Measuring Fiqh Learning Achievement of Junior High School Students Reviewed From Spiritual Intelligence

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Article Information	Abstract
Keywords: Spiritual Intelligence, Learning Achievement, Fiqh Subject, Student Potential, Positive Relationship.	Spiritual intelligence is an essential aspect of Islamic education obtained from religious subjects such as fiqh, which discusses worship and muamalah. This research aims to determine the relationship between junior high school students' spiritual intelligence and learning achievement in jurisprudence. This quantitative research took a random sample of 208 students from a total population of 441 people. Data collection techniques used questionnaires and student learning achievement results. The results of the validity analysis show 150 data that can be analyzed. The data analysis technique uses simple regression with the help of the SPSS program. The research results show that spiritual intelligence has a positive and significant relationship to the jurisprudence learning achievement of Muhammadiyah 9 Yogyakarta Middle School students, with a Pearson Correlation result of 0.233. The significant value is 0.004 <0.05, which means the two variables have a positive correlation. Even though there is a positive relationship, based on the results of the decision guidelines for the degree of correlation, 0.233 is in the medium category, ranging from 0.20 to 0.40. The results of this research can be a reference for other researchers who research similar themes.
Kata kunci: *Kecerdasan Spiritual,* *Prestasi Belajar,* *Mata pelajaran Fikih,* *Potensi Siswa,* *Hubungan Positif.*	**Abstrak** Kecerdasasan sprritual merupakan aspek penting dalam pendidikan *agama islam yang didapatkan dari mata pelajaran agama sperti fikih yang membahas ibadah dan muamalah. Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan spiritual siswa SMP dengan prestasi belajar dalam bidang fikih. Penelitian kuantitatif ini mengambil sampel 208 siswa dengan random dari total populasi sebanyak 441 orang Teknik pengumpulan data menggunakan angket/kuosioner dan hasil prestasi belajar siswa. hasil analisis validitas menunjukkan 150 data yang bisa dianalisis. Teknik analisis data menggunakan regresi sederhana dengan bantuan program SPSS. Hasil penelitian menunjukkan Kecerdasan spiritual memiliki hubungan positif dan signifikan terhadap prestasi belajar fikih siswa SMP Muhammadiyah 9 Yogyakarta, dengan hasil Pearson Correlation 0,233. Nilai Signifikan sinya adalah 0,004 < 0,05 yang berarti adanya korelasi yang positif diantara kedua variabel tersebut. Meskipun ada hubungan positif, berdasarkan hasil keputusan pedoman derajat hubungan nilai korelasi, 0,233 berada pada kategori sedang, direntang nilai 0,20 s/d 0,40. hasil riset ini dapat menjadi satu rujukan bagi periset lain yang meneliti tema yang sejenis.*

INTRODUCTION

Education is a process of maturing humans; the learning process experienced by humans is essential because, by learning, humans can recognize the environment and can also adapt to their surroundings (Adela & Ritonga, 2023; Alazeez, AL-Momani, & Rababa, 2024; Alp Christ, Capon-Sieber, Grob, & Praetorius, 2022). According to Yunus, education is an effort deliberately chosen to influence and help children improve their knowledge, physical condition, and morals so that they can slowly lead children to their highest goals and ideals. What he does can be helpful to himself, society, nation, state, and religion to achieve a happy life (Abdullah, 2020).

In carrying out the educational process, it is also called the word learning. When a child learns, he will get a change in himself (Aral, 2021). To know to what extent the changes have occurred, it is necessary to conduct an assessment (Colthorpe, Gray, Ainscough, & Ernst, 2021; Jopp, 2020). It will be the same when a student takes part in a lesson. The teacher constantly assesses to know the students' learning outcomes (Prayitno, 2018). The evaluation carried out from the learning outcomes aims to let the teacher know whether or not the student can achieve the learning objectives. This is also called learning achievement (Latipah, 2010).

