

Ability to Understand Mathematical Concepts and Adversity Quotient Students Reviewed from Al-Qur'an Memorize Ability

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Abstrak

Peserta didik sering merasa kesulitan dalam memahami konsep yang ada dalam matematika. Kebanyakan dari mereka merasa sulit untuk berkonsentrasi, serta mudah menyerah untuk memahami konsep matematika. Mengenai hal tersebut, adversity quotient sangat diperlukan dalam diri peserta didik. Adversity quotient merupakan faktor internal siswa yang berbentuk kegigihan, tanggung jawab, pengendalian, serta pandangan dalam menghadapi permasalahan. Kegiatan memorize Al-Qur'an diketahui dapat melatih seseorang untuk menjaga ketenangan hati, mudah konsentrasi, serta mengontrol emosi yang ada dalam diri. Tujuan dari penelitian ini yaitu mendeskripsikan kemampuan pemahaman konsep matematis dan adversity quotient siswa ditinjau dari kemampuan menghafal Al-Qur'an (Al-Qur'an memorize ability). Penelitian ini merupakan penelitian deskriptif kuantitatif dengan subjek penelitian yaitu siswa kelas VIII salah satu SMP Swasta di Binjai. Teknik pengumpulan data dalam penelitian ini menggunakan angket, dokumentasi dan wawancara. Analisis data dilakukan dengan statistik deskriptif, yaitu menarasikan/mendeskripsikan hasil angket dan wawancara. Hasil penelitian menunjukkan bahwa kemampuan pemahaman konsep matematika dan adversity quotient dipengaruhi oleh hafalan Al-Qur'an. Subjek Religi (SR) memiliki kemampuan pemahaman konsep matematis tingkat tinggi dan adversity quotient kelompok climbers. Subjek Unggulan (SU) memiliki kemampuan pemahaman konsep matematis tingkat menengah dan adversity quotient kelompok campers. Subjek Dasar (SD) memiliki kemampuan pemahaman konsep matematis tingkat rendah dan adversity quotient kelompok quitters.

Kata kunci: *Adversity Quotient, Kemampuan Pemahaman Konsep, Memorizing Al-Qur'an Ability.*

Abstract

Students often find it difficult to understand the concepts in mathematics. Most of them find it difficult to concentrate and give up easily on understanding math concepts. Regarding this, the adversity quotient is very necessary for students. The adversity quotient is a student's internal factor in the form of persistence, responsibility, control, and views on dealing with problems. Memorizing the Qur'an is known to train a person to maintain peace of mind, concentrate easily, and control the emotions that exist within. The purpose of this research is to describe the ability to understand mathematical concepts and the adversity quotient of students in terms of their ability to memorize the Al-Qur'an. This research is a quantitative descriptive study with research subjects, namely class VIII students one of SMP Private at Binjai. Data collection techniques in this study used questionnaires, documentation, and interviews. Data analysis was carried out using descriptive statistics, namely narrating and describing the results of questionnaires and interviews. The results showed that the ability to understand mathematical concepts and the adversity quotient were influenced by memorizing the Qur'an. Religious subjects (SR) have the ability to understand high-level mathematical concepts and the adversity quotient of the climbers group. Superior Subjects (SU) have the ability to understand intermediate-level mathematical concepts and the adversity quotient of the camper group. Elementary Subjects (SD) have the ability to understand low-level mathematical concepts and the adversity quotient of the quitters group.

Keywords: *Adversity Quotient, Concept Understanding Ability, Memorizing Al-Qur'an Ability.*

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INTRODUCTION

In formal education, mathematics is a subject that is continuously studied at every level. Even studying mathematics is an obligation for students (Mulyati & Evendi, [2020](#)). In studying mathematics, a good level of understanding is required of the students. A good understanding will have a good influence on the success of learning mathematics. Polya categorized the level of understanding related to the cognitive abilities of the student into four parts: mechanical understanding (remembering and applying), inductive understanding (applying), rational understanding (proving), and intuitive understanding (self-confidence) (Khairunnisa dkk., [2022](#)). Skemp in (Furkan, [2022](#)) distinguishes mathematical understanding into two types, namely (1) relational understanding, in which the learner is able to connect one thing with another accurately and know each step. (2) Instrumental understanding: that is, the student is able to remember and apply formulas in simple calculations gradually, convergently, and linearly. Mathematical learning can be said to be successful when the understanding of mathematical concepts can be achieved by the student (Sabela & Roesdiana, [2022](#))

Understanding mathematical concepts is the primary foundation for being able to solve problems that exist in learning mathematics (Septia dkk., [2022](#)). In mathematics learning activities, you can not only rely on the ability to memorize formulas as well as the ability to count numbers, but it also requires a high level of understanding (Purwaningsih & Marlina, [2022](#)). But in reality, students' ability to understand mathematical concepts is still low. This is evidenced by the Indonesian mathematics rankings, which ranked 72 out of 79 countries according to the OECD PISA (Program Internationale for Student Assessment) in 2018 (OECD, [2019](#)). PISA is a mobile program to measure the academic quality of students around the world in science, mathematics, and reading. So, from the PISA results, we can see that Indonesia is still lagging behind in mathematics. One of the reasons for this lag is the poor ability of Indonesian students to understand mathematical concepts. It is also in line with the research carried out by Suraji on the Analysis of the Ability to Understand Mathematical Concepts and the Abilities to Solve Mathematic Problems of High School Students on the Matter of Linear System of Equations with Two Variables (SPLDV) (Suraji dkk., [2018](#)). Similar things are also found in the research carried out by Fajar on the Analysis of the Ability to Understand the Mathematical Concepts of Class VIII High School Students in State 17 Kendari (Fajar dkk., [2018](#)). As for the factors that influence the low elevation of the ability

to understand mathematical concepts, they consist of two: external factors and internal factors.

From the external factors, there are several things that affect the level of understanding of the mathematical concepts of the students; among them is the teaching of less creative and monotonous teachers so that the students are less enthusiastic about learning (Septia dkk., [2022](#)), students who feel overwhelmed by too many formulas being spelled (Sihombing, [2022](#)), and mathematics learning strategies based on conventional paradigms where learning is only centered on the teacher (Hadi & Kasum, [2015](#)). In learning activities, students only listen to the teacher explain without any interaction with the student, so it is easy for students to feel bored and lacking enthusiasm in following learning activities. This is in line with other research that states that the strategies and approaches used in the learning process of mathematics largely determine student learning outcomes (Herawati, [2010](#)).

As for the internal factors that can influence the level of a student's ability to understand mathematical concepts, it is the mental strength and intelligence of a student in the face of any difficulty (U.s, [2015](#)). It's called the adversity quotient. (AQ). The adversity quotient is a student's internal factor in the form of endurance, responsibility, control, and perspective in the face of problems (Hidayat, [2017](#)). This attitude is highly needed to improve students' ability to understand concepts. For most students, mathematics is known to be complex and abstract. Students often find it difficult to understand the concepts that exist in mathematics. Their pupils find it difficult to concentrate and easily give up on understanding mathematical concepts. Then, from there, adversity questioning is very necessary for the pupil. To understand mathematical concepts, students need positive energy, calmness, good emotional control, motivation, and a serious attitude, as well as a reluctance to give up on learning (Ningtyas dkk., [2022](#)). In this regard, there is research that states that the activity of memorizing the Qur'an can train a person to maintain peace of mind, ease of concentration, and control the emotions that are in him (Khotimah, [2020](#)). Therefore, the activity of memorizing the Qur'an has an influence on the emotional participant in dealing with problems in learning.

