



The Relationship Between Religiosity and Student Learning Achievement in Fiqh Subjects at State Islamic Junior High School 4, Kuantan Singingi Regency

Muhammad Makmuri¹, Andi Murniati¹, Afriza¹

¹Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

 muhammadmakmuri86@gmail.com*

Article Information:

Received February 10, 2025

Revised March 28, 2025

Accepted April 4, 2025

Keywords: *Religiosity, academic achievement, fiqh subject*

Abstract

Education is a crucial aspect of human resource development, especially in today's digital age. Student success can be measured by their academic achievement. Through student learning achievement, teachers can help students improve their understanding of fiqh learning. This article discusses the relationship between religiosity and student learning achievement in fiqh subjects at MTs Negeri 4 Kuantan Singingi Regency. This study uses a quantitative approach with a correlation method. The population in this study was all 253 students of MTs Negeri 4 Kuantan Singingi, with a random sample of 155. The instruments used were questionnaires and tests to measure religiosity and documentation of fiqh subject scores. The data analysis technique used questionnaire instrument prerequisite tests: validity and reliability tests. Research prerequisite tests: normality, linearity, multicollinearity, and heteroscedasticity tests. Research hypothesis testing: simple linear regression tests. The results of the data analysis show: There is a significant positive relationship between religiosity and learning achievement in fiqh subjects. One of the keys to educational success in educational output is that students succeed in improving their learning achievement. Student learning achievement can improve through a long process and is influenced by various factors. This study has successfully demonstrated that student religiosity has a significant and strong positive relationship with improving student achievement. This means that student religiosity should be consistently cultivated so that it becomes firmly embedded within students, leading to continued improvement in student achievement. This can lead to student success in their education and all aspects of life.

INTRODUCTION

Education is a crucial aspect of human resource development, especially in today's digital era. Student achievement is a key indicator in assessing the success of the educational process (Zahroh, Lufia, & Hilmiyati, 2024). Essentially, formal education implemented in schools is a conscious, planned, and systematic effort by educators aimed at achieving optimal student achievement.

How to cite:

Makmuri, M., Murniati, A., Afriza, A. (2025). The Relationship Between Religiosity and Student Learning Achievement in Fiqh Subjects at State Islamic Junior High School 4, Kuantan Singingi Regency. *Ahlussunnah: Journal of Islamic Education*, 4(1), 53-67.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

Therefore, a good understanding of the concept of learning outcomes and learning achievement in the context of education is required as a measure of student success in understanding the material taught (A'yun, et al., 2023). Through student learning achievement, teachers and parents can help students improve their understanding of learning, such as in the subject of Islamic jurisprudence.

Academic achievement always receives special attention from those who learn and teach. Student success in education can be demonstrated by their academic achievement scores at school. With good learning, students will achieve optimal learning outcomes or achievements. The goal of education is to become a better person than before (Sholeh & Wahab, 2004). Gilford, in his book, *Purwa Atmaja Prawira*, states that a sense of achievement in a person is a source of pride. This sense of achievement will encourage competition and a sense of the need to achieve higher results. Therefore, before a student achieves high achievement, he or she must first strive to achieve the maximum possible results (Purwa, 2013).

In various verses of Allah SWT, we are told that evaluating students' academic achievement is a crucial task in the educational process. This is evident in Surah Al-Baqarah, verses 31-32 of the Quran.

It means: "And He taught Adam the names (of things) in their entirety, then presented them to the angels and said: "Tell me the names of those things if you are indeed truthful people!" They answered: "Glory be to You, there is nothing we know except what You have taught us; Indeed You are the All-Knowing and the All-Wise."

Four points can be drawn from this verse. First, Allah SWT acts as a teacher in the verse, teaching the Prophet Adam (peace be upon him); second, the angels did not receive the same teachings as Adam. Third, Allah SWT commanded Adam to demonstrate the teachings he received before the angels. Fourth, the evaluation or test material must be material that has been taught (Indonesian Ministry of Religious Affairs, 2011). This illustrates that learning achievement, which can be seen from learning outcomes, such as in fiqh subjects, is something that must be done to see the evaluation results of each student.

Various factors can influence academic achievement, both internal and external factors. External factors include: parental support, home learning facilities, and religiosity family can have a positive impact on students' academic achievement in Islamic Religious Education subjects (Andriyani, 2025). In other research, researchers have indicated from a literature review that religiosity plays a role in improving student achievement. Furthermore, previous research has also examined student achievement. Muliati et al. found in their research that there was a significant, positive relationship between religiosity and academic achievement. Al-Waro, Pratama, and Yoenanto (2023) also found in their research that religiosity had a positive effect on academic achievement. Kombih (2021) also found in his research that there was a linear relationship between religiosity and academic achievement. This differs from the results of studies that found that The relationship between Islamic religiosity and academic achievement is considered very weak so that Religiosity indirectly plays a significant role in students' academic achievement. Therefore, researchers are interested in delving deeper into the relationship between religiosity and student achievement in fiqh.

