THE RELATIONSHIP BETWEEN ANALYTICAL THINKING AND INTELLIGENCE QUOTIENT WITH PAI LEARNING OUTCOMES IN STATE ELEMENTARY SCHOOLS IN TARUMAJAYA DISTRICT, REGENCY, BEKASI

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A r t i c l e I n f o	**A b s t r a c t s**
	This study aims to determine the relationship between the ability to think analytically and the intelligence quotient partially and together with the learning outcomes of PAI students in public elementary schools in Tarumajaya District, Kab. Bekasi. This research uses quantitative methods with correlation research types. This study used random sampling with a sample of 320 students from a population of 1539 students taken from grade 5 in public elementary schools in Tarumajaya District. The results of this study indicate that the research hypothesis is proven to have a value of $Py12 > 0$, which explains that there is a positive relationship between analytical thinking ability (X1) and intelligence quotient (X2) together with Islamic education learning outcomes of students (Y) at the public elementary school level in Tarumajaya District, Kab. Bekasi.

Introduction

Learning outcomes are the results obtained after carrying out the learning process and to find out how much the quality of human resources. In improving the quality of human resources, education is an institution that has an important role. This role is related to efforts to make the next generation of the nation who have reliable quality human resources. With this, the learning outcomes obtained by students must meet the minimum criteria standards to produce good output. In the 21st century, knowledge and technology are growing rapidly, good output is needed to be able to compete in the era of development. In line with the rapid development of technology, faith in religion is also very important for the life of the world and the hereafter. Therefore, Islamic religious educators must be in education.

The results of learning or the success of one's learning and the success achieved by a person are influenced by the intelligence of the person, some even state that successful people who are able to create or invent something are people with high intelligence. These learning outcomes can also be influenced by other factors that can support the achievement of learning outcomes as expected by students, teachers and parents.

Islamic religious education as one of the subjects in schools is part of the curriculum that is not separated from other subjects. The meaning of the curriculum according to the new conception is as follows: "The curriculum is all knowledge, activities or learning experiences arranged systematically methodically, which the child receives to achieve a goal.

Some students consider PAI as a boring subject and less interesting to teach so that interest in learning is reduced and tends to underestimate Islamic religious education lessons. A learning system that is only textual and does not focus on problems that exist in everyday life makes students' thinking power only end there without developing what is needed in daily life. If the mindset does not develop, the learning outcomes obtained will decrease further without any significant improvement.

The data explains that student learning outcomes are still relatively low caused by several factors such as the teaching and learning process in the classroom, generally students are more passive, there are only a few who are active. This can be seen when the learning process takes place, learning still uses conventional methods so that the learning process is teacher-oriented and does not involve students directly. When learning takes place, students only listen to the teacher explain and students take notes on important things. This has an impact on the learning outcomes obtained by students.

Students with adequate analytical thinking skills can improve their understanding of concepts and implement their knowledge. The implementation of knowledge is the beginning of the formation of innovation so that it can further improve the quality of human resources. The ability to think analytically is very necessary, especially when solving a problem. Analytical thinking is in accordance with the Gestalt learning principle that learning starts from the whole to the parts, the whole gives meaning to the parts and vice versa, the individuation of parts, and the child learns by using understanding or insigh. Analytical thinking is often combined with self-processing in decision making, problem solving, analysis and conclusions.

Intelligence quetiont is a general term used to describe the nature of the mind, which includes various abilities such as the ability to think, plan, solve problems, think abstractly, understand ideas, use and learn language. It can be said that IQ is a person's ability to solve problems or plan solutions. Based on the above, student IQ tests should be meaningful enough to help teachers measure students' ability to understand concepts and how well students process the information received to solve problems.

Based on previous research, intelligence can affect students' analytical thinking in learning. IQ tests not only measure students' intelligence, but also determine students' verbal and behavioral skills. In another study by Supriyanto intellectual intelligence can affect the learning outcomes of Islamic Religious Education, because intelligence in this case affects several skills. Intelligence is one of the internal factors that are generally known to affect learning outcomes. The level of intelligence consists of several categories, namely genius, intelligent, clever, normal, and stupid. The high category consists of students who are smart, even some of them are geniuses. The medium category consists of students who have a normal or average level of intelligence, they are still classified as children able to follow learning in public schools usually. While the low category is students who have a level of intelligence below average, so they need more research in the learning process. Each individual has a varied intellectual intelligence potential (Andartari et al., 2013). Intellectual intelligence or *intelligence quotient* is a type of intelligence used to solve logical and strategic problems (Sitompul, 2016). In the context of education, *intelligence quotient* is one of the determinants of learning success, because intelligence can affect learning outcomes (Djamarah, 2011). From the characteristics of PAI learning, it is very necessary to have analytical thinking skills and *a large intelligence quotient* in students to get satisfactory learning results. The lack of analytical thinking skills and *intelligence quotient* of students can be seen from the lack of learning outcomes as stated by PAI teachers that there are still students who do not reach the Minimum Completeness Criteria (KKM).

Methods

In this study, researchers used field research or commonly known as field research. The field research is defined as a study that discusses, observes, analyzes, or studies about phenomena that occur in the field or natural environment (Mulyana, 2004). The quantitative approach is the research method chosen in this study. Defined as a model in research that is specific and looks at generalizing what is diversity in the field (Rosyada, 2020). This study also interprets or translates the research language on the findings of informants in the field, in this case SDN in Tarumajaya District, Bekasi Regency in a discourse. Quantitative research in the field of education aims to describe PAI learning outcomes.

This research is located at SDN in Tarumajaya District, Bekasi Regency. In this study, the source of the information obtained is students at SDN in Tarumajaya District, Bekasi Regency, especially in the relationship between analytical thinking skills and intelligence quotient with PAI learning outcomes. Those involved in this research are grade 5 elementary school students where any information obtained in PAI learning activities will be recorded and analyzed. Data sources for this study include informants. To develop analytical thinking skills and intelligence quotient at SDN in Tarumajaya District, Bekasi Regency, grade 5 students in Islamic Religious Education subjects**.**

The next analysis technique used is multiple regression. Data processing is carried out using the help of SPSS 26. The t-test is used to partially test the regression coefficient of its independent variable. Ensure the correctness of the data, categorize the data, construct phenomena, and find hypotheses (Sugiyono, 2017).

Results and Discussion

Analytical thinking is, an umbrella term given to a wide range of cognitive skills and intellectual dispositions needed to identify, analyze, and evaluate arguments and convince opinions effectively; to discover and overcome personal prejudices and biases; to formulate and convince an explanation to support a conclusion; and to make reasonable, intelligent decisions about what to believe and what to do.

Intelligence or can be called intelligence has the same meaning as intelligence. According to language, intelligence is defined as the general ability to understand abstract things. According to the term, intelligence is defined as a person's ability to adapt to various situations and can be abstracted to a common quality (Veriansyah et al., 2018). Intelligence is the ability to solve problems faced in his life, the ability to develop new problems to solve, and the ability to make something or do something useful in his life (Maunah, 2009).

Findings
Hypothesis of the Relationship between Analytical Thinking Ability and PAI Learning Outcomes
1) Linear Regression Equation

Based on the output of SPSS 26 below, the constants and coefficients of the linear regression equation are obtained from column B, so that the regression equation: $\hat{Y} = 25.685+413$. From the results of the analysis obtained $t_{hit} = 6.739$ and p-value = 0.000/2 = 0.000< 0.05 or H 0 received (Narimawati, 2008). Thus, there is a relationship between analytical thinking skills and PAI learning outcomes.

Table 1. Linear Regression Equation

	Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.685	2.673		9.610	.000
	analytical thinking skills	.413	.061	.354	6.739	.000

a. Dependent Variable: PAI learning outcomes

2) Test Linearity and Significance of Regression Equations

The linearity and significance tests of the regression equation are determined based on the ANOVA Table and ANOVA, as follows:

Table 2. ANOVA Table X_1 with Y

			Sum of Squares	Df	Mean Square	F	Sig.
PAI learning outcomes * analytical thinking skills	Between Groups	(Combined)	7020.306	41	171.227	2.020	.001
		Linearity	3822.132	1	3822.132	45.089	.000
		Deviation from Linearity	3198.174	40	79.954	.943	.572
	Within Groups		23565.644	278	84.769		
	Total		30585.950	319			

Statistical hypothesis:

H0 : $Y = \alpha + \beta X$ (linear regression)

H1 : $Y \neq \alpha + \beta X$ (nonlinear regression)

The linearity test of the regression line equation is obtained from the line *Deviation from Linearity,* namely F_{hit} (Tc) = 0.943 with p-value = 0.572 > 0.05. This means that H0 is accepted or the regression equation Y or X_1 liner or in the form of a linear line.

Table 3. ANOVA X1 with Y

	Type	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3822.132	1	3822.132	45.413	.000b
	Residuals	26763.818	318	84.163		
	Total	30585.950	319			

a. Dependent Variable: PAI learning outcomes

b. Predictors: (Constant), analytical thinking skills

Statistical hypothesis:

H0 : $\beta = 0$ (meaningless regression)

H1 : $\beta \neq 0$ (mean regression)

The significance test of the regression line equation is obtained from the Regression row of the 5th column, namely F_{hit} (b/a) = 45.413 and p-value = 0.00< 0.05 or H 0 received. Thus, regression Y or X1 is significant or there is a relationship between analytical thinking skills and *intelligence quotient* with PAI learning outcomes.

3) Significance Test of Correlation Coefficient X1 with Y Statistical hypothesis

Table 4. Coefficient of Determination X_1 with Y

| | | | | Std. Error | Change Statistics | | | | |
| | | R | Adjusted R | of the | R Square | F | | | Sig. F |
Type	R	Square	Square	Estimate	Change	Change	df1	df2	Change
1	.354a	.125	.122	9.17404	.125	45.413	1	318	.000

a. Predictors: (Constant), analytical thinking skills

Statistical hypothesis:
H0 : ρ = 0
H1 : ρ ≠ 0

The significance test of the correlation coefficient is obtained from the summary model table. Seen in the first line the correlation coefficient *(rx1y)* = 0.184 and F_{hit} *(Fchange)* = 45.413 with p-value = 0.000< 0.05. This means that H0 is accepted. Thus, the correlation coefficients X1 and Y are meaningful or significant. While the coefficient of determination from the table above is seen in the 2nd row, namely *R Square* = 0.125 which means that 1.25% of the variation in PAI learning outcome variables can be influenced by variables of analytical thinking ability and intelligence. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable (Kuncoro, 2001).

Hypothesis of Intelligence Quotient Relationship with PAI Learning Outcomes

1) Linear Regression Equation

Based on the output of SPSS 26 below, the constant and coefficient of the linear regression equation are obtained from column B, so that the regression equation: $\hat{Y}$ = 7.812+ 0.795 X_1. From the results of the analysis obtained thit = 21.475 and p-value = 0.000/2 = 0.000 > 0.05 or H 0 received. Thus, there is a relationship between learning intelligence quotient and PAI learning outcomes.

Table 5. Linear Regression Equation X2 with Y

| | | Unstandardized Coefficients | | Standardized Coefficients | | |
	Type	B	Std. Error	Beta	t	Sig.
1	(Constant)	7.812	1.692		4.617	.000
	Intelligence Quotient	.795	.037	.769	21.475	.000

a. Dependent Variable: PAI learning outcomes

2) Linearity and Significance Test of Regression Equation

Testing the linearity and significance of regression equations is determined based on ANOVA Table and ANOVA, as follows:

Table 6. ANOVA Table X_2 with Y

F

			Sum of Squares	Df	Mean Square	F	Sig.
PAI learning outcomes * intelligence quotient	Between Groups	(Combined)	20360.083	42	484.764	13.131	.000
		Linearity	18103.273	1	18103.273	490.384	.000
		Deviation from Linearity	2256.810	41	55.044	1.491	.034
	Within Groups		10225.867	277	36.916		
	Total		30585.950	319			

Statistical hypothesis:

H0 : Y = α + βX (linear regression)

H1 : Y ≠ α + βX (nonlinear regression)

The linearity test of the regression line equation is obtained from the line *Deviation from Linearity,* namely F_{hit} (Tc) = 1.491 with p-value = 0.34 >0.05. This means that H_0 then there is a liner relationship between the independent variable and the related variable.

Table 7. ANOVA X2 LogoY

	Type	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18103.273	1	18103.273	461.186	.000b
	Residuals	12482.677	318	39.254		
	Total	30585.950	319			

a. Dependent Variable: PAI learning outcomes

b. Predictors: (Constant), intelligence quotient

Statistical hypothesis:

H0 : Y = α + βX (linear regression)

H1 : Y ≠ α + βX (nonlinear regression)

The significance test of the regression line equation is obtained from the Regression row of the 5th column, namely F_{hit} (b/a) = 461.186 and p-value = 0.000 < 0.05 or H 0 received. Thus, regression Y or X_2 is significant or there is a relationship between *the intelligence quotient* and PAI learning outcomes.

3) Significance Test of Correlation Coefficient X_2 with Y

Table 8. Coefficient of Determination X_2 with Y

Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.769a	.592	.591	6.26528	.592	461.186	1	318	.000

a. Predictors: (Constant), intelligence quotient

Statistical hypothesis

H0 : $\rho = 0$

H1 : $\rho \neq 0$

The significance test of the correlation coefficient is obtained from the summary model table. Seen in the first line the correlation coefficient *(rx1y)* = 0.769 and F_{hit} *(Fchange)* = 461.186 with p-value = 0.000< 0.05. This means that H0 is accepted. Thus, the correlation coefficients X2 and Y are meaningful or significant. While the coefficient of determination from the table above is seen in the 2nd row, namely *R Square* = 0.592 which means that 59.2% of the variation in PAI learning outcome variables can be influenced by variables of analytical thinking ability and intelligence quotient. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable.

Hypothesis of the Relationship between Analytical Thinking Ability and *Intelligence Quotient* Together with PAI Learning Outcomes

1) Double Linear Equation and Significance Test of Regression Equation Coefficients

Table 9. Regression Equation$_{X1}$ and X2 with Y

		Unstandardized Coefficients		Standardized Coefficients		
	Type	B	Std. Error	Beta	t	Sig.
1	(Constant)	8.923	2.025		4.406	.000
	analytical thinking skills	-.048	.048	-.041	-.999	.319
	Intelligence Quotient	.816	.043	.790	19.100	.000

a. Dependent Variable: PAI learning outcomes

Based on the table above, column B obtained constant b_0 = 8.923, regression coefficient b1 = 0.48, and b2 = 0.816. So that the double linear regression equation $\hat{Y}$ = 8.923 + 0.48 X_1 + 0.816 X2.

Hypothesis:

H0 : $\beta1 \leq 0$ vs H1 : $\beta1 > 0$

H0 : $\beta2 \leq 0$ vs H1 : $\beta2 > 0$

From the results of the analysis in the table in Table 4.19 Double Correlation Coefficients X 1 and X2 with Y above, shows the statistical price for the variable coefficient X1 namely thit = 0.999 and p-value = 0.000/2 = 0.000<0.05 (right-party test), or H 0 is accepted, which means that analytical thinking skills have a positive effect on PAI learning outcomes. Furthermore, the statistical price for the variable coefficient X 2 is thit = 1.097 and p-value = 0.000/2 = 0.275>0.05 (right-hand test, or H0 is accepted which means analytical thinking ability has a positive effect on PAI learning outcomes.

2) Multiple Regression Equation Significance Test

Table 10. Double Regression Equation$_{X1}$ and X2 with Y

ANOVA[a]

	Type	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18142.421	2	9071.210	231.090	.000b
	Residuals	12443.529	317	39.254		
	Total	30585.950	319			

a. Dependent Variable: PAI learning outcomes

b. Predictors: (Constant), intelligence quotient, analytical thinking ability

Hypothesis:

$H0 : \beta1 = \beta2$ or $H0 : \beta1 – \beta2 = 0$

$H1 : \beta1 \neq \beta2$ or $H1 : \beta1 – \beta2 \neq 0$

From the results of the analysis in the ANOVA table above, the statistical price F, column 5, namely $F_{hit} = 231.090$ and p-, value = 0.00 < 0.05 or this means H_0 is accepted (Zuriah, 2009). This means that there is a linear influence of variables of analytical thinking ability and intelligence quotient with PAI learning outcomes. This also means that there is a simultaneous relationship between analytical thinking skills and intelligence quotient with PAI learning outcomes.

3) Double Correlation Coefficient Significance Test

Table 11. Double Correlation Coefficient X_1 and X2 with Y

Model Summary[b]

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.770a	.593	.591	6.26530	.593	231.090	2	317	.000

a. Predictors: (Constant), intelligence quotient, analytical thinking ability

b. Dependent Variable: PAI learning outcomes

Statistical hypothesis:

$H0 : \rho y.12 \leq 0$

$H1 : \rho y.12 > 0$

The significance test of the double correlation coefficient is obtained from the Model Summary table above. It can be seen in the first line that the correlation coefficient is double (Ry.12) = 0.770 and F hit (Fchange) = 231.090 and p-value = 0.000 < 0.05 or H0 received. Thus, the double correlation coefficient between X_1 and X2 with Y is significant or significant. While the coefficient of determination is shown by R Square = 0.593 which means that 59.3% variability of learning outcome variables (Y) can be explained by analytical thinking skills (X_1) and intelligence quotient (X2), so it can be concluded that the relationship together with PAI learning outcomes is = 59.3%.

4) Partial Correlation Coefficient Significance Test

a) Correlation of X1 and Y by Controlling the Influence of X2 (ry1.2)

Table 12. Control Variables ry1.2

Correlations

Control Variables		PAI learning outcomes	analytical thinking skills	Intelligence Quotient
-none-a	Correlation	1.000	.354	.769

	PAI learning outcomes	Significance (2-tailed)	.	.000	.000
		Df	0	318	318
	analytical thinking skills	Correlation	.354	1.000	.500
		Significance (2-tailed)	.000	.	.000
		Df	318	0	318
	Intelligence Quotient	Correlation	.769	.500	1.000
		Significance (2-tailed)	.000	.000	.
		Df	318	318	0
Intelligence Quotient	PAI learning outcomes	Correlation	1.000	-.056	
		Significance (2-tailed)	.	.319	
		Df	0	317	
	analytical thinking skills	Correlation	-.056	1.000	
		Significance (2-tailed)	.319	.	
		Df	317	0	

a. Cells contain zero-order (Pearson) correlations.

Based on the results of the analysis in the table above, obtained (ry1.2) = 0.56 and p-value = 0.000 <0.05 or H 0 rejected. Thus, the correlation coefficient between$_{X1}$ and Y by controlling the variable X2 is significant.

b) Correlation of X2 and Y by Controlling the Influence of X1 (ry2.1)

Table 13. ry2.1 Control Variables

			PAI learning outcomes	Intelligence Quotient	analytical thinking skills
Control Variables					
-none-a	PAI learning outcomes	Correlation	1.000	.769	.354
		Significance (2-tailed)	.	.000	.000
		Df	0	318	318
	Intelligence Quotient	Correlation	.769	1.000	.500
		Significance (2-tailed)	.000	.	.000
		Df	318	0	318
	analytical thinking skills	Correlation	.354	.500	1.000
		Significance (2-tailed)	.000	.000	.
		Df	318	318	0
		Correlation	1.000	.731	

analytical thinking skills	PAI learning outcomes	Significance (2-tailed)	.	.000
		Df	0	317
	Intelligence Quotient	Correlation	.731	1.000
		Significance (2-tailed)	.000	.
		Df	317	0

a. Cells contain zero-order (Pearson) correlations.

Based on the results of the analysis in the table above, obtained (ry1.2) = 0.731 and p-value = 0.000 <0.05 or H 0 rejected. Thus, the correlation coefficient between X2 and Y by controlling the variable X1 is significant.

Analysis

Based on the results of interviews conducted with public elementary schools in Tarumajaya District, Bekasi Regency and have been described above. So, some conclusions have been reached and the next step is to consider all the information obtained. Based on this, as for the detailed results of research analysis of the influence of research hypotheses can be described as follows:

The Relationship of Analytical Thinking Skills with PAI Learning Outcomes

Based on the results of hypothesis testing, the linearity test test of the regression line equation is obtained from the Deviation from Linear line, namely F_{hit} (Tc) = 45.413 with p-value = 0.572 > 0.05. So this shows that it means that H_0 is accepted or the linear regression equation Y over X_1 is linear or in the form of a linear line.

The results of the study are in line with the expression by Robbins stated that the level of analytical and logical thinking skills plays an important role in determining one's success, while Islamic religious education is the foundation of analytical thinking, meaning that the chances of being successful for students who can cultivate analytical thinking skills in Islamic religious education are very large. According to Ruskin, being analytical means breaking down a problem, situation, practice, problem, statement, idea, theory, and argument into more specific components. Without analytical thinking skills, students will have difficulty solving a problem. And it will affect the acquisition of satisfactory PAI learning outcomes.

A similar study is based on research conducted by Chonkaew and Faikhamta 2019 which discusses the influence of analytical thinking skills on learning outcomes in grade 5 mathematics maple at SDN in Bulukumba. This study provides a perception that analytical thinking skills have a positive and significant influence on a person's success and a positive influence on PAI learning outcomes.

Based on sources of knowledge and from the results of research several studies related to the ability to think analytically, it can be stated that the ability to think analytically has an influence on learning outcomes.

The significance test of the correlation coefficient is obtained from the Model Summary table. At the correlation coefficient (rx1y) = 0.184 and F_{hit} (Fchange) = 45.413 with p-value = 0.00 < 0.05. This means that H0 is rejected. Thus, the correlation coefficients X1 and Y are meaningful or significant. While the coefficient of determination is R Square = 0.125, which means that 1.25%. Variations in PAI learning outcome variables can be influenced by analytical thinking ability variables. To prove the hypothesis is to pay attention to the value / number of the constant and the coefficient of the linear regression equation obtained from column B, so that the regression equation: $\hat{Y}$ = 25.685 + 413. From the results of the analysis obtained t_{hit} = 6.739 and p-value = 0.000/2 = 0.00< 0.05 or H_0 rejected. Thus, the ability to think analytically has a positive effect on PAI learning outcomes.

Someone with good analytical thinking skills will get better learning results. This also shows that the ability to think analytically in the form of a self-view that exists in a person. These findings may explain that belief in one's own abilities has an impact on achieving levels that will not be achieved by someone who is unsure of one's abilities. This is because belief in one's abilities will lead a person to involvement in cognitive processes that will ultimately improve learning, paying attention, organizing, elaborating and so on. This involvement will lead someone to a good goal achievement. In essence, analytical thinking makes students achieve a good level of self-management. Good self-management will affect the learning outcomes of PAI subjects. The reality of strong self-esteem and self-confidence, self-regulation in self-confidence will have a positive impact.

This study can be concluded that there is a significant relationship between analytical thinking skills and PAI learning outcomes of grade 5 students of SDN in Tarumajaya District. Students who have high analytical thinking skills will also have good learning outcomes.

The Relationship of Intelligence Quotient with PAI Learning Outcomes

Based on the results of hypothesis testing, the linearity test of the regression line equation is obtained from the Deviation from Linearity line, namely Fhit (Tc) = 461.186 with p-value = $0.00 < 0.05$. This means that H_0 is accepted or the regression equation Y over X_2 is linear or in the form of a linear line, so there is a linear relationship between the independent variable and the dependent variable. Seen in the first line the correlation coefficient (rx1y) = 0.769 and F_{hit} (Fchange) = 451.186, with p-value = $0.00 < 0.05$. This means that H0 is accepted. Thus, the correlation coefficients X2 and Y are meaningful or significant. While the coefficient of determination from the table above is seen in the 2nd row, namely R Square = 0.592 which means that 59.2% of the variation in learning outcome variables can be influenced by the Intelligence quotient variable.

This research is based on the theory of revelation Intelligence is a behavior and way of a person solving problems and responding to difficulties by thinking quickly in the learning process. IQ ability works to measure new things by the speed of data storage, goals, and active ways of calculating numbers and more. It is the effect of intellectual intelligence the ability to think illogically to find risks accurately, objectively and predictively.

This research is in accordance with research conducted by Dra. Andartari about the influence of intellectual ability (IQ) on student learning outcomes at SMA Labs School Rawamangun, the research method used is a descriptive method, the results of this study provide analytical thinking skills there is an influence between the babas variable (X) and the dependent variable (Y).

Based on theory and research on intelligence quotient with PAI learning outcomes, it can be concluded that there is a significant relationship between the dimension of analytical thinking ability and PAI learning outcomes. The higher the intelligence quotient, the higher the learning outcomes of PAI in school.

The significance test of the correlation coefficient is obtained from the Model Summary table. At the correlation coefficient (rx1y) = 0.769 and F_{hit} (Fchange) = 461.186 with p-value = $0.00 < 0.05$. This means that H0 is rejected. Thus, the correlation coefficients X1 and Y are meaningful or significant. While the coefficient of determination is R Square = 0.592 which means that 5.92%. Variations in PAI learning outcome variables can be influenced by intelligence quotient variables.

Proving the hypothesis in this study is to pay attention to the value or number of constants and the coefficients of the linear regression equation obtained from column B, so that the regression equation: $\hat{Y} = 7.812 + 0.795$. From the results of the analysis obtained $t_{hit} = 21.475$ and p-value = $0.000/2 = 0.00 > 0.05$ or H 0 rejected. Thus, the intelligence quotient has a positive effect on PAI learning outcomes.

The hypothesis above is that the results obtained a significant relationship between intelligence quotient and learning outcomes. Intelligence is the behavior and way a person solves problems and responds to difficulties by thinking quickly in the learning process. Intelligence provides a great relationship to student learning outcomes. A factor that plays an important role in achieving learning outcomes is intelligence. Students who lack a good intelligence quotient then their learning does not have a good response. Therefore, in order for students to want to have a high intelligence quotient, students must have a high intelligence quotient at school and at home and intelligence quotient is one of the factors that affect learning outcomes.

This study can be concluded that there is a significant relationship between Intelligence Quotient with the results of learning PAI grade 5 students of SDN se Tarumajaya District. Students who have a high intelligence quotient will also have good learning outcomes.

The Relationship of Analytical Thinking Ability and Intelligence Quotient with PAI Learning Outcomes

Based on the first line that the correlation coefficient is double $(R_{y.12}) = 0.770$ and F_{hit} (Fchange) = 231.090 and p-value = 0.00 < 0.05 or H0 received. Thus, the double correlation coefficient between X_1 and X2 with Y is significant or significant. While the coefficient of determination is shown by R Square = 0.593 which means that 59.3% variability of PAI learning outcome variables can be explained by analytical thinking skills and intelligence quotient, so it can be concluded that the relationship together with learning outcomes is = 59.3%.

Based on the conclusions of expert opinions, analytical thinking skills are imparted to a wide range of cognitive skills and intellectual dispositions needed to identify, analyze, and evaluate arguments and convince opinions effectively; to discover and overcome personal prejudices and biases; to formulate and convince an explanation to support a conclusion; and to make reasonable, intelligent decisions about what to believe and what to do.

Intelligence Quotient is the ability to think effectively about an abstract concept. Intelligence has different specifications. Each individual can develop each intelligence to a certain degree of competence in many ways that it can do so, depending on how the individual understands himself.

Based on this study, the correlation of analytical thinking skills and PAI learning outcomes by controlling the influence of the intelligence quotient dimension is 0.770, which means that the correlation coefficient is significant. While the correlation of the intelligence quotient dimension and PAI learning outcomes. By controlling the influence of analytical thinking ability is 0.184, which means that the coefficient is significant.

The hypothesis above obtained the results that this study has a significant relationship between analytical thinking skills and intelligence quotient with the learning outcomes of Islamic Religious Education subjects of grade 5 students at SDN se Tarumajaya District, Bekasi Regency. Students whose learning outcomes are lacking have many factors, but usually have difficulty in thinking. If students have sufficient analytical thinking skills, then supported by a high intelligence quotient as well, then the student will get good learning results.

Conclusion

Based on the results of the study, the following conclusions can be drawn:

1) There is a relationship between analytical thinking skills and PAI learning outcomes. Thus H_0 is accepted and H_1 is rejected, in the sense of the word that the ability to think analytically has a direct positive effect on PAI learning outcomes, meaning that the higher (good) analytical thinking skills students have, the higher (better) PAI learning outcomes.

2) There is a relationship between intelligence quotient and PAI learning outcomes. Thus, H_0 is accepted and H_1 is rejected, in the sense of the word that intelligence quotient has a direct

positive effect on PAI learning outcomes, meaning that the higher the intelligence quotient owned by students, the higher the student learning outcomes in PAI subjects.

3) There is a relationship between analytical thinking skills and intelligence quotient simultaneously with PAI learning outcomes. thus H_0 is accepted and H_1 is rejected, in the sense of the word that analytical thinking ability and intelligence quotient have a direct positive effect on PAI learning outcomes, meaning that there is a relationship together between the variables of analytical thinking ability and intelligence quotient

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