Learning achievement is proof of the success that has been achieved by someone (Kistoro et al., 2020). Thus, learning achievement is the maximum result someone achieves after making learning efforts (Wangid, 2004). One of the important Islamic religious education subjects is jurisprudence. Jurisprudence is a study and material knowledge regarding the laws that exist in the Islamic religion and is also related to all kinds of human actions and behavior (Helim, Patrajaya, Hosen, Warman, & Benevolent, 2024; Kholiq & Zein, 2021; Muhajarah & Soebahar, 2024). This science is also part of Islamic law in its broadest sense. Islamic law, in a broad sense, includes all laws relating to human actions and behavior (Kholiq & Zein, 2021; Zaenudim, 2015). Spiritual intelligence is also related to student learning achievement in Fiqh subjects, as the material in Fiqh subjects contains many aspects of spiritual intelligence that occur in an individual's daily life, including behaviour towards himself, other people, and God.

The problem that arises is that there is a phenomenon among students who understand their obligations as someone who adheres to the Islamic religion but has not implemented them properly. while religious material has been taught well at school. This can be a note that students' spiritual intelligence is still not well connected (Arif, Aziz, & Abdurakhmonovich, 2024; Djawas, Achyar, Arifin, Reza, & Yakub, 2022). This indicator can be seen in the students' laziness in carrying out congregational prayers at school. Many students commit acts of running away (for boys) and lie when they are in trouble (for girls) (Kaspin, Hamzah, Abdullah, Marzuki, & Razali, 2024). Apart from that, in terms of eating etiquette, many people still eat standing while using their left hand. Furthermore, in terms of achievement scores, many still have not achieved maximum results. This condition is certainly not what is taught in fiqh subjects.

The existence of this symptom is very interesting to research regarding learning achievement in terms of students' spiritual intelligence. Do students understand the importance of spirituality for strengthening their religion? Spiritual intelligence will also

make someone more aware of themselves and their environment and think from a positive perspective so that someone who has spiritual intelligence can do wise things and understand the meaning of life. People who have spiritual intelligence are usually able to shape themselves into independent individuals, able to see failure, suffering, and trials from a positive perspective so that they can make sense of every event they experience.

Jurisprudence Learning Achievement itself is a student's learning success which can be operated through several indicators such as report cards, study achievement index, and graduation rate or in the form of a predicate of success in the Jurisprudence subject (Hidayah & Az-zafi, 2021; Zulaiha & Mutaqin, 2021). Learning achievement is also the result of learning activities, namely the extent to which students can master the lesson material being taught. This is followed by a feeling of satisfaction that they have done something well. This means that learning achievement can only be known if an assessment of student learning outcomes has been carried out.

Based on the conditions above, it implies that students' spiritual intelligence should ideally result in high learning achievements in fiqh subjects. However, the assumptions made do not necessarily mean that the assumptions are correct. This is what attracted researchers to answer research questions about the relationship and contribution of spiritual intelligence to students' jurisprudence learning achievement.

METHOD

This research is quantitative research with a survey research design. This survey research studies one population and uses a questionnaire as the primary data collection tool (Sukmadinata, 2011). This research was conducted at SMP Muhammadiyah 9 Yogyakarta in October 2021. The population in this study were all students at SMP Muhammadiyah 9 Yogyakarta for the academic year 2020-2021. For more details, the number of respondents can be seen in the table below.

Table 1. Total Students at SMP Muhammadiyah 9 Yogyakarta

NO.	CLASS	TOTAL
1.	VII	152 Students
2.	VIII	156 Students
3.	XI	133 Students
	Total	441 Students

Source: Primary data processed, 2023

By using the Simple Random Sampling technique, the sampling of the population was done randomly from the total number of students, namely 441 students at SMP Muhammadiyah 9 Yogyakarta; the researchers targeted all students to be the sample in this study. However, the data obtained were not all students provided feedback from the instruments that the researchers shared. The subjects who returned the answers to the questionnaire were 208 students. The data obtained from these 208 students were then analyzed.

The data collection technique in this study used a questionnaire or questionnaire about spiritual intelligence. A questionnaire/Questionnaire is a list of written questions that require a response to the suitability or discrepancy of the testee's attitude. A questionnaire or

questionnaire is a technique or method of collecting data indirectly (researchers do not directly ask and answer questions with respondents). The instrument or data collection tool is also called a questionnaire containing several questions or statements that must be answered or responded to by the respondent.