Religiosity means talking about religion. The importance of religion in one's education today, as the process of globalization intensifies (Rahatovna, 2025). Religion acts as a motivational force, encouraging individuals to engage in activities because the actions they perform are considered sacred and devout. This connection will influence a person's actions. Meanwhile, religion serves as an ethical value

because in carrying out an action, a person is bound by the provisions of what is permissible and what is not, according to the teachings of their religion (Ali, 2007).

Religiosity manifests itself in various aspects of human life. Religious activity occurs not only when someone engages in ritual behavior (worship), but also when engaging in other activities driven by supernatural powers. This includes not only visible and visible activities, but also invisible activities that occur in a person's heart (Ancok & Suroso, 2005). Religiosity, as a form of depth and appreciation of religious teachings, is believed to shape character, discipline, and a high level of responsibility in students. Religious values instilled from an early age can guide behavior, including learning activities (Fanni, 2021). Religiosity is a competency adherence to the religious teachings they adhere to and implement in their daily lives (Kusmaladewi, 2024). However, not all students with high levels of religiosity demonstrate good academic achievement. This raises the question of whether religiosity directly influences academic achievement or whether other factors are more dominant.

Various literatures point to student learning achievement with various solutions offered. However, learning achievement is still one of the problems among educational issues in the field today. From the results of observations of researchers at MTs Negeri Kuantan Singingi Regency on Friday, February 14, 2025 at 06.50 WIB researchers found the reality in the field that not all students obtained optimal learning achievement. There are several symptoms of religiosity problems including: there are still students who are indifferent to the assignments given by subject teachers, there are still students who are late in submitting assignments, there are still students who do not submit assignments, there are still students who are noisy during the learning process, and it was found that many students' learning achievement in Fiqh lessons is still low as seen from the very low percentage of student learning completion, where there are still many students who get scores below the KKM (minimum completion criteria). This should not happen because the school always instills religious habits in MTs Negeri 4 Kuantan Singingi Regency routinely every Friday, namely kultum, where participants take turns per class, and if conditions do not allow such as rain, it is replaced with reading the Yasin surah in each class together. In addition to kultum, there is also a muhadhoroh activity carried out after the midday prayer. Other religious activities carried out by MTs Negeri 4 Kuantan Singingi Regency are commemorations of Islamic holidays, such as commemorating Isra' Mi'raj, Maulid Nabi, welcoming the Islamic new year where all students are gathered in the school field to listen to lectures delivered by Ustadz or preachers. With this religious process, it is hoped that it will be able to improve the learning achievements of MTs Negeri 4 Kuantan Singingi Regency students in the Fiqh subject.

So far, researchers have found from several previous studies, problems identified by experts related to learning achievement in fiqh learning. The number of students whose scores remain below the Minimum Completion Criteria (KKM) indicates that student learning outcomes in fiqh lessons, which are related to cognitive aspects, are not optimal in this condition, so the question arises why student learning achievement is not optimal (Suwarni., & Khoir, 2024). Problems often encountered in the learning process, especially in the learning of Fiqh subjects, is how to present material to students well so that effective and efficient results are obtained. In addition, another problem that is often found is the lack of teacher attention in effective classroom management and efficient as well, so that learning objectives cannot or have not been optimally received by students (Kastinah., & Resya, 2022). This phenomenon demonstrates the complexity of the relationship between religiosity and academic achievement. It remains unclear how each of these factors contributes to student academic achievement, and how religiosity interacts

with it. Therefore, it is important to empirically examine the relationship between religiosity and student achievement to provide a deeper understanding and serve as a basis for consideration in efforts to improve the quality of education.

Based on this explanation, the researcher assumes that religiosity can theoretically address student achievement issues. A high level of religiosity is expected to influence student achievement in Fiqh. This research is current and has not been previously studied by other researchers in the field of education. Based on this background, the author is interested in conducting a study entitled **The Relationship between Religiosity and Student Learning Achievement in Fiqh Subjects at MTs Negeri 4 Kuantan Singingi Regency**. This article aims to examine the relationship between student religiosity and academic achievement in Fiqh at MTs Negeri 4 Kuantan Singingi. This article is expected to provide insights for educators and policymakers in designing a relevant and effective curriculum to shape a generation of superior and noble Muslims by fostering religiosity in students.

METHODS

This research was conducted from February to April 2025. The research location was at MTs Negeri 4 Kuantan Singingi. MTs Negeri 4 Kuantan Singingi was chosen as the research location because the problem being studied was in this location. The subjects in this study were students at MTs Negeri 4 Kuantan Singingi. Meanwhile, the object of this research is the Relationship between Religiosity and Student Learning Achievement in Fiqh Subjects at MTs Negeri 4 Kuantan Singingi Regency. The research approach used in this study is quantitative research. Quantitative research is a type of research that produces new findings that can be achieved using statistical procedures or other methods of quantification (measurement) (Mertha, 2020)..Research on relationships or correlations is conducted to determine whether or not there is a relationship and how large a relationship is found between two or more variables quantitatively to analyze the relationship between one independent variable, namely religiosity (X), and one dependent variable, namely learning achievement (Y).

The instrument that the researcher used was first a questionnaire aimed at students for basic data on "religiosity (X) with Fiqh learning achievement (Y)". The questionnaire was compiled using a Likert scale with five points, namely: (5) "Always", (4) "Often", (3) "Sometimes", (2) "Rarely" and (1) "Never". Second, a test. A test is a technique used by someone to several subjects to see the results that have been done by the subject (Juhana, 2019). In this study, a test was given to students for basic data on "fiqh learning achievement (Y). This test consists of questions to measure fiqh learning achievement. Third, documentation. Documentation is a method used to obtain data and information in the form of data, archives, documents, writings, and numbers as well as images in the form of reports or information that can support research (Sugiyono, 2018). This technique is used to obtain data related to student learning achievement in the Fiqh subject (Report Card Scores) at MTs Negeri 4 Kabupaten Kuantan Singingi. The data analysis technique in this study uses simple regression data analysis techniques with the help of SPSS version 26. Facts were extracted using a questionnaire containing a number of questions that reflect the respondents' (students') perceptions of religiosity, while for the learning achievement of the fiqh subject at MTs Negeri 4 Kuantan Singingi, it is in the form of test results from documents in the form of report card scores. Through this approach, the data obtained can be converted into numbers and statistical analysis using a correlational formula.

The data source was collected using a questionnaire from 155 students who were the sample of this study from a total population of 253 students. The sample was selected using the simple random sampling technique. Slovenian $n = N/$

(1+Nxe). All respondents are State MTs 4 Kuantan Singingi academic year 2024/2025.

For the purposes of collecting research data, the author prepared a set of questionnaires containing items on student religiosity. After collecting data from 155 samples, a prerequisite test of the questionnaire instrument was conducted, first using Validity test. The research instrument to be used meets logical and empirical validity. Second, reliability test. Using the Cronbach's Alpha formula (Hartono, 2015). The results for all instrument items show that the instrument is suitable for use. The validity test results in this study involved two variables: religiosity and academic achievement. The instruments used were a questionnaire and test questions on the subject of Islamic jurisprudence. For the religiosity variable, the following results were obtained:

Table 1. Results of the Religiosity Validity Test

Variables	Number of Items		
	Trials	Dropped After Trial	Selected Items After Trial
	46	8	38

Based on the results of the validity test processing using SPSS, the results of the religiosity instrument were obtained, as many as 38 statement items were declared valid out of 46 items. A variable is said to be valid if the calculated $r \geq r$ table (0.361). After the validity test, a reliability test was also conducted, determining the reliability of the data in the study by paying attention to the Cronbach's Alpha value, a variable is said to be reliable if it provides a Cronbach's Alpha value greater than 0.60. From the results of data processing, the Cronbach's Alpha value for the religiosity variable was 0.982 with a sample size of 30. Therefore, the reliability instrument is declared reliable.

**Table 2. Reliability Test of Religiosity
Reliability Statistics**

Cronbach's Alpha	N of Items
,982	46

RESULT AND DISCUSSION

Prerequisite Test

This research is a correlational study, a type of research that examines the relationship between religiosity, learning motivation, and academic achievement. Before testing the hypothesis using data analysis techniques, normality, linearity, and correlation tests were first conducted. These prerequisite tests were conducted using SPSS version 20 for Windows. According to Riduwan (2015), data analysis is intended to test the hypothesis and answer the proposed problem formulation. Before conducting the test, the analysis requirements must be met, assuming normal and linear data.

Normality Test

The Kolmogorov-Smirnov test was used to test the normality of the data in this study. Data are considered normally distributed if the significance value is ≥ 0.05 , while data are considered abnormally distributed if the significance value is ≤ 0.05 . The normality test was performed using SPSS version 20, as shown in the following table:

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			155
Normal Parameters ^{a,b}		Mean	,0000000
		Std. Deviation	3,06702312
Most Extreme Differences	Extreme	Absolute	,109
		Positive	,074
		Negative	-,109
Kolmogorov-Smirnov Z			1,358
Asymp. Sig. (2-tailed)			,060
a. Test distribution is Normal.			
b. Calculated from data.			

In the results of this normality test, the method used is the One-Sample Kolmogorov-Smirnov Test. Based on the results of the normality test, the significance value is 0.060, so it can be concluded that the residual data is normally distributed.

Linearity Test

The linearity test of the regression line was conducted to ensure that the distribution of each self-concept variable data forms a linear line with the distribution of the student assertive behavior variable. The linearity test for the regression of X on Y used SPSS version 20, namely with the Compare Means function. The linearity test in this study looked at the Sig. Deviation from linearity value > 0.05 , which is declared linear, as can be seen in the following table:

Table 4. Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
ACHIEVEMENT *	Between	(Combined)	340,000	4	8,500	,856	,708
RELIGIOSITY	Groups	Linearity	9,458	1	9,458	,952	,331
		Deviation from Linearity	330,542	3	8,475	,853	,709
Within Groups			1132,284	14	9,932		
Total			1472,284	15			

Multicollinearity Test

A multicollinearity test is performed to determine whether there is a high correlation between the independent variables in a regression model. If the VIF value is <10, then multicollinearity is not present. Since the VIF value in the data is <10, multicollinearity is not present.

Table 5. Multicollinearity Test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Standard Error				Tolerance	VIF
(Constant)	86,821	2,315		4,060	,000		
RELIG	,000	,074	,902	,003	,997	1,000	
IOSIT	,000	,008		,004	,997	1,000	
Y							3,000

a. Dependent Variable: LEARNING ACHIEVEMENT

Heteroscedasticity Test

The heteroscedasticity test aims to examine whether there is inequality in the variance of the residuals from one observation to another in the regression model. If heteroscedasticity is present, then the classical assumptions of linear regression are not met, which can cause the estimation results to be inefficient and cannot be interpreted properly. Based on the regression results, the significance value (*Sig.) for the Learning Motivation variable is 0.946, Learning and Religiosity is 0.725. All significance values are greater than 0.05, which indicates that there is no heteroscedasticity in this regression model.

Table 6. Heteroscedasticity Test

Coefficients ^a	
---------------------------	--

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	,281	,137		2,059	,041
RELIGIOSITY	,000	,001	-,029	-,353	,725

a. Dependent Variable: ABS_RES

Hypothesis Testing

Table 7. Simple Linear Regression of Religiosity and Learning Achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,980 ^a	,960	,960	,44465

a. Predictors: (Constant), RELIGIUSITAS

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	729,676	1	729,676	3690,582	,000 ^b
Residual	30,253	153	,198		
Total	759,926	154			

a. Dependent Variable: FIQIH LEARNING ACHIEVEMENT

b. Predictors: (Constant), RELIGIUSITAS

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Standard Error	Beta		
(Constant)	78,909	,171		461,907	,000
RELIGIOSITY	,071	,000	,980	60,750	,000

a. Dependent Variable: FIQIH LEARNING ACHIEVEMENT

Pearson Correlation Test (Product Moment)

The Pearson correlation test was used to measure the level of relationship between Religiosity and Academic Achievement. The analysis results showed that the R value = 0.980, which is greater than the R table (0.159) at $df = 153$ with $\alpha = 0.05$. This indicates that there is a very strong and positive relationship between Religiosity and Academic Achievement. In other words, the higher a person's level of religiosity, the higher their academic achievement.

T-Test of Regression Coefficient Significance

The T-test was conducted to test whether the independent variable, Religiosity, had a significant effect on the dependent variable, Learning Achievement. The regression results showed that the calculated t-value was 60.750, while the table t-value was 1.976 (at $df = 153$ and $\alpha = 0.05$). Since the calculated t-value was $>$ table t-value, and the Sig. value was $0.000 < 0.05$, it can be concluded that Religiosity had a significant effect on Learning Achievement.

Determination Test (R²)

The determination test was used to determine how much the independent variable (Religiosity) was able to explain the dependent variable (Learning Achievement). The analysis results showed that the R value = 0.960, which means that 96% of the variability in Learning Achievement is explained by Religiosity, while the remaining 4% is influenced by other factors not examined in this study.

Simple Linear Regression Analysis

Simple linear regression analysis is used to determine the direction and magnitude of the influence of the independent variable on the dependent variable. Based on the regression results, the following regression equation is obtained:

$$[Y = 78,909 + 0,071X]$$

where X is Religiosity and Y is Learning Achievement. This equation shows that every one unit increase in Religiosity will increase Learning Achievement.

The Relationship between Religiosity and Student Learning Achievement at MTs Negeri 4 Kuantan Singingi Regency

Based on the results of the statistical analysis conducted by the researcher, the results of this study explain that there is a very strong and positive relationship between Religiosity and Learning Achievement. In addition, the results of the t-test indicate that Religiosity has a significant effect on Learning Achievement, and the determination test shows that 96% of changes in Learning Achievement can be explained by Religiosity. Thus, the research hypothesis stating that "there is a relationship between Religiosity and Learning Achievement" is accepted. Therefore, there is a positive relationship that *significance* between Religiosity (X) with Student Learning Achievement (Y) in Fiqh Subject.

In Islam, religiosity is broadly reflected in the experience of faith, sharia, and morals, or in other words: faith, Islam, and ihsan (Navisha, Ahmadsyah & Ismuadi, 2022). More specifically, the indicators of religiosity, which include the dimensions of belief (ideological), worship (ritualistic), knowledge (intellectual), experience (experiential), and practice (consequential), play a crucial role in supporting students' attitudes, behaviors, and learning orientations. For example, the belief dimension encourages students to have a focused and positive outlook on life, while the worship dimension teaches discipline and responsibility, which are reflected in study habits. The experience and consequences dimension reinforce honesty, responsibility, and enthusiasm in completing assignments, all of which positively impact academic achievement. Thus, it can be concluded that a high level of religiosity creates a strong spiritual and moral foundation that supports student learning success.

Religiosity manifests in various aspects of human life. Religious activity occurs not only when someone engages in ritual behavior (worship), but also when engaging in other activities driven by supernatural powers. This includes not only visible and visible activities but also invisible activities that occur in a person's heart (Ancok & Suroso, 2011). These various aspects of human life ultimately serve as benchmarks for the realization of a person's level of religiosity. Furthermore, there are three implementations in instilling religiosity in students that can be applied through behaviorist learning theory in Islamic religious education. These three themes are: first, environmental-based learning. Second, educators must be role models in fostering students' religious character. Third, provide sanctions for mistakes and provide rewards for success (Sabrina, et. al., 2023). Religiosity from an Islamic perspective refers to the level of individual awareness of God based on an understanding of the concepts of monotheism and the application of Islamic teachings in daily life (Ubaidillah et al., 2022). So religiosity can be interpreted as the quality of an individual's condition in understanding, internalizing the teachings of the religion he adheres to and applying them in daily life, which reflects his obedience to religion.

The success or failure of students' academic achievement can encourage them to seek reasons for their achievements (Saguni, 2022). This can be seen from the evaluation of student learning achievement. In various verses of Allah SWT, we are told that evaluating student learning achievement is an important task in the series of educational processes that have been implemented in education. This is found in the Qur'an, Surah Al-Baqarah, verses 31-32. From this verse, four things can be

understood. First, Allah SWT in the verse acts as a teacher providing teachings to the Prophet Adam AS; second, the angels did not receive the same teachings as the Prophet Adam had received. Third, Allah SWT commanded the Prophet Adam to demonstrate the teachings received before the angels. Fourth, the evaluation or test material must be what has been taught (RI Ministry of Religious Affairs, 2011). This illustrates that learning achievement that can be seen from learning outcomes such as in the subject of fiqh is something that must be done to see the results of each student's evaluation.

Academic achievement is not just about achieving high grades but also about students' success in applying the knowledge they have acquired. Academic achievement reflects the extent to which individuals are able to integrate their learning into practice and the extent to which they can utilize that knowledge to achieve success in various aspects of life (Amrullah et al. 2024). Improved academic achievement will facilitate students' achievement and enable them to achieve their desired success. Shudur (2019) explains in his article that high academic achievement is absolutely necessary for students to achieve lofty goals and meet the demands of a more perfect life. When students receive positive feedback on their achievements, they tend to feel motivated to continue improving. Conversely, constructive feedback on areas for improvement can encourage students to overcome challenges and achieve even better results (Andayani & Madani, 2023). In addition, previous research related to religiosity being able to improve student learning achievement is also supported by Dakun's research (2022) which proves that The level of student religiosity can motivate students to study harder, thus impacting student achievement. The findings of Sulalah, Fatima, & Rohman (2024) in their research showed that students from Islamic universities compared to public universities scored higher on religious altruism among the results of religiosity and self-efficacy on student achievement. This proves that improving student learning achievement can be done by increasing student religiosity.

In addition, in the research Abdurrahman & Marsuki (2023) found several optimizations to reduce and prevent a decline in learning achievement for students who do not achieve the maximum completion criteria, such as fostering students' interest in reading through the availability of libraries, providing the infrastructure needed by students to support their success in achieving academic achievement, providing motivation to students and educators, allocating existing human resources, and conducting evaluations related to student achievement in learning. Thus, the results of this study indicate that to improve student achievement, parents and teachers must be able to help students optimize their religiosity. This is because it is closely related to the desired outcomes, such as successfully increasing student religiosity. The expected implication of this research is that religiosity can further improve student achievement, particularly in Islamic jurisprudence (fiqh).

In completing this research, the researcher tried and implemented it in accordance with the procedures of the scientific method. However, the researcher is aware that in conducting this research there are still several obstacles that the researcher faces, namely: First, the researcher uses daily test scores and report card scores that do not fully describe the students' abilities. Second, although there is an influence of the independent variable on the dependent variable. Religiosity and Learning Motivation as an independent variable contributes 92.2%, there are still 7.8% of other factors such as economic factors, environmental factors and facility factors, which are not examined in the study that influence Fiqh Learning Achievement. This shows that the two variables studied cannot fully explain the factors that influence Fiqh Learning Achievement. Third, in data collection techniques, this study uses a questionnaire for the independent variables, namely

Religiosity and Learning Motivation. The limitation of the questionnaire is that the researcher has less control over the answers from the respondents.

CONCLUSION

One of the keys to educational success in educational output is that students succeed in improving their learning achievement. Student learning achievement can be improved through a long process and is influenced by various factors. Among them, this study has successfully proven that the student religiosity factor has a significant positive relationship at a strong level in improving student learning achievement. This can be seen from the results of a simple linear regression analysis showing that religiosity has a very strong relationship with Learning Achievement, with an R value of 0.980. The t-test shows that the calculated t value = 60.750 > t table = 1.976 with Sig. = 0.000 < 0.05, so it can be concluded that Religiosity has a significant effect on Learning Achievement. The determination test shows that Religiosity contributes 96% to Learning Achievement, while 4% is influenced by other factors not examined in this study. This means that student religiosity should be consistently accustomed to being firmly embedded in students so that student learning achievement can continue to improve. Thus, it can bring success to students in undergoing the educational process and all things related to this life. This study only examined the influence of religiosity on academic achievement. Therefore, future researchers could add other potentially influential variables, such as family environment, learning methods, or other psychological factors. More in-depth research methods, such as interviews or observations, could be used to gain a more comprehensive understanding of the factors influencing academic achievement. This research is expected to contribute to the world of education, particularly in understanding the factors that can improve student academic achievement.

REFERENCES

- A'yun, Q., Erik, M., Putri, M. A., Afyah, H., & Firmansyah, H. (2023). Meningkatkan Prestasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam: Peran Orang Tua dalam Mendukung Anak. *Risalah, Jurnal Pendidikan dan Studi Islam*, 9(4), 1851-1862. https://doi.org/10.31943/jurnal_risalah.v9i4.601
- Abdurrahman, A., & Marsuki, M. (2023). Optimalisasi Kepala Sekolah Dalam Meningkatkan Prestasi Siswa. *Jurnal Educatio FKIP UNMA*, 9(3), 1327–1332. <https://doi.org/10.31949/educatio.v9i3.5587>
- Adel, S., Athari, Z., Febriani, A., Oktavia, G. ., & Burhanudin, B. (2025). The Qur'an as a Source of Solutions for the Global Moral Crisis. *Journal of Quranic Teaching and Learning*, 1(2), 18-33. <https://joqer.intischolar.id/index.php/joqer/article/view/10>
- Al-Waro., Alam, M., Pratama, M. F., Yoenanto, N. H. (2023). Pengaruh Religiusitas dan Efikasi Diri Terhadap Prestasi Akademik Mahasiswa yang Tinggal di Pondok Pesantren. *Risalah: Jurnal Pendidikan dan Studi Islam*, 9(2), 711-720. https://doi.org/10.31943/jurnal_risalah.v9i2.504
- Amrulloh, A., darajaatul Aliyah, N., & Darmawan, D. (2024). Pengaruh kebiasaan belajar, lingkungan belajar dan motivasi belajar terhadap prestasi belajar siswa MTS Darul Hikmah Langkap Burneh Bangkalan. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 5(01), 188-200. <https://doi.org/10.37680/almikraj.v5i01.5656>
- Ancok, D., & Suroso. (2005). *Psikologi Islami Solusi Islam Atas Problem-Problem Psikologi*. Yogyakarta: Pustaka Belajar.
- Andayani, T., & Madani, F. (2023). Peran Penilaian Pembelajaran Dalam Meningkatkan Prestasi Siswa di Pendidikan Dasar. *Jurnal Educatio FKIP UNMA*, 9(2), 924–930. <https://doi.org/10.31949/educatio.v9i2.4402>

- Andriyani, P. (2025). Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Akademik Siswa Dalam Mata Pelajaran Pendidikan Agama Islam Di SMP Nu Bahrul Ulum. *NURHIDAYAH: Jurnal Ilmu Pendidikan*, 1(1), 246–253. <https://journal.an-nur.ac.id/index.php/jip/article/view/2562>
- Arifin, B.S. (2008). *Psikologi Agama*. Bandung: Pustaka Setia.
- Aryanti, Y., Mutathahirin, M., Rahman, I., & Mulyani, R. (2022). Teacher Analysis Study According to Imam Al Ghazali in the Book of Al Adab Fi Al-Din. *Ahlussunnab: Journal of Islamic Education*, 1(2), 46-58. <https://doi.org/10.58485/jie.v1i2.177>
- Dakun. (2022). Pengaruh Kemampuan Literasi Digital dan Tingkat Religiusitas Siswa Terhadap Hasil Belajar Akuntansi Di SMK Bintang Nusantara School. *JURINOTEP: Jurnal Inovasi Dan Teknologi Pendidikan*, 1(2), 121-240. <https://doi.org/10.46306/jurinotep.v1i2.25>
- Dasrizal, D., Rambe, K. F., Sihombing, C. D., Khalid, E., & Safitri, D. A. (2025). Distortion of Quranic Interpretation on Socialmedia: An Analysis of the Spread of Misleading Meanings. *Journal of Quranic Teaching and Learning*, 1(2), 65-82. <https://joqer.intischolar.id/index.php/joqer/article/view/8>
- Efendi, E., Ramadhani, R., Kamil, R. A., & Rahman, I. (2022). The Effect Of Building The Islamic Character Of Students At Wisma Padang State University. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 7(3), 271-280. <https://doi.org/10.34125/jkps.v7i3>
- Engkizar, E., Jaafar, A., Alias, M. F. B., Guspita, R., & Albizar, A. (2025). Utilisation of Artificial Intelligence in Quranic Learning: Innovation or Threat?. *Journal of Quranic Teaching and Learning*, 1(2), 1-17. <https://joqer.intischolar.id/index.php/joqer/article/view/7>
- Engkizar, E., Jaafar, A., Masuwd, M. A., Rahman, I., Datres, D., Taufan, M., Akmal, F., Dasrizal, D., Oktavia, G., Yusrial, Y., & Febriani, A. (2025). Challenges and Steps in Living Quran and Hadith Research: An Introduction. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 8(3), 426–435. <https://doi.org/10.24036/ijmurhica.v8i3.396>
- Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., ... & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, 3(1), 65-80. <https://doi.org/10.24036/insight.v3i1.209>
- Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah?. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 6(4), 196-210. <https://doi.org/10.24036/ijmurhica.v6i4.321>
- Engkizar, E., Muslim, H., Mulyadi, I., & Putra, Y. A. (2025). Ten Criteria for an Ideal Teacher to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, 1(1), 26-39. <https://joesmiq.intischolar.id/index.php/joesmiq/article/view/54>
- Hunaida, W. L. (2022). Religiusitas dan Prestasi Belajar Siswa Madrasah Aliyah Negeri Sidoarjo. *MODELING: Jurnal Program Studi PGMI*, 9(3), 720-728. <https://www.jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/1590>
- Kombih, I. (2021). Hubungan Religiusitas dengan Prestasi Belajar pada Siswa Putri di SMK Telkom Shandy Putra Medan. *Jurnal Social Library*, 1(1), 7-12. <https://doi.org/10.51849/sl.v1i1.22>
- Mertha, Jaya., & Laut, I. M. (2020). *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Bisnis dan Ekonomi.
- Muin, & Kusmaladewi. (2024). Kecerdasaan Emosional, Intelektual, Regisiutas, dan Prestasi Belajar Mahasiswa Anak Usia Dini”, *CJPE: Cokroaminoto Juornal of*

- Primary Education, 7(2), 243-252.
<https://doi.org/10.30605/cjpe.722024.4412>
- Muliati, R., Irdam., Syahrina, I. A., & Mutya, M. F. T. (2023). Hubungan Religiusitas dengan Prestasi Belajar pada Siswa Sekolah Menengah Atas (SMA) Kelas XI. *Psyche Journal*, 16(3), 131-136.
<https://doi.org/10.35134/jpsy165.v16i3.251>
- Nasrudin., & Juhana. (2019). *Metodologi Penelitian Pendidikan*. Bandung: PT. Kencana Terra Firma.
- Navisha, D., Ahmadsyah, I., & Ismuadi, I. (2022). Pengaruh Minat, Religiusitas, dan Prestasi Belajar Mahasiswa Perbankan Syariah Terhadap Kesiapan Bekerja Pada Bank Syariah. *Ekobis Syariah*, 6(1), 24-32.
<http://dx.doi.org/10.22373/ekobis.v6i1.13624>
- Purwa, A. P. (2013). *Psikologi Pendidikan Dalam Perspektif Baru*. Yogyakarta: Ar_Ruzz Media.
- Rahatovna, D. Y. (2025). The Role Of Religious Psychology In Personal Education. *International Conference on Scientific Research in Natural and Social Sciences*, 106-111. <http://econfseries.com/index.php/1/article/view/558>
- Rahman, I., Iskandar, M. Y., Kustati, M., & Sepriyanti, N. (2024). Sustainable Development: Implementation of The Talqin Method In Memorizing The Quran. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 9(1), 99-108.
<https://doi.org/10.34125/jkps.v9i1.355>
- Rahman, I., Kaema, M. T., Nurhapipah, N., Nelwati, S., Sabri, A., & Rahmanda, R. (2024). Systematic Literature Review: Analysis of Project-based Learning Models from Elementary to High School. *Al-Ashri: Ilmu-Ilmu Keislaman*, 9(2), 53-66. <https://ojs.stai-bls.ac.id/index.php/Al-Ashri/article/view/119>
- Rahman, I., Wati, W., Putri, N., Wulandari, R., & Habibi, U. A. (2025). Commercialization of Quranic Tahfidz Houses in Indonesia: Da'wah or Business?. *Journal of Quranic Teaching and Learning*, 1(2), 34-48.
<https://joqer.intischolar.id/index.php/joqer/article/view/6>
- Rasdiany, A. N., Akmal, F., Pasaleron, R., Dafrizal, D., Ningsih, R., & Rahman, I. (2024). Systematic Literature Review: The Impact of Social Competence on Teacher Communication Intelligence. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 9(2), 239-251. <https://doi.org/10.34125/jkps.v9i2>
- Reni., & Hawadi, A. (2006). *Akselerasi*. Jakarta: PT.Raja Grasindo.
- Resya, K. N. P. (2022). Upaya Guru Kelas dalam Meningkatkan Prestasi Belajar Fiqih Peserta Didik di MI Salafi Dukuhsembung. *La-Tabzan: Jurnal Pendidikan Islam*, 14(2), 164-190. <https://doi.org/10.62490/latahzan.v14i2.331>
- RI Kementerian Agama. (2011). *Al-Qur'an Dan Terjemahnya*. Jakarta: Kemenag.
- Sabrina, R., Suprianto, B., Rohman, R., Fatimah, F., & Piter, A. (2023). Implementation Of Behavioristic Theory In Learning Islamic Religious Education In Senior High School. *Al-Kayyis: Journal Of Islamic Education*, 1(1), 21-30. <http://Ojs.Stai.Bls.Ac.Id/Index.Php/Ajie/Article/View/61>
- Saguni, F. (2022). Pengaruh Locus Of Control Terhadap Religiusitas Mahasiswa IAIN Palu. *Musawa: Journal for Gender Studies*, 14(2), 168-194.
<https://doi.org/10.24239/msw.v14i2.1428>
- Sahrani, A., & Syafaat, M. (2008). *Peranan Pendidikan Agama Islam Dalam Mencegah Kenakalan Remaja*. Jakarta: Rajawali Pers.
- Sholeh, A. R., & Wahab, M. A. (2004). *Psikologi Suatu Pengantar*. Jakarta: Prenada Media.
- Shudur, M. (2019). Manfaat belajar kelompok dalam Meningkatkan Prestasi belajar siswa. *Sumbula: Jurnal Studi Keagamaan, Sosial dan Budaya*, 4(2), 328-346.
<https://doi.org/10.32492/sumbula.v4i2.478>
- Siswanto. (2007). *Kesehatan Mental: Konsep, Cakupan Dan Perkembangannya*. Yogyakarta:

Penerbit Andi.

Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.

Sulalah, Shameem Fatima, & Minanur Rohman. Does childhood religiosity enhance learning motivation? Testing the role of Islamic religiosity using moderated mediation model. *Archive for the Psychology of Religion*, 47(1), 2024, 3-19. <https://doi.org/10.1177/00846724241229731>

Suwarni, Mulyanto Abdullah Khoir, “Pengaruh Kompetensi Profesional Guru dan Motivasi Belajar Peserta Didik terhadap Hasil Belajar Fiqih”, *Didaktika: Jurnal Kependidikan*, Vol. 13, No. 3, 2024, 3573-3584. <https://doi.org/10.58230/27454312.797>

Ubaidillah, F. A., Suryanto, & Santi, D. E. (2022). Efek Mediasi Dukungan Sosial terhadap Religiusitas dan Resiliensi Mahasiswa Santri selama Pandemi Covid-19. *Jurnal Psikologi Islam Dan Budaya*, 5(2), 85–94. <https://doi.org/10.15575/jpib.v5i2.17251>

Copyright Holder:

© Makmuri, M., Murniati, A., Afriza, A. (2025)

First publication right:

Ahlussunnah: Journal of Islamic Education

This article is licensed under:

CC-BY-SA