It is a way of remembering the Qur'an and its elements (Yudha, [2019](#)). Remembering the Qur'an can have a positive effect on brain cells because, when remembered, the outgoing sounds will enter the ear and slide to the brain (Ulfah & Sulaiman, [2022](#)). This is one of the signs of the Qur'an. Indeed, the Qur'an is a source of knowledge (Erpida dkk., [2022](#)). The Qur'an and Hadith are the inheritance left by the Prophet Muhammad as guidance, which is the explanation of Islamic education (Anam dkk., [2022](#)). Even the truth of mathematics can

be found in the Quran (Kurniadi & Wandini, [2022](#)). The Qur'an is the pen of Allah, which is revealed to the Prophet (peace and blessings be upon him) (Wulandari, [2022](#)). There are many advantages to remembering the Qur'an, one of which is in the Word of Allah in QS. Al-Baqarah verse 269.

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ۚ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ۚ وَمَا يَذَّكَّرُ إِلَّا أُولُو الْأَلْبَابِ ٢٦٩

"He (Allah) gives wisdom to whomever He wills. Whoever is given wisdom has been given much good. No one can take a lesson from it except the bull albab."

Those who recite the Qur'an have a stronger motivation in themselves, a sincere attitude, and a reluctance to surrender (Ariyani dkk., [2022](#)). Such attitudes are required in learning activities, especially in mathematics lessons.

He will be able to understand the mathematical concepts and adversity quotient from different perspectives, namely, based on the ability to memorize the Qur'an (Al-Qur'an Memorize Ability), with the title of research: " Ability to Understand Mathematical Concepts and Adversity Quotient Students Reviewed from Al-Qur'an Memorize Ability". This research is an important study of a new nature and has never been studied by previous researchers. It is hoped that this research can be beneficial in improving students' ability to understand mathematical concepts and adversity questions, as well as bringing students closer to the Qur'an.

METHODS

This research is descriptive research that uses a quantitative approach. A quantitative method is a method of research that has data in the form of numbers that will be analyzed to reach a conclusion. As for data-gathering techniques in this study using lifts, documentation and interviews. Data analysis is carried out with descriptive statistics, i.e. summarizing/describing the results of raises and interviews.

The research was conducted at Hajjah Fauziah Binjai. The population of this study is a student of the eighth grade of the IT High School Hajjah Fauziah Binjai in the academic year 2022/2023 with a sample of the research students who have the Al-Qur'an memorize ability. The researchers used a concept understanding test based on Afhami indicators, i.e., giving examples or not examples of the concepts that were studied, re-explaining the concept that had been learned, grouping objects according to mathematical concepts, applying concepts algorithmically, and linking one mathematical concept to another (Afhami, [2022](#)). For the

adversity quotient, researchers use a five-dimensional lift: control, origin, ownership, reach, and endurance (Afri, [2015](#)).

The researchers also used documentation in the form of secondary data, namely the results of the Tahfidz trial of the academic year 2022-2023 obtained from the chairman of the Tahfidz Qur'an Center (TQC) of SMIT, Hajjah Fauziah Binjai. Because it was adapted to the learning material that the students studied at the time, the learning materials used in this study were straight-line equations. The researchers also validated the instrument with two expert reviewers, a lecturer and a mathematician teacher, before using the test instrument.

RESULTS

One of the top programs available at the IT High School, Hajjah Fauziah Binjai, is Tahfidz Al-Qur'an. This program has been running for two years. There are three levels in it, namely, the Basic Tahfidz, the Great Tahfidz, and the Religious Tahfidz. It is the most basic level for students who are weak in memory and still are not good at reading the Qur'an. Basic Tahfidz has a goal of achieving as much as one Juz in a semester. Once they've reached the target, they'll be in the top class. The highest level of Tahfidz is for the children who are superior at memorizing the Qur'an. They've managed to reach the target in the basic Tahfidz class and have also passed the judgment one. The target of the triumphant Tahfidz is two yards. Next, the highest level is the religious tahfidz, which has the target of hafalan as much as three juz. The quality of hafalan will be routinely tested through a tahfidz trial, which is a paragraph summary within a period of six months.

There is a level of Tahfidz class done to customize the abilities of different students so that each student will focus on the goal of the lesson based on the class they place. The ability of students to memorize the Qur'an must be different. There are students who have already memorized the Qur'an in primary school, so they have a capital of hafalan. There are also students who have no memory experience at all, so they have to adapt slowly.

As for the Qur'an Memorize Ability students in the eighth grade, it is as follows:

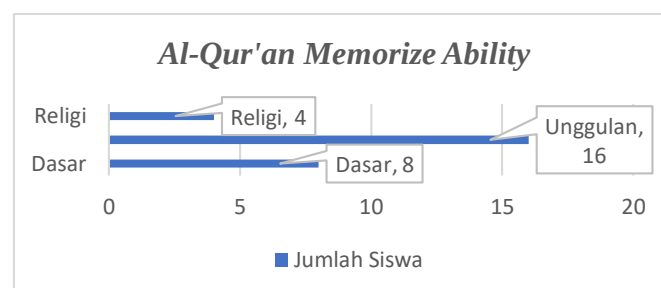


Figure 1. Graphic *Al-Qur'an Memorize Ability*

As shown in the graph in [Figure 1](#) above, it can be seen that the eighth grade was dominated by outstanding students who reached a figure of 57% of the total population. Then, as many as 14% of the students were religious. The figures indicate that the ability to memorize the Qur'an of eighth-grade students is quite good, as seen from the number of elementary students, who are only 29% of the entire population.

A total of 28 research subjects will be given a test of their ability to understand mathematical concepts and raise the adversity quotient to determine who is eligible to be a research subject. There are five-question descriptions of line equations in the test. The five questions refer to the indicators of the ability to understand concepts, according to (Afhami, 2022) that is in [Table 1](#).

Table 1. Concept Understanding Indicator (IPK)

No.	Concept Understanding Indicator	Code
1	Restate the concepts learned	IPK 1
2	Provide examples and non-examples of the concept being studied	IPK 2
3	Applying concepts algorithmically	IPK 3
4	Grouping objects according to the mathematical concept studied	IPK 4
5	Linking one concept to another	IPK 5

After 28 subjects are working on the concept understanding test as well as the Adversity Quotient Lift, three people will be selected as representatives of the research subject. The three subjects consist of one basic Tahfidz student, one superior Tahfidz student, and one religious Tahfidz student. The selection of the three subjects of this research was made in an attempt to facilitate researchers in finding the information they needed based on discussions with mathematics teachers in the eighth grade.

As for the test results on the ability to understand concepts and the adversity quotient, they are as follows:

Table 2. Average Score Understand Concepts Ability

Subjek	Total Score	Many Subject	Average Score
Basic	463	8	57,9
Superior	1356	16	84,8
Religious	388	4	97

Table 3. Score Average Adversity Quotient

Subject	Total Score	Many Subject	Average Score
Basic	613	8	76,6
Superior	1480	16	92,5
Religious	447	4	111,8

Based on [Table 2](#), we can tell that basic subjects (SD) have the lowest average score compared to other subjects. Compared to the average concept understanding score obtained in subject speech (SU), religious subjects (SR) earn the highest average score compared to other subjects.

Directly compared to the achievement of an average concept understanding score, an average adversity quotient score also shows the same comparison; as we can see in [Table 3](#), the basic subjects have the lowest average score. Followed by an outstanding subject that has an average score above the underlying subject. Whereas religious subjects again occupy the highest average score compared to other subjects. It describes that the ability to understand concepts as well as the adversity quotient of religious subjects is better than that of superior and basic subjects.

For a deeper explanation, it will be presented and discussed, specifically acquisition skill scores, conceptual understanding, and the adversity quotient at each level, as follows:

Students with Al-Qur'an memorize ability at the basic level

The following are the results of the mathematical conceptual understanding test on the subject of basic-level students' research.

Table 4. Conceptual Understanding Basic Subject (SD)

Indicator	IPK 1	IPK 2	IPK 3	IPK 4	IPK 5	Total
Score	20	15	10	10	0	55
Ideal Score	20	20	20	20	20	100

From the data in [Table 4](#), it can be seen that SD has a relatively low understanding of concepts, which is only 55% of the ideal score to be achieved. The SD has a weakness in IPK 5 because it is unable to find a solution to the issue. For other IPKs, the SD is sufficiently capable of completing the concept understanding test available. But there's still a lot of miscalculation in the calculation process.

Penyelesaian:

Garis m melalui titik $(0, -3)$ dan $(4, 0)$

$$x = 4, y = -3$$

$$-3 + 4y = 3 \times 4$$

$$-3x + 4y = 12$$

$$-3x + 4y - 12 = 0$$

$$4y - 3x - 12 = 0$$

Figure 2. SD IPK 1 Answer

As seen in the [Figure 2](#) of IPK 1, the subject is able to re-expression well and correctly learned concepts so as to acquire perfect values. For IPK 2, SD still has a mistake in operating the integer on the issue. At IPK 3, the SD was seen starting to struggle to find an alternative solution. It's seen as an inaccurate answer.

Menggunakan Perbandingan Gradien

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

$$\frac{-2 - 7}{-1 - 2} = \frac{10 + 2}{a - 7}$$

$$3 = \frac{12}{a - 7}$$

$$a + 7 = \frac{12}{3} = 4$$

$$\text{atau } a = 4$$

Figure 3. SD IPK 3 Answer

From [Figure 3](#), it can be seen that SD is able to use the correct formula to find alternative solutions to the issue, but there is still a miscalculation or number operation.

At IPK 4, SD has not been able to determine the correct concept for solving the issue. SD is able to understand the matter and define the concept, but there is still a miscalculation in carrying out the calculations, so it does not find a group of parallel line equations. At IPK 5, the SD could not find any appropriate concept to find alternative solutions to the issue. Eventually, the SD did not answer the question and emptied it.

Next, for the acquisition score, the adversity quotient SD is as follows:

Table 5. Score Adversity Quotient Basic Subject (SD)

Dimension	Control	Origin	Ownership	Reach	Endurance	Total
Score	16	16	25	12	8	77
Ideal Score	32	24	36	16	20	128

The intelligence of students in the face of difficulties (Adversity Quotient) that SD has is also not satisfactory. SD lacks 51 digits to reach the ideal score. As can be seen from [Table 5](#), SDs have control scores that are still far from ideal scores, so it can be said that they are unable to control an event related to difficulties in learning mathematics. S.D. tends to have a reluctant and unconfident nature. When asked about mathematics, most of them immediately thought that the given issue must be difficult and lazy to work on.

Most of the basic subjects acknowledge that their mathematical abilities are so weak that they are unable to understand the concepts taught well. The lack of time to practice mathematics outside the classroom also makes it difficult for basic subjects to be able to understand mathematical concepts. Basic subjects are often negligent or insignificant in their mathematical work, and they are also unaware of their mistakes. The statement is supported by achieving scores in the origin and ownership dimensions that are still far from ideal.

SD also lack the endurance dimension, which is an optimistic attitude in the face of various difficulties in learning mathematics, but they are sufficiently satisfied with the reach dimension. (jangkauan). As can be seen from the score acquisition, SD scored 12 out of 16 ideal scores. This makes SD unable to associate difficulties or problems in mathematics with other lessons. The SD is still able to evaluate a problem in mathematical learning without limiting it to understanding and solving other problems.

Based on the above view, the Adversity Quotient SD can be categorized into a group of quitters, which is a bunch of people who are less capable of facing challenges in life and are easy to give up.

Below are the results of the mathematical conceptual understanding test on topical student research subjects.

Table 6. Conceptual Understanding Topical Subject (SU)

Indicator	IPK 1	IPK 2	IPK 3	IPK 4	IPK 5	Total
Score	20	20	15	18	10	83
Ideal Score	20	20	20	20	20	100

From [Table 6](#), it can be seen that SU was good at answering questions on the given test. It's seen in an average score that's almost perfect. SU was able to get a total score of 83% of the ideal score. The lowest score you get is at IPK 5, which is half of the ideal score to be achieved. It suggests that SU is still incapable of connecting concepts from one to the other.

On IPK 5, SU hasn't been able to find an alternative solution to the issue properly. SU just understands the matter and determines the appropriate concepts to solve it. However, SU was only able to give half the finish, so it could not meet the ideal score. Further on IPK 2, SU has actually understood the meaning and concept of the given issue, so SU is able to solve the issue. SU solved the matter concisely. But unfortunately, SU has had a slight misunderstanding in operating the change of the mark on the integer.

Soal $ax + by = c$ maka gradiennya adalah $m = -\frac{a}{b}$
 Soal $y = mx + n$ maka gradiennya adalah $m = m$

I. $3y - x = 6 \rightarrow m = \frac{1}{3}$
 II. $3y = x + 1 \rightarrow m = \frac{1}{3}$
 III. $x = 3y + 2 \rightarrow m = \frac{1}{3}$
 IV. $y = x + 1 \rightarrow m = -1$

Maka, Persamaan garis yg fid
 Gradien $\frac{1}{3}$ adalah $y = x + 1$

Figure 4. SU IPK 2 Answer

Based on [Figure 4](#), SU had a little confusion in determining the gradient of the line, but he was still able to determine which equation did not have the $\frac{1}{3}$ -gradient.

At IPK 3, SU is also quite capable of understanding the issue and solving it according to the concept, but there is still a miscalculation in the calculation. At IPK 4, SU is quite capable of solving matters well. SU made a mistake in determining the formula, but he realized the mistake, so he finally found the correct formula.

Next, for the acquisition score, the adversity quotient (SU) is as follows.

Table 7. Score Adversity Quotient Topical Subject (SU)

Dimension	Control	Origin	Ownership	Reach	Endurance	Total
Score	26	17	29	12	13	97
Ideal Score	32	24	36	16	20	128

The intelligence of the subject's superior in the face of difficulty is good. As shown in [Table 7](#), for the control dimension, the SU scored 26, which is quite close to the ideal score. I mean, SU is sufficiently capable of self-control to face difficulties in understanding mathematical concepts. SU also has a pretty good response when working on mathematics. Although at first they felt lazy and complained when given mathematics, they were serious when working on matters according to mathematical concepts. SU has a good enough spirit to understand matters, even though it is sometimes insufficient in applying mathematical concepts.

Some of the superior subjects feel weak in mathematical lessons, so it is sometimes difficult to understand the concepts they are studying. However, they have a serious attitude and are willing to strive so that they are still able to follow the learning. Excellence subjects also realize the difficulties they encounter due to their laziness in repeating lessons. They're sure they can understand the mathematical concepts they're studying if they try as hard as they can.

On the reach dimension, SU gets a score that's close to the ideal score, which means SU is also capable of limiting the range of problems in mathematics. So problems in mathematics do not affect their learning spirit in other lessons. This is in line with the results of an interview conducted by the researcher, where SU said, "Al, I had difficulty studying mathematics, but when changing subjects, I still felt the enthusiasm to take the lesson."

Based on the display above, Adversity Quotient SU can be categorized into a group of campers that are willing to try to overcome the problem, even though there is still a possibility of giving up, yet they have tried..

Students with memorize ability at the religious level

Here are the results of the mathematical conceptual understanding test on religious-level students' research subjects.

Table 8. Conceptual Understanding Religious Subject (SR)

Indicator	IPK 1	IPK 2	IPK 3	IPK 4	IPK 5	Total
Score	20	20	20	20	20	100
Ideal Score	20	20	20	20	20	100

From [Table 8](#), it can be seen that SR is able to understand concepts on the entire set of questions available in the test. It's proved by the achievement of scores that have reached the ideal score. At IPK 1 on [Figure 5](#), SR was able to execute questions according to the mathematical concepts studied. Nor is there any misunderstanding in operating numbers and so on, so that the answers are answered accurately.

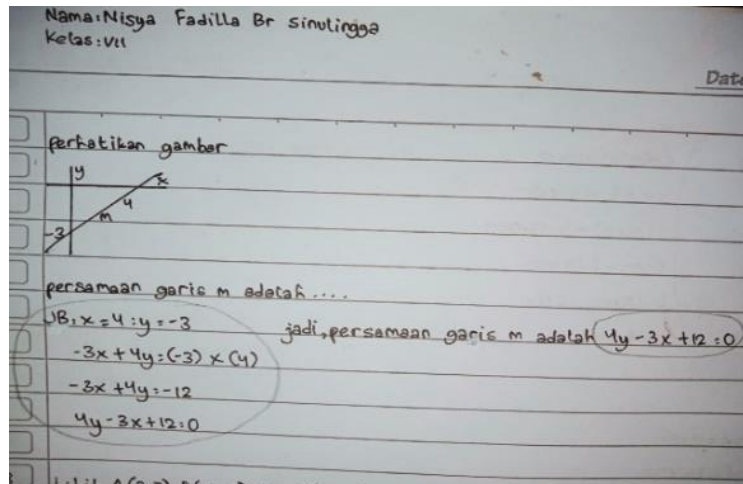


Figure 5. SR IPK1 Answer

Likewise with IPK 2, SR solved the matter accurately and perfectly. SR was able to give examples or not examples of the concepts studied, so he managed to reach the ideal score. At IPK 3, SR is able to understand matters well as well as be able to determine solutions that match mathematical concepts. SR is able to apply concepts algorithmically and accurately. In IPK 5, SR was able to associate one concept with the other, so that he reached a proper solution to the issue.

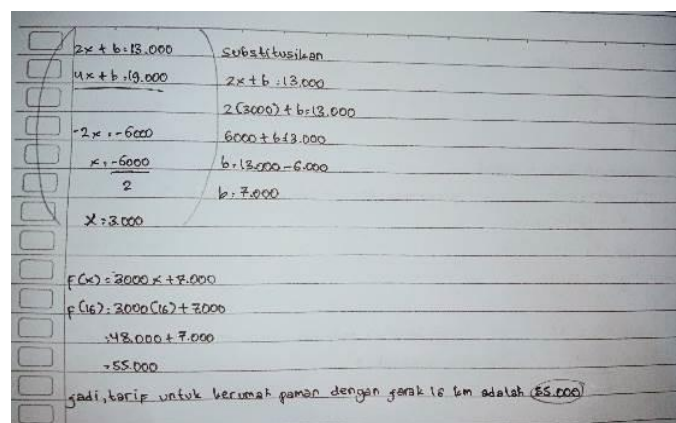


Figure 6. SR IPK 5 Answer

As you can see in [Figure 6](#), SR solved the matter very well. Every step of his work is clearly written. Nor is there any miscalculation in the calculation of each number. So for IPK 5, SR also gets a value that matches the ideal score.

Next, the acquisition score adversity quotient (SR) is as follows:

Table 9. Score Adversity Quotient Religious Subject (SR)

Dimension	Control	Origin	Ownership	Reach	Endurance	Total
Score	30	22	30	15	19	116
Ideal Score	32	24	36	16	20	128

Based on the data on [Table 9](#), SR has an excellent adversity quotient. Every dimension almost reaches the ideal score. For the total score, SR gets a score of 116 from the ideal score of 128. The figures prove that SR has excellent self-control so capable of self-controlling overcoming difficulties in understanding mathematical concepts. SR is easier to concentrate when studying mathematics. They were happy and challenged to learn new mathematical concepts. This is also in line with the results of an interview on the subject, which is SR said that "I feel happy working on mathematics. I feel curious about answers from questions, like working on a mission. Especially if I get the answer, I'm very satisfied."

On the ownership dimension, SR also gets a score that's close to the ideal score. This reflects SR's responsibility for understanding the mathematical concepts being studied. SR tends not to be afraid to ask the teacher if there is any material that they lack understanding. SR is also passionate about mathematical issues and able to remain calm in finding solutions. That's backed up by their habit of repeating lessons outside of math class.

Some of the religious subjects are less careful in dealing with the given issues and mistaken in applying the concept. But they still have the courage to repeat and discuss the confusion with other friends so that it won't happen again. Religious subjects realize that the difficulty they encounter in understanding the concept is because they themselves are less trained. SRs also earned good scores on the reach dimension, which means the difficulties they encountered in learning mathematics did not affect their appetite for other subjects.

From the statement above, SR can be categorized into climbers. It is a group of people who decide to survive and resist all obstacles.

DISCUSSION

Based on the above results, it is known that SD, SU, and SR have the ability to understand mathematical concepts as well as variable adversity quotients. SR has a better understanding of concepts and adversity quotients than SU. And SU has a better understanding of concepts and adversity quotients than SD. This is because there is a difference in the level of ability to memorize the Quran of the subject. According to Ansari's

research, "The Relationship of the Quran with the Learning Results of the Students in Mathematics" the Quran memorizes the ability to train the student to have good control, responsibility, and endurance in him so that he is able to overcome all the difficulties in his life (Ansari dkk., [2021](#)). So SR has a better adversity quotient than SU and SD.

Also, with the ability to understand concepts, SR has a better ability than the other subjects. It is because SR has the Quran memorizing ability that is superior to SU and SD. According to (Ningtyas dkk., [2022](#)) subjects with good Quran memorizing ability will feel challenged and reluctant to give up on understanding even difficult mathematical concepts. In a study conducted by Romi, he argued that there was a difference in mathematical learning achievement between students who followed and did not follow the Quran memorization program (Romi dkk., [2018](#)). Students who follow the Quran memorization program have better achievements than students who do not follow the Tahfidz program. Students with good Al-Qur'an memorizing ability have a strong sense of responsibility to be able to solve matters according to the mathematical concepts they have learned. Unlike the SD, who haven't had control, responsibility, or endurance in themselves, Thus, the low Al-Quran memorizing ability proves that students do not have good mental strength to deal with difficulties in their lives. So it's natural that when faced with difficult problems in understanding mathematical concepts, SD tends to easily give up. As a result, these findings are consistent with the findings (Khotimah, [2020](#)) and (Ariyani dkk., [2022](#)). They reveal that memorizing the Qur'an can prepare an individual to remain calm, concentrate effectively, and control the emotions in him so that he can more clearly develop properly. It shows that students' ability to understand mathematical concepts and adversity quotients is influenced by their ability to memorize It shows that students' ability to understand mathematical concepts and adversity quotients is influenced by their ability to memorize the Qur'an.

CONCLUSION

Results and discussion lead us to the conclusion that Religious Subjects (SR) have the ability to understand high-level mathematical concepts and adversity quotient groups of climbers. Subjects of Excellence (SU) have the ability to understand the mathematical concepts of middle-level and adversity quotient groups of campers. Basic subjects (SD) have the ability to understand low-level mathematical concepts and adversity quotient groups of quitters. It gives the idea that the ability to understand mathematical concepts and the intelligence of the adversity quotient are influenced by the Qur'an. This is rather

straightforward, because the good ability to memorize the Qur'an will put the student at the top of every indicator in the ability to understand concepts as well as the adversity quotient.

This research uses five indicators of understanding mathematical concepts and five-dimensional adversity quotients. The subjects in this study have already met the indicators, even though they are not completely perfect. It is hoped that the teacher will be able to improve the ability of the students to understand the mathematical concepts and will also be able to motivate the students to memorize the Qur'an. Then there will be an improvement in students' ability to understand mathematical concepts and adversity quotients. For further researchers, it is expected to use more complete and different concept-understanding indicators to obtain more specific results. Also, research can be done not only in one school in order to obtain broader research results.

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