In this case, the questionnaire that the author uses is a direct questionnaire in which the data collected comes from students who are sampled. In contrast, from the type of manufacture, the author uses a closed questionnaire type in which the respondent only crosses one of the answers provided. The preparation of the items uses multiple-choice; respondents are asked to choose one of the answers provided. In this study, the researcher used a questionnaire method in the form of a Likert scale model for the answers to the score itself, namely 5,4,3,2,1 based on the answer choices, strongly agree (SS), Agree (SS), Ragy-undecided (RG), Disagree (TS) and Strongly disagree (STS). Questionnaires will be given to all 7, 8, and 9-grade students who are the research object.

In preparing the instrument, the researcher used research instruments, which are tools used by researchers to collect quantitative information about the variables being studied. Research instruments are also used to collect, examine, and investigate a problem. They can also be interpreted as tools to manage, process, analyze, and present data systematically and objectively to solve problems or test hypotheses. In this study, the researcher used a questionnaire instrument.

Table 2. Grid of Spiritual Intelligence Variable Instruments

Variable	Sub Variable	Indicator	No. item
Spiritual Intelligence	High level of consciousness	Able to propel himself with the environment	3,4,5,10,13,14,19,31,37,49
	Ability to face and take advantage of suffering	Able to deal with and take advantage of existing problems	1,6,7,11,29,34,44,47
	The ability to face and transcend pain	Able to face and transcend pain	2,9,18,32,29,40,45,46,48
	Reluctance to cause unnecessary harm	Able not to harm yourself or others	8,17,20,21,30,35,36,41,43
	Tendency Tendency to see attachment	Able to see between things	12,15,16,28,42,50
	Ability to perform obligatory or sunnah worship	Able to carry out the obligatory worship of a Muslim	22,23,24,25,26,27,33,38

Source: Primary data processed, 2023

The data that already exists (collected), before being analyzed, the data is processed first. Data processing through the process of editing, coding, and tabulating. Editing, namely by checking the entire list of questions returned by respondents. Coding, namely compiling and calculating the data from the coding to be presented in tabular form. Tabulating (tabulation), namely collecting and calculating the data from the coding to be presented in tabular form.

In this study, data analysis was carried out using inferential statistics, namely statistical techniques used to analyze sample data, and the results were applied to the population. Then, data analysis was performed using Regression in the SPSS 25 for Windows program to test the hypothesis. To test the relationship using the correlation test in the SPSS 25 for Windows application. From the count, how by comparing r count > r table, H0 is accepted, meaning that the two variables have a relationship. If r count < r table, then H0 is accepted, meaning that the two variables have no connection.

RESULT AND DISCUSSION

Validity Test

A valid instrument is a measuring tool used to measure the data's accuracy. Reasonable means that the device can be used to measure what should be measured. The validity of this research instrument can be done by consulting the items of the tools that have been prepared with the experts (judgment experts). This is done by asking for expert considerations to be examined and evaluated systematically so that the right instrument items will be obtained to answer all the measured data.

The logical validity test was carried out considering that the research population was limited to only 30 students, so it was impossible to carry out separate trials. Therefore, the researcher applied a used test, namely implementing a problem simultaneously with the performance of the actual research, and the results were directly used for further analysis.

Regarding the type of validity chosen in calculating the product-moment correlation formula from Karl Pearson, The validity test is helpful to determine the truth or suitability of the questionnaire used by researchers in measuring and obtaining research data from the respondents—the basis for taking Pearson's validity test. Compare the value of calculated r with the r table. If the value of the r count is greater than the r table, then it is considered valid. Meanwhile, if the value of the r count is less than the r table, then it is not valid.

The validity test results using the IBM SPSS 25 program showed that for the spiritual intelligence variable of 50, the number of valid questions was 36, while the number of invalid items was 14. The 14 invalid items were not used or deleted in data collection, while the 36 valuable items were used.

Table 3 Validity Test Results

No	Research variable	Number of Items	Valid Item	Invalid item	No. Drop item
1.	Spiritual Intelligence	50	36	14	5,6,7,12,23,26,29,31,39, 40,41,43,46,48

Source: Primary data processed, 2023

Reliability Test

The reliability test aims to see whether the questionnaire has consistency if the measurements are carried out using the questionnaire repeatedly. The basis for taking the Cronbach alpha reliability test is reliable if the Cronbach alpha value is more than 0.6. Based on calculations using the IBM SPSS 25 computer, the reliability coefficient for the spiritual intelligence variable was 0.932. These results are then consulted with the interpretation of the reliability coefficient used. From the interpretation results, it is known that the instrument of spiritual intelligence has good reliability so it meets the requirements to be used as a measuring tool and data collector of spiritual intelligence. The reliability results can be seen in Table 4.

Table 4. Reliability test results

No,	Variable	Test results	Information
1	Spiritual Intelligence	0,932	Good/Reliable

Source: Primary data processed, 2023

Data Normality Test

Kolmogorov Smirnov normality test is part of the classical assumption test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is to have a residual value that is usually spread. The basis for decision-making If the significance value is more than 0.05, then the residual value is generally distributed. If the significance value is less than 0.05, the residual value is not normally distributed.

The data normality test was carried out by statistical methods using IBM SPSS 25, namely the Kolmogorov-Smirnov test, one of the nonparametric statistical tests used to determine and determine the data collected, typically distributed or taken from an average population. The following displays the Kolmogorov-Smirnov test with the help of IBM SPSS 25 in Table 5.

Table 5. Results of the One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		150
Normal Parameters,b	Mean	,0000000
	Std. Deviation	12,67768385
Most Extreme Differences	Absolute	,069
	Positive	,062
	Negative	-,069
Test Statistic		,069
Asymp. Sig. (2-tailed)		,077c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The results of the data normality test with Kolmogorov-Smirnov can be concluded by comparing the value of the probability number or Asym Sig (2-tailed) with a significance level of 0.05 or 5% with decision-making if the value is less than 0.05 or 5%, then the distribution is not normal. If the significance value is more significant than 0.05 or 5%, then the data distribution is normal. Based on Table 4.4, it can be concluded that the Asym Sig (2-tailed) data on the variables of spiritual intelligence and fiqh learning achievement is 0.77, which means that it exceeds the total significance level of 0.05 or 5%. Then it can be interpreted that the data is usually distributed.

Homogeneity Test

A homogeneity test is a test conducted to find out that two factors or more groups of sample data come from populations that have the same variance (homogeneous). Before performing other tests, this test is a requirement, such as a T-Test and Anova. This test is used to ensure that the data group comes from a population with the same variance (homogeneous). The basis for decision making If the Sig value is more than 0.05, then the data distribution is homogeneous. If the Sig value is less than 0.05, the data distribution is not homogeneous. Data homogeneity testing was conducted to determine whether the sample group used in this study came from a homogeneous sample or not, meaning whether the population used could represent the entire existing population. This homogeneity test uses One-way ANOVA on IBM SPSS 25. The following shows the results of homogeneity test data using One-way ANOVA with the help of IBM SPSS 25 in Table 6.

Table 6. Homogeneity Test Output Data

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Learning achieveme nt	Based on Mean	1,905	2	147	,153
	Based on Median	1,317	2	147	,271
	Based on Median and with adjusted df	1,317	2	145,2 31	,271
	Based on trimmed mean	1,892	2	147	,154

Based on the output above, it is known that the value of Sig. Based on mead for the variable of fiqh learning achievement is 0.153. Because of the importance of Sig. 0.153 > 0.05, it can be concluded that the variance of the student fiqh learning achievement data for grades VII VIIIVIX is homogeneous.

Hypothesis testing

To find out the correlation or relationship between spiritual intelligence and fiqh learning achievement for SMP Muhammadiyah 9 Yogyakarta students. Pearson correlation test is used; the correlation test aims to determine the level of closeness of the relationship

between variables expressed by the correlation coefficient (r). The relationship between the variables X and Y can be positive or negative. The basis for decision-making: If the significance value is less than 0.05, it is correlated; if the significance value is more than 0.05, it is not correlated.

Table 7. Interpretation of the Correlation Coefficient

The amount of "r" Product Moment (rxy)	Interpretation
0,00 s/d 0,20	No correlation
0,21 s/d 0,40	Weak correlation
0,41 s/d 0,60	Medium correlation
0,61 s/d 0,80	Strong correlation
0,81 s/d 1,00	Perfect correlation

This analysis is intended to test the acceptance or rejection of the hypothesis that has been formulated for variable X and variable Y. The ideas to be tested in this study are H0: b = 0. There is no significant relationship between spiritual intelligence and student fiqh learning achievement at SMP Muhammadiyah 9 Yogyakarta. H: b = 0 There is a significant relationship between spiritual intelligence and student fiqh learning achievement at SMP Muhammadiyah 9 Yogyakarta. Data from the correlation test results on IBM SPSS 25 will be seen in Table 8.

Table 8. Hypothesis Testing Results Data

Correlations

		Kecerdasan Spiritual	Prestasi Belajar Fikih
Spiritual Intelligence	Pearson Correlation	1	,233**
	Sig. (2-tailed)		,004
	N	150	150
Fiqh Learning Achievement	Pearson Correlation	,233**	1
	Sig. (2-tailed)	,004	
	N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the output above, it is known that the Pearson Correlation value for the spiritual intelligence variable is 0.233. And fiqh learning achievement is 0.233 for the same significant value, namely 0.004 < 0.05, which means there is a positive correlation between the two variables, but the results of the decision can be seen from the guidelines for the degree of correlation of the correlation value, 0.233 is in the order of 0.20 s. /d 0.40, which means a weak correlation between spiritual intelligence and student fiqh learning achievement at SMP Muhammadiyah 9 Yogyakarta.

The results obtained in this study include data on student achievement in class VIII, VIII, and IX SMP Muhammadiyah 9 Yogyakarta. Spiritual intelligence has a significant relationship with students' fiqh learning achievement. Spiritual intelligence is an independent variable that is considered to have a relationship with learning achievement. Complete spiritual intelligence can be seen in Appendix 7.8, but briefly, the spiritual intelligence of students in this study is presented in Table 9.

Table 9. Spiritual Intelligence Data

Score	Category	Many Students	Percentage of Number of Students	Average Spiritual Intelligence
< 141	Enough	72	48%	141
≥ 141	Good	78	52%	Good

Based on the results of instrument tests, assumption tests, and hypothesis tests, it shows that validity, reliability, normality, and homogeneity are by the specified result indicators. The validity and reliability test results obtained show that the instrument test is valid and reliable because the value obtained is more than 0.5 for validity and more than 0.9 for reliability. This value also illustrates that the instrument used is appropriate and can measure variables regarding spiritual intelligence. Likewise, the results of normality and homogeneity show normal and homogeneous data. From the data above, it can also be seen that the hypothesis test shows that spiritual intelligence has an influence on learning achievement, or in other words, the alternative hypothesis is accepted (ha). However, the student's fiqh learning achievement results have reached the medium category. This can be seen from the average student's ability, namely 71.6. There was a very low level of student ability as many as 22 students (14.66%), low as many as 20 students (13.33%), medium as many as 56 students (37.33%), high as many as 42 students (28%), and very high as many as 10 students (6.66%).

DISCUSSION

Jurisprudence learning achievement is the dependent variable that is considered related to the results obtained from student learning outcomes. Therefore, the researchers took the UTS value data for fiqh students. The complete results of student scores can be seen in Appendix 9, but briefly, fiqh learning achievements in research are presented in Table 10.

Table 10. Fiqh Learning Achievement Data

Score	Ability Level	Many Students	Percentage of Number of Students	Average Student Ability
90 - 100	Very high	10	6,66%	
80 - 89	Tall	42	28%	71.6
65 - 79	Currently	56	37,33%	Currently
55 - 64	Low	20	13,33%	
0 - 54	Very Low	22	14,66%	

From the data above, it can be seen that students' fiqh learning achievement has reached the medium category. This can be seen from the average ability of students, which is 71.6. There is a superficial level of student ability, as many as 22 students (14.66%), low as many as 20 students (13.33%), moderate 56 students (37.33%), high as many as 42 students (28%), and very high as many as ten students (6.66%).

This study proves that spiritual intelligence and fiqh learning achievement have an attachment to each other. Spiritual intelligence can be appropriately formed through fiqh learning at school. 'Abdul Wahhab Khallaf defines the science of jurisprudence with knowledge (science) of Islamic Shari'ah laws regarding human actions, which are taken from the arguments in detail. In other words, jurisprudence or a collection of Islamic shari'a laws regarding human activities are taken from the ideas of both *naqliy* and '*aqliy* (Arisman & Hakim, 2021).

Spiritual intelligence itself is the ability of the soul to do everything based on the positive side that can give spiritual meaning to every action or behavior. Jurisprudence learning in schools can develop the potential of students' spiritual intelligence; for example, in religious law, students are taught the obligations of a Muslim following the six pillars of faith and the five pillars of Islam. At school, students are introduced to pray in congregation and give alms on Fridays; it shapes students' character to become good Muslim personalities.

The data from the research findings show that spiritual intelligence is included in the excellent category with an average value of 140.9 rounded up to 141, and student fiqh learning achievement is included in the medium category, namely 71.6; this shows that there is a relationship between spiritual intelligence and learning outcomes, on fiqh subjects.

The relationship between spiritual intelligence and students' fiqh learning achievement was proven by hypothesis testing. They use the Pearson correlation test on the IBM SPSS 25 system to process research data. The results obtained are the correlation value of 0.233 and the value of Sig. 0.004. in decision making, if the value of Sig <0.05, then there is a relationship between spiritual intelligence and student fiqh learning achievement. If the value of Sig > 0.05, there is no relationship between spiritual intelligence and student fiqh teaching achievement. The results obtained are 0.004 <0.05, which proves a correlation or relationship between spiritual intelligence and student fiqh learning achievement.

From the Pearson correlation test results, the value obtained for the spiritual intelligence variable (X) with the student's fiqh learning achievement variable (Y) is 0.233, which correlates with the degree of relationship; the correlation is moderate. The form of the relationship is positive. The state of a positive relationship can be seen from the positive r value in front of it. The higher the spiritual intelligence, the higher the student's fiqh learning achievement and vice versa; the lower the spiritual intelligence, the lower the student's fiqh learning achievement.

The existence of a relationship between the contribution of spiritual quotient and fiqh learning achievement illustrates that in the learning process, students need to be taught comprehensively about spiritual intelligence, wherewith the abilities students have good understanding and knowledge and can also practice it in daily behaviour. The results of this research reflect that in strengthening students' religious education, it is necessary to strengthen spiritual intelligence so that students can know and understand the importance

of religious material, especially fiqh material. Furthermore, increased understanding will have an impact on improvements in studying jurisprudence material which will ultimately have an impact on learning achievement.

CONCLUSION

Several conclusions can be obtained based on the research and discussion results. First, spiritual intelligence has a positive and significant relationship to the fiqh learning achievement of SMP Muhammadiyah 9 Yogyakarta students, with a Pearson Correlation result of 0.233. The significance value is the same, namely 0.004 < 0.05, which means that there is a positive correlation between the two variables; the results of the decision are seen from the guidelines for the degree of correlation of the correlation value, 0.233 is in the order of 0.20 to 0.40 which means that there is a significant correlation. Was between spiritual intelligence and student fiqh learning achievement in SMP Muhammadiyah 9 Yogyakarta. Second, the level of spiritual intelligence of students of SMP Muhammadiyah 9 Yogyakarta is in a suitable category, with as many as 78 students with a percentage of 52%. Those who have an appropriate category are 72 people, with 48%. The number of students with a select variety of 4% indicates that the spiritual intelligence of SMP Muhammadiyah 9 Yogyakarta students has good abilities. The level of fiqh learning achievement of SMP Muhammadiyah 9 Yogyakarta students is in the medium category. This category can be seen from the average power of students, which is 71.6. There is a shallow level of student ability as many as 22 students (14.66%), as many as 20 students (13.33%), 56 students (37.33%), as many as 42 students (28%), and as high as many as ten students (6.66%). Even though the results obtained are by the research targets, in general, these results still have many limitations, such as the lack of school subjects taken and limited data analysis used. This limitation can be complemented by other researchers studying research with the same theme. The school can also use the results of these findings as material for improvements in learning aimed at further improving the quality of the school.

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