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The Relationship Between Religious Literacy and Scientific Attitude and Their Impact on Islamic Religious Education Learning Outcomes in High Schools

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Abstract:

This study aims to examine the influence of religious literacy and scientific attitudes on the learning outcomes of Islamic Education among students at State Senior High School 13, Jambi City. The research employs a quantitative approach. The population of the study comprises 179 students, with a sample size of 124 students. Data collection techniques include tests and questionnaires. The findings reveal that: (1) There is no significant relationship between religious literacy and Islamic Education learning outcomes, with a p-value of 0.404 > 0.05; (2) There is no significant relationship between scientific attitudes and Islamic Education learning outcomes, with a p-value of 0.914 > 0.05; and (3) There is no significant simultaneous influence on students' Islamic Education learning outcomes, with a p-value of 0.667 > 0.05. The confidence level for simultaneous influence is 0.7%, while the remaining 99.3% is explained by other variables not covered in this study.

Keywords: *The Relationship Between Religious Literacy, Scientific Attitude, and Islamic Religious Education Learning Outcomes in High Schools*

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INTRODUCTION

The study of the relationship between religious literacy and scientific attitudes on the learning outcomes of Islamic Education among high school students is an intriguing area of research. Previous studies have revealed a significant relationship between religious literacy and students' learning outcomes in Islamic Education (Maghfiroh & Mulyadi, 2022). This is supported by Susilo (2021), who found a strong positive relationship between religious literacy and students' affective learning outcomes. Similarly, Maria and Salamah (2022) highlighted that incorporating religious literacy into teaching materials effectively enhances students' understanding of Islamic Education.

Regarding the relationship between scientific attitudes and Islamic Education learning outcomes, Suherman (2022) asserted that students with scientific attitudes positively influence their learning outcomes in Islamic Education. This aligns with findings by Maulida and Suprapto (2023), which revealed that students' attitudes could significantly impact their Islamic Education learning outcomes. Based on these prior studies, understanding the objectives of Islamic Education is essential.

The primary goal of Islamic Education in schools is to achieve essential skills and foundational knowledge based on the given curriculum, aiming to enhance intelligence, knowledge, character, ethical conduct, and the ability to attain happiness both in the present life and the hereafter. According to Mujib and Mudzakkir, the ultimate aim of Islamic Education is to strengthen students' faith, understanding, admiration, and application of Islam. This aims to cultivate devout Muslims who are highly faithful, devoted to Allah SWT, and embody exemplary character in their personal lives, society, nation, and state (Tarjuman, 2013). Thus, through Islamic Education, students are expected to develop good religious literacy and scientific attitudes, which can optimize their learning outcomes.

Religious literacy, as defined by Ahmadi and Ibda (2022), is the ability to read, write, and study any theology using both conventional and modern media. Moore (2015) further elaborates that religious literacy encompasses the capacity to critically examine the fundamental intersections of religion with social, political, and cultural dimensions from various perspectives. Iswanto (2018) defines religious literacy as understanding the intricate networks of arrangements, ideologies, and power dynamics reflected in literacy artifacts, which are crucial for fostering religious literacy. The indicators of religious literacy, according to Iswanto (2018), include: (1) text-centered activities such as those involving the Qur'an, Hadith, or scholarly thought; (2) intergenerational use of texts; (3) recognition of texts as sources of legal foundation; and (4) integration into religious traditions.

Additionally, Nadliroh (2023) outlines the benefits of religious literacy, including: (1) the capacity to understand and examine the convergence of religion with social, political, and cultural domains; (2) a supplementary means of fostering moral and ethical values beyond formal schooling; (3) equipping individuals to evaluate sources of religious information, including oral, visual, and digital media; and (4) providing skills necessary for navigating social interactions and responding effectively to religious diversity.

In addition to religious literacy, achieving success also requires students to possess scientific attitudes. According to Muslich (2018), a scientific attitude is a fundamental tendency necessary for scientists and academics when addressing scientific challenges. Similarly, Fachrunnisa (2016) stated that having a scientific attitude is essential for those aiming to solve problems systematically through the application of scientific methodology. Erna et al. (2022) highlighted that a scientific attitude is characterized by openness to others' perspectives and a genuine commitment to persistence, even in the face of challenges. Consequently, this fosters individual development marked by positive behavior. The indicators of a scientific attitude, as identified by Harlen Anwar (2022), include curiosity, critical thinking, respect for data, perseverance, open-mindedness, and cooperation.

In addition to religious literacy and scientific attitudes, the ultimate outcome of the learning process is the learning achievement. According to Susanto (2016), learning achievement refers to the skills acquired by an individual through completing learning activities. Supporting

this view, Feranti (2023) defines learning outcomes as the process undergone by students during learning activities, leading to an enhancement of their abilities. Tumolo (2022) further explains that learning outcomes represent students' ability to absorb and process information, such as key concepts conveyed through instruction, and to deliver them in an instructional context.

Research conducted by Pahliwandari (2016) suggests that learning outcomes are positively correlated with an individual's cognitive level. This implies that the better an individual's cognition, the higher their learning outcomes. Therefore, it is crucial for individuals or students to develop their cognitive learning outcomes, as an enhanced cognitive level directly contributes to improved learning achievements.

This study aims to: 1) determine the relationship between religious literacy and the learning outcomes of Islamic Education among twelfth-grade students at State Senior High School 13, Jambi City; 2) examine the relationship between scientific attitudes and the learning outcomes of Islamic Education among twelfth-grade students at State Senior High School 13, Jambi City; and 3) analyze the combined relationship of religious literacy and scientific attitudes with the learning outcomes of Islamic Education among twelfth-grade students at State Senior High School 13, Jambi City.

This research employs a quantitative research methodology. According to Creswell (2009), quantitative research is a scientific methodology that functions as a mechanism for evaluating objective ideas through the analysis of interactions between variables. The study was conducted at State Senior High School 13, Jambi City. The population of this study consists of all twelfth-grade students at State Senior High School 13, Jambi City, in the even semester of the 2023/2024 academic year, totaling 179 students. The sample of this study includes 19 students from Class XII Science 1, 21 students from Class XII Science 2, 22 students from Class XII Science 3, 19 students from Class XII Science 4, 21 students from Class XII Social Studies 1, and 21 students from Class XII Social Studies 2. The sample was randomly selected using a lottery system, resulting in a total sample size of 124 students.The statistical data analysis methods used include descriptive statistical analysis, normality tests, linearity tests, Pearson correlation tests, multiple correlation tests, and the determination coefficient test, all processed using SPSS 25.0 software as a tool for quantitative data analysis.

DISCUSSION

Data Analysis

Descriptive Statistics

The data in this study consists of two independent variables, namely religious literacy (X1) and scientific attitude (X2), and one dependent variable, namely the learning outcomes of Islamic Education (Y). This section presents the processed data for each variable, including the mean value, maximum value, minimum value, standard deviation, and range. Additionally, frequency distribution tables and class interval tables for each research variable are also provided.
The detailed results of data processing using SPSS 25.0 are as follows:

a. Religious Literacy Variable (X1).

Based on the valid measurement of the instrument related to the religious literacy variable for twelfth-grade students at State Senior High School 13, Jambi City, with a total of 124 respondents, the research data is obtained as follows: [Details to be completed with actual processed data, such as descriptive statistics table, frequency distribution, and class intervals].

Table 1
Frequency Distribution of Indicators for the Religious Literacy Variable (X1)

No	Indicator	Total Score	Average	Category
1.	Text-Centered Activities	2157	17,4	Medium
2.	Intergenerational Use of Texts	1885	15,20	Medium
3.	Recognition of Texts as Basic Sources of Law	2436	19,65	High
4.	Becoming a Religious Tradition	2700	21,77	High
	Total	**9179**	**74,02**	**Medium**

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Based on the table above, it can be seen that for the religious literacy variable, the indicator integration into religious traditions obtained the highest total score of 2700, with an average of 21.77, categorized as high. Meanwhile, the lowest total score was found in the indicator intergenerational use of texts, with a total score of 1885 and an average of 15.20, categorized as medium. This indicates that the integration into religious traditions indicator is the highest-performing aspect of religious literacy among twelfth-grade students at State Senior High School 13, Jambi City.

b. Scientific Attitude Variable (X2)

Based on the valid measurement of the instrument related to the scientific attitude variable (X2) for twelfth-grade students at State Senior High School 13, Jambi City, involving 124 respondents, the research data is summarized as follows:

Table 2. Frequency Distribution of Indicators for the Scientific Attitude Variable (X2)

No	Indicator	Total Score	Average	Category
1.	Want to know	2604	21	Medium
2.	Critical thinking	2449	20,15	Medium
3.	Respect for Data	2481	20,01	Medium
4.	Diligence	2547	20,54	Medium
5.	Open Thinking	2462	19,85	Medium
6.	Cooperation	2341	18,88	Medium
Total		**9179**	**120,44:6 = 20,07**	**Medium**

Based on the table above, for the scientific attitude variable, the *curiosity* indicator obtained the highest total score of 2604, with an average of 21, categorized as medium. Meanwhile, the lowest total score was found in the *cooperation* indicator, with a total score of 2341 and an average of 18.87, also categorized as medium. This indicates that the *curiosity* indicator represents the highest-performing aspect of scientific attitude among twelfth-grade students at State Senior High School 13, Jambi City.

C. Learning Outcomes of Islamic Education Variable (Y)

Based on the valid measurement of the instrument related to the learning outcomes of Islamic Education variable (Y) for twelfth-grade students at State Senior High School 13, Jambi City, involving 124 respondents, the research data is summarized as follows:

Table 3. Frequency Distribution of Indicators for the Learning Outcomes of Islamic Education Variable (Y)

No	Indicator	Total Score	Average	Category
1.	Knowledge (C-1)	1905	15,36	High
2.	Understanding (C-2)	1825	14,71	High
3.	Application (C-3)	1720	13,87	High
4.	Analysis (C-4)	2145	17,29	High
5.	Synthesis (C-5)	1235	9,95	Medium
Total		**8830**	**71,20**	**Medium**

Based on the table above, for the learning outcomes variable in Islamic Education, the *analysis* indicator (C-4) obtained the highest total score of 2145, with an average of 17.29, categorized as high. Meanwhile, the lowest total score was found in the *synthesis* indicator (C-5), with a total score of 1235 and an average of 9.95, categorized as medium. This indicates that the *analysis* indicator (C-4) represents the highest-performing aspect of learning outcomes among twelfth-grade students at State Senior High School 13, Jambi City.

Test of Data Analysis Assumptions

a. Normality Test

Table 4. Kolmogorov-Smirnov Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		124
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	16,08033597
Most Extreme Differences	Absolute	,069
	Positive	,060
	Negative	-,069
Test Statistic		,069
Asymp. Sig. (2-tailed)		,200[c,d]

Based on the SPSS output, the findings from the Kolmogorov-Smirnov normality test show a value of **0.200**, which is greater than **0.05** (**0.200 > 0.05**). This indicates that the data follows a normal distribution. Additionally, the P-plot of the Standardized Regression Residual graph further supports this conclusion. The graph demonstrates that if the points are close to the diagonal line, it signifies that the data is normally distributed. Therefore, the data collected from respondents is confirmed to be normally distributed.

b. Linearity Test

Below are the results of the linearity test between religious literacy and scientific attitude with the learning outcomes of Islamic Education based on the SPSS output:

1). Linearity Test of Religious Literacy Data with Islamic Education Learning Outcomes

Table 5. Linearity Test Results for the Religious Literacy Variable with Islamic Education Learning Outcomes

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Learning Outcomes of Islamic Religious Education * Religious Literacy	Between Groups	(Combined)	12505,909	40	312,648	1,330	,138
		Linearity	183,021	1	183,021	,779	,380
		Deviation from Linearity	12322,889	39	315,972	1,344	,131
	Within Groups		19512,639	83	235,092		
	Total		32018,548	123			

According to the SPSS output, the significance value (Sig.) for the deviation from linearity is **0.131**, which is greater than the threshold of **0.05** (**0.131 > 0.05**). This indicates that the data exhibits a strong linear correlation, consistent with the fundamental principle of linearity testing. According to this principle, if the significance value (Sig.) for the deviation from linearity exceeds **0.05**, it signifies a substantial linear relationship between the variables. Therefore, there is a significant linear correlation between the religious literacy variable and the learning outcomes of Islamic Education for students at State Senior High School 13, Jambi City.

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2). **Linearity Test of Scientific Attitude Data with Islamic Education Learning Outcomes**

Table 6. Linearity Test Results for the Scientific Attitude Variable with Islamic Education Learning Outcomes

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes of Islamic Religious Education * Scientific Attitudes	Between Groups	(Combined)	16044,521	56	286,509	1,202	,235
		Linearity	3,063	1	3,063	,013	,910
		Deviation from Linearity	16041,457	55	291,663	1,223	,215
	Within Groups		15974,028	67	238,418		
	Total		32018,548	123			

According to the SPSS output, the significance value (Sig.) for the deviation from linearity is **0.215**, which is greater than the threshold of **0.05** (**0.215 > 0.05**). This indicates that the data demonstrates a strong linear correlation, aligning with the criteria for determining linearity in testing. Based on this test, if the significance value (Sig.) for the deviation from linearity exceeds **0.05**, it suggests a statistically significant linear relationship between the variables. Therefore, it can be concluded that there is a significant linear correlation between the scientific attitude variable and the learning outcomes of Islamic Education for students at State Senior High School 13, Jambi City.

Pearson Correlation Test

The correlation test in this study uses the product-moment correlation, calculated using SPSS 25.0, to determine the correlation coefficient (rxyr_{xy}rxy) between religious literacy, scientific attitudes, and the learning outcomes of Islamic Education. The purpose of the correlation test is to evaluate whether the research hypotheses can be accepted. The correlation test results are as follows:

Table 7. Correlation Test Results for Religious Literacy (X1), Scientific Attitudes (X2), and Islamic Education Learning Outcomes (Y)

Correlations

		Religious Literacy	Scientific Attitudes	Learning Outcomes of Islamic Religious Education
Religious Literacy	Pearson Correlation	1	,265**	,076
	Sig. (2-tailed)		,003	,404
	N	124	124	124
Scientific Attitudes	Pearson Correlation	,265**	1	-,010
	Sig. (2-tailed)	,003		,914
	N	124	124	124
Learning Outcomes of Islamic Religious Education	Pearson Correlation	,076	-,010	1
	Sig. (2-tailed)	,404	,914	
	N	124	124	124

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

Based on the SPSS output, the findings are as follows:

- The Sig. value between religious literacy (X1) and Islamic Religious Education learning outcomes (Y) is 0.404 > 0.05, indicating no significant relationship between the variable of religious literacy and Islamic Religious Education learning outcomes. The correlation value of 0.076 falls into the very low category (0–0.200).
- The Sig. value between scientific attitude (X2) and Islamic Religious Education learning outcomes (Y) is 0.914 > 0.05, indicating no significant relationship between the variable of scientific attitude and Islamic Religious Education learning outcomes. The correlation value of -0.010 (0) also falls into the very low category (0–0.200).

Multiple Correlation Test

The multiple correlation analysis is used to determine the combined influence of two or more independent variables, specifically religious literacy (X1) and scientific attitude (X2), on the dependent variable, which is Islamic Religious Education learning outcomes (Y). The results of the correlation test are as follows:

Table 8. Results of the Multiple Correlation Test for the Variables Religious Literacy (X1) and Scientific Attitude (X2) on Islamic Religious Education Learning Outcomes (Y).

Model Summary

					Change Statistics				
Model	R	R Squ	Adj R Squ	Std. Error of the Est	R Square Change	F Change	df1	df2	Sig. F Change
1	,082[a]	,007	-,010	16,213	,007	,406	2	121	,667

a. Predictors: (Constant), Scienific Attitudes, Religious Literacy

Based on the SPSS output, the findings are that The Sig. F Change value is 0.667. Since 0.667 > 0.05, it indicates that the variables of religious literacy (X1) and scientific attitude (X2) do not simultaneously influence the Islamic Religious Education learning outcomes (Y). With an R-value of 0.082, the correlation is categorized as very low (0–0.200).

Determination Coefficient Test

The determination coefficient test is conducted to measure the extent to which the model (independent variables) can explain the variability of the dependent variable. The determination coefficient ranges from zero to one. A determination coefficient value close to 1 indicates that the independent variables effectively explain almost all variations in the dependent variable. Conversely, a value of 0 implies that the independent variables provide minimal information to explain variations in the dependent variable. Additionally, the determination coefficient test can indicate the level of confidence in the research conducted. The results of the determination coefficient test can be seen in the table below:

Table 9. Results of the Determination Coefficient Test.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,082[a]	,007	-,010	16,213

a. Predictors: (Constant), Scientific Attitude and Religious Literacy

The SPSS output reveals that the determination coefficient, represented by the R-squared value, is 0.007. This indicates that the confidence level and the relationship between the variables of religious literacy and scientific attitude collectively account for only 0.7% of the Islamic Religious Education learning outcomes of 12th-grade students at SMA Negeri 13 Kota Jambi. The remaining 99.3% of the learning outcomes can be attributed to other factors not explored in this study.

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The Relationship Between Religious Literacy and Islamic Religious Education Learning Outcomes at SMA Negeri 13 Kota Jambi

As an effort to face challenges in the Society 5.0 era, religious literacy has become a necessity. The development of digitalization increasingly broadens opportunities for individuals to voice, disseminate, and convey various messages. However, due to these pragmatic and practical tendencies, fake news or hoaxes spread easily. This is a problem faced by every generation, especially the current one. Thus, the presence of religious literacy can serve as a crucial provision for socializing in addressing the dynamics of the times and avoiding understandings of exclusivism and extremism.

Religious literacy, according to Moore (2015), includes the capacity to critically examine the convergence of the fundamentals of religion with social, political, and cultural dimensions from various perspectives. According to Ahmadi and Ibda (2022), religious literacy is the ability to read, write, and study any theology through any media, both traditional and modern. Meanwhile, according to Iswanto (2018), in religious literacy, understanding the complex networks of arrangements, ideologies, and power dynamics reflected in literacy artifacts (texts) is essential for developing religious literacy. Iswanto (2018) identifies four indicators of religious literacy: 1) Activities centered around texts, such as the Qur'an, Hadith, or scholarly works; 2). Intergenerational use of texts; 3). Recognition of texts as foundational sources of law; 4). Integration of texts into religious traditions.

Based on the research findings, the relationship between the variable of religious literacy and Islamic Religious Education learning outcomes for 12th-grade students at SMA Negeri 13 Kota Jambi yielded a Sig. value of 0.404 > 0.05, which means there is no significant relationship between the variable of religious literacy and the learning outcomes of Islamic Religious Education. The correlation value of 0.076 falls into the very low category. This indicates that religious literacy does not have a significant relationship with the Islamic Religious Education learning outcomes of 12th-grade students at SMA Negeri 13 Kota Jambi.

These findings confirm the author's hypothesis that "there is a relationship between religious literacy and the learning outcomes of 12th-grade students at SMA Negeri 13 Kota Jambi," which is rejected. These findings contradict the research conducted by Maghfiroh & Mulyadi (2022), which revealed a significant correlation of 52.6% between the relationship of Islamic religious literacy and student achievement in Islamic Religious Education at SMK Teknokrat Bekasi. Furthermore, Susilo (2021) found that Islamic information literacy had a relationship with the affective learning outcomes of Islamic Religious Education students in grades X and XI at SMA N 1 Kendal in the 2018–2019 academic year. A local value of 0.157 indicates a strong positive influence, as evidenced by a critical t-value at a 5% significance level of 1.980.

Based on the findings above, it can be understood that more optimal religious literacy is urgently needed for students to achieve increasingly optimal Islamic Religious Education learning outcomes. The low relationship between religious literacy and Islamic Religious Education learning outcomes of 12th-grade students at SMA Negeri 13 Kota Jambi may be due to several factors, including:

1. Students were not careful when working on exam questions and completing questionnaires.
2. There are more complex issues regarding the teaching of Islamic Religious Education at SMA Negeri 13 Kota Jambi, which require further research.
3. Religious literacy in schools is limited to knowledge and not applied in daily life.

This has resulted in reduced interest among parents, especially in Jambi, to enroll their children in public schools, leading to a shortage of students in several public schools in Jambi for admission quotas. Currently, parents tend to enroll their children in integrated Islamic schools or madrasahs from lower to upper levels, as they want their children to have better and more optimal religious literacy. This aