogorov-Smirnov test, and if the probability is > 0.05, the variable is normally distributed (Kroonenberg 2021, 3–17).

   b. **Homogeneity Test**

      A homogeneity test was conducted to determine whether the data were homogeneously distributed. The homogeneity test was carried out using a scatter plot. In this case, the data are homogeneous if the graphs scatter plot distribution spreads, does not converge at one point, or forms a specific pattern (Kroonenberg 2021, 3–21).

   c. **Multicollinearity Test**

      Multicollinearity is a situation where there is a correlation between independent variables. For the rationale, the linear regression model assumes no multicollinearity between the independent variables. The presence or absence of multicollinearity can be seen from the tolerance value and VIF. If the tolerance value is more significant than 0.1 and the VIF value is below 10, it can be stated that the independent variable used is independent of the multicollinearity problem (no correlation between independent variables) (Kroonenberg 2021, 3–21).

2. **Linear Regression Analysis**

   a. **Simple Linear Regression Analysis**

      Simple linear regression analysis was used to see the effect of one independent variable on the dependent variable. Simple regression analysis was used for the partial test,

i.e., each independent variable with the dependent variable. The simple linear regression model used is:

Y = a + b X

Information:

Y: Dependent variable (memorization learning outcomes)

X: Independent variables (memorization background, learning motivation, self-confidence, and Arabic language skills)

a :   Constant

b :   Regression coefficient

Then, hypothesis testing was conducted using either the F-test from the ANOVA table or the t-test of each independent variable regression coefficient. Here, the independent variable affects the dependent variable if the significance value on the F-test or t-test is smaller than the 5% significance level (p-value <0.05). Otherwise, if the p-value is 0.05, it is stated that the independent variable does not affect the dependent variable (Creswell, 2021).

b. Hypothesis Testing with Multiple Linear Regression Analysis

Under the research objectives and the hypothesis formulation, the data analysis technique used in this study was multiple linear regression analysis. This analysis technique determined the overall effect of the independent variables (simultaneous) on the dependent variable. Hypothesis testing used the F-test in the ANOVA table. If the significance value (p) in the F-test is less than the significance level of 0.05 (p <0.05), it indicates that the independent variables have a combined effect on the dependent variable. Conversely, if the significance value (p) in the F-test is greater than the significance level of 0.05 (p>0.05), there is no joint influence between the independent variables on the dependent variable. The multiple regression model used is:

$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + E$

Information:

Y   = Memorization Learning Outcomes

a   = Constant

B_1, B_2, B_3, B_4 = Regression Coefficient

E   = Error/epsilon/variable

X_1 = Memorization Background

X_2 = Motivation to learn

X_3 = Self-Confidence

X_4 = Arabic language skills

B. Discussion

Based on the research results described above, it can be explained that in partial or simultaneous testing, not all independent variables affected the dependent variable. The results also showed that the independent variables that influenced students' memorization learning outcomes were memorization background, learning motivation, and self-confidence, while Arabic language skills had no significant effect on students' memorization learning outcomes. The discussion of each research hypothesis test is described more clearly as follows:

1. The Effect of Memorization Background on Learning Outcomes of Memorizing MTs Yanbû' Al-Qur'ân Kudus

The family fully supported the background of memorizing the Qur'an for MTs Yabû' students, especially the father and mother. The memorization provisions brought by prospective students when entering MTs Yanb' were also due to parents' encouragement to send their children to MTs Yanbû'. Without solid encouragement and support from the family, children would find it challenging to enter MTs Yanbû' Kudus. In addition, students must be ready and have a solid will to memorize, especially in memorizing juz 30, because it is an absolute requirement when entering MTs Yanbû' Kudus.

In this regard, parents are heroes and great fighters in bringing their children to memorize the Qur'an. The noble ideals for students to memorize the Qur'an, supported by the hard struggle of parents, will later be rewarded by children, both in this world and hereafter (M. Zein 2006, 47). Parents' habit of reading the Qur'an must be able to set a good example for their children. Besides, there must also be great attention for parents to take their children to be able to read the Qur'an even in memorizing the Qur'an. Thus, a good inheritance taught by parents must be carried out by their children.

In this study, the results revealed an effect of rote background on the learning outcomes of memorizing Al-Qur'ân students at MTs Yanbû' Al-Qur'ân Kudus, indicated by a p-significance value smaller than the significance level (p-value < 0.05). Related to that, memorization background is a method of keeping the memorization of the Qur'an on an

ongoing basis by remembering, recording, and memorizing it by heart without any continuous errors. The background of this memorization is per the commands of the Qur'an. According to Ibn Manzûr, *ma'nahu min dhiyâ'* means guarding against loss and destruction (Manzur 2003, 441).

The process of memorizing the Qur'an at the time of the Prophet Muhammad was formed from a strong oral tradition in Arab society. From several studies, it turns out that the writing tradition at that time was also not significant; it was developed because few companions were involved in the initial process of the Qur'an from the time of the Prophet Muhammad to the time of the fourth Caliph Khulafaur Rashidin, which shows that many companions could not write well. Recent studies following the discovery of Qur'anic manuscripts at the Great Mosque in San'a, many of which are from Palimpsest, also support the argument that the writing tradition developed late during this period. With that in mind, the pressure to memorize is taken for granted by Muslims today (T.F.N 2020, 107–25). This theory reinforces the vital element of memorizing the Qur'an in the development of Islam, and currently, the institutionalization of Qur'an memorization institutions is increasing, including at MTs Yanbû' Kudus.

The results of this study strengthen the theory that the memorization background is supported by the presence, solid intentions and interests, and the ability to memorize and maintain memorization. These three things are the primary factors in the background of memorizing the Qur'an (A. M. Zein 2006, 94–97).

The results of the memorization background that affected 6% in the whole process of memorizing the Qur'an in this study were that after entering MTs Yanbu'a Kudus, students renewed their existing memorization results. It was due to the diversity of students' memorization background methods before entering the education level at MTs Yanbu'a Kudus.

It strengthened the results of the significant memorization background and showed that education before entering MTs Yanbû' captivating Kudus is the right age for children to memorize the Qur'ân. At that age, the mind is still pure, so it is easy to remember the Qur'an. Memorizing the Qur'an is also not an easy task. It requires patience, determination, strong motivation, a suitable method, and parental support. Thus, many factors can affect how a student memorizes the Qur'an, both from the students themselves (intrinsic factors) and the people around them (extrinsic factors). In this case, some students found memorization challenging, while others found it easy to memorize. In addition, students had difficulty memorizing because their ability to memorize was lacking and difficult to

memorize. Here, it indicates a determination to have a memorizing background and the role of parents in encouraging the improvement of the memorization of the Al-Qur'ân (Zulfahmi J. and M. 2021, 17). This theory confirms the analysis of the firm intention and will to do memorization, supported by several factors. These include the tradition of memorizing the Qur'an, which has been a necessity since the beginning of the Qur'an codification; thus, it contains a high value of worship. Another supporting factor is the support from parents and education before entering MTs Yanbû' Kudus, instilling a firm intention and determination to memorize the Qur'an.

2. **The Effect of Learning Motivation on Learning Outcomes of Memorizing MTs Yanbû' Al-Qur'ân Kudus**

The results uncovered an effect of student motivation on learning outcomes of memorizing the Qur'an at MTs Yanbû' Al-Qur'ân Kudus students, indicated by a p-significance value smaller than the significance level (p-value < 0.05). In this respect, learning motivation is one factor that encourages students to learn because of the needs and expectations to achieve satisfactory results and achievement. According to Muhaimin, motivation consists of three variables: the expectation to perform the task successfully, the highest achievement regarding the value of the task, and the need for success (Muhaimin 2006, 142).

McClelland also argued that motivation theory is closely related to the concept of learning. The theory suggests that when a person has a strong need, the effect is to motivate a person to use behavior that leads to fulfilling the need for satisfaction. The essence of this theory is that needs arise through adaptation to one's environment. Due to this emerging need, the given behavior tends to occur at a higher frequency (McClelland and Johnson, n.d.2004).

The need for achievement is also the drive to excel concerning standards and strive for success (McClelland and Johnson, n.d.). Therefore, students will try to achieve their highest achievement; the achievement of these goals is realistic but challenging and progresses in learning. Students also need to get feedback from their environment as a form of recognition for these achievements.

In addition, the desire to achieve absolute achievement belongs to everyone, and there are numerous ways a person takes to achieve it. The higher the desired achievement, the more complex the effort he must muster. McClelland, in this case, developed a form of

motivation, i.e., achievement motivation. Achievement motivation is a need obtained from childhood and continuously develops when a person reaches adulthood.

The importance of achievement motivation will foster a positive attitude for someone. When someone is motivated to achieve achievement, he will always be happy to receive feedback, suggestions, and recommendations on improving his performance.

In a research journal written by Muhammad Ridlo from UIN Sunan Kalijaga Yogyakarta in the journal PALAPA, it is said that the characteristics of a person with a strong need for achievement are as follows: a strong desire for personal responsibility, a desire for quick and concrete reciprocity by considering the results of their work, a desire for doing a good job, monetary and other material rewards related to achievement, and the tendency to set decent achievement goals. Humans with a strong need for achievement will produce a high level of goal achievement.

In the educational process, students are not only given knowledge but also values that come from religion, society, culture, technology, and others. In addition, educational institutions have developed a learning assessment system to measure student success. Thus, it will spur students to excel in every learning process, including learning to memorize the Qur'an. This motivation indirectly becomes a challenge and obstacle that students must pass (Ridho 2020, 6 & 11).

In Usman, the characteristics of people with high achievement motives were developed by the Achievement Motivation Training (AMT) Team, which has the following indicators: 1) Take responsibility for all actions, link oneself to his/her future career or life, and do not blame others for his/her failures; 2) Trying to find feedback on all his/her actions and always willing to listen to the opinions of others as input and self-improvement; 3) Dare to make decisions with calculations (challenging and manifest) beyond others, superior, and wanting to create the best; 4) Trying to do something innovatively and creatively, with lots of ideas, and being able to realize his ideas well; 5) Feeling being chased by time, good at measuring the time that can be done now, and do not delay for tomorrow; 6) Work hard and be proud of the results achieved (Usman 2013, 293).

Moreover, the need for achievement includes the desire to master objects, ideas, or other people independently and increase one's self-confidence through practicing talents. Based on the above theory, it can be analyzed that when MTs Yanbu' students memorize Al-Qur'ân, the achievement of learning outcomes to memorize Al-Qur'ân is a high need in madrasah, and this can be achieved by increasing self-confidence through memorization

exercises through *tahfîz, takrir,* and *murâja'ah.* Besides, MTs Yanbu' students in this study had full responsibility to achieve learning outcomes to memorize the Qur'an and overcome obstacles and difficulties.

The analysis results disclosed that the components of student learning motivation affected the learning outcomes of the Qur'an at MTs Yanbû' Kudus. Related to McClelland's theory, the learning process of memorizing the Qur'an at MTs Yanbû' Kudus succeeded in generating self-confidence, full responsibility, adapting to the madrasa environment, and finding solutions to problems of memorization, and student motivation in the process of memorizing the Qur'an.

Learning motivation in this study contributed 15.0% to the learning outcomes of memorizing the Qur'an. It indicates that the effectiveness of learning motivation in the success of learning to memorize the Qur'an students was quite influential. It can be interpreted that the motivational factors contained in various verses of the Qur'an regarding the virtues of memorizing the Qur'an strongly influenced the learning motivation of MTs Yanbu'a Kudus students.

Everything related to learning motivation has also been done at MTs Yanbû' Kudus in learning to memorize the Qur'an. With the fulfillment of all steps in increasing student motivation to memorize the Qur'an, this learning motivation had a significant effect on learning outcomes memorizing the Qur'an.

3. **The Effect of Confidence on the Memorization Learning Outcomes of MTs Yanbû' Al-Qur'ân Gebog Kudus students**

The results exhibited an influence of students' self-confidence on the learning outcomes of memorizing Al-Qur'ân students at MTs Yanbû' Al-Qur'ân Kudus, indicated by a p-significance value smaller than the significance level (p-value <0.05). In this case, self-confidence represents the notion of self-efficacy since the expectations of people with a sense of success differ from dreams or fantasies about success. Related to that, Bandura's expectations for success are expectations of one's ability to influence the expected results. Bandura then categorized expectations into two: (1) ability expectations to influence outcomes (efficacy expectations) and (2) outcome expectations. Ability expectations to influence outcomes refer to people's beliefs that they are capable of performing certain behaviors, while outcome expectations allude to predictions of the consequences of the desired behavior (Bandura 1997, 34–35).

One of the critical characteristics taught to students is the character of self-confidence. Self-confidence is a belief in one's ability to fulfill all desires and expectations. Students need to have a level of self-confidence since it is difficult to achieve optimal learning outcomes without self-confidence. It involves activities that require confidence, such as expressing opinions, answering teacher questions, giving presentations, and completing questions and assignments on their own at all stages of the learning process, because all students have to do it. If students lack self-confidence, they may be unable to do all these activities. In addition, inferiority complex and low self-esteem (not humble) significantly hindered the student's learning progress (Salirawati 2012, 2).

The results also showed that self-confidence affected 14% in memorizing the Qur'an. The process of memorizing the Qur'an formed a sense of self-confidence embedded in students. This high self-confidence also increased due to moral and material encouragement from parents. It is because Yanbu'a has been known and has the prestige as a trusted institution to educate the memorizers of the Qur'an. It then affected the students of MTs Yanbu' Kudus.

Several studies have also shown a relationship between school performance in self-confidence. Students with low self-confidence are more likely to avoid the task, whereas those with high self-confidence are more likely to participate. Self-efficacy increases when students enjoy success and attribute success to their abilities, which can influence self-efficacy beliefs to perform successful behaviors to achieve desired outcomes. Likewise, students who memorize the Qur'an with high self-confidence will succeed in memorizing despite facing obstacles and difficulties. The various theories above have indicated that students of MTs Yanbû' Kudus had an elevated level of self-confidence, affecting the process of learning to memorize the Qur'an.

4. **The Influence of Arabic Language Skills on Learning Outcomes of Memorizing the Qur'an of MTs Yanbû' Al-Qur'ân Kudus Students**

The results showed no effect of Arabic language skills on the learning outcomes of memorizing Al-Qur'ân students at MTs Yanbû' Al-Qur'ân Kudus, indicated by a p-significance value more significant than the significance level (p-value > 0, 05). Arabic language skills, especially reading skills, in this case, did not help students to recite the verses of the Qur'an fluently and precisely. However, there are also difficulties pronouncing the letters in different articulations fluent in the Qur'an and speech in English daily. Also, if students continue to practice reading the letters of the Qur'an fluently and precisely over

time, they will get used to it fluently and accurately reciting the Qur'an (Badwilan 2010, 296).

It is hugely different from the theory, suggesting that students can take a lot of vocabulary or *mufrodât* in the Al-Qur'ân to be a tool for speaking skills, so students will easily remember the verses of the Qur'ân that have taken their vocabulary to be used speaking skills; thus, students will be easy to memorize the Al-Qur'ân according to the vocabulary taken from the Al-Qur'ân (Sholehah 2017, 116). It denotes that when tested separately, Arabic language skills did not affect the learning process to memorize the Qur'an. However, when tested with other indicators, they still affected the learning outcomes of memorizing the Qur'an.

The results also revealed that Arabic language skills separately had a 0.001% effect on the overall learning process to memorize the Qur'an. It indicates differences in methods between speaking Arabic based on the *mufrodat* in the Qur'an, while the Arabic method in MTs refers to speaking Arabic in I'rabic. Here, students are more concerned with memorizing the Qur'an, putting aside Arabic language skills as a language skill. Even if together, the ability to speak Arabic is still significant in learning to memorize the Qur'an. Another factor that strengthens these results is that the MTs level is the initial level. Most students start adapting to the procedures for memorizing the Qur'an and adjusting their time to meet the memorization target, so learning Arabic according to the curriculum has not been entirely a priority for students.

Moreover, the study results exposed that Arabic language skills did not affect learning outcomes to memorize the Qur'an, in line with the theory regarding the stigma of speaking Arabic so far. The stigma developing among public and religious school students is that learning Arabic is considered complicated since it could be the teacher who teaches the wrong steps in implementing strategies and methods in learning Arabic.

C. Conclusion

Based on the research results and discussion above, it can be concluded as follows. Partially, the students' memorization background affected the learning outcomes of memorizing the Qur'an of MTs Yanbû' Al-Qur'ân Kudus students (Ha$_1$ was accepted). It is evidenced by the significant value (p) of the partial test between the students' memorization background and the learning outcomes of memorizing the Qur'an less than 0.05 (0.009 <0.05). The partial test between students' learning motivation and learning outcomes of memorizing the Qur'an was less than 0.05 (0.000 <0.05). A positive value on the regression coefficient of memorization

background (b2=0.22) indicates that the higher the student's learning motivation, the better the learning outcomes of memorizing the Qur'an. In addition, students' self-confidence affected the learning outcomes of memorizing the Qur'an of MTs Yanbû' Al-Qur'ân Kudus students (Ha₃ was accepted). It is evidenced by the significant value (p) of the partial test between students' self-efficacy on the learning outcomes of memorizing the Qur'an, which was smaller than 0.05 (0.000 <0.05). A positive value on the regression coefficient of learning motivation (b3 = 0.13) denotes that the higher the student's self-confidence, the better the results of memorizing the Qur'an. Meanwhile, the Arabic language skills of students did not affect the learning outcomes of memorizing the Qur'an of MTs Yanbû' Al-Qur'an Kudus students (Ha4 was rejected). It is proven by the significant value (p) of the partial test between students' Arabic language skills on the learning outcomes of memorizing the Qur'an, which was more significant than 0.05 (0.762>0.05).

Simultaneous results showed that together, there was a significant influence between the variables of memorization background, learning motivation, self-confidence, and Arabic language skills on the learning outcomes of memorizing the Qur'an of MTs Yanbû' Al-Qur'ân Kudus students (Ha5 was accepted). It is verified by the significance value of the p-value on the F-test (ANOVA Table) p-value <0.05. The value of the coefficient of determination (R2) of 0.21 signifies the contribution given by the four independent variables to the memorization learning outcomes of Al-Qur'ân of MTs Yanbû' Al-Qur'an Kudus students.

Therefore, based on this analysis, it can be concluded that the determinants of memorization background, learning motivation, confidence, and Arabic language skills affecting the Al-Qur'an learning outcomes of MTs Yanbu' Kudus students were 21%, while 79% came from other factors. Other determining factors can be madrasa management, madrasa environment, madrasa curriculum, and others, significantly influencing the success of memorizing the Qur'an for MTs students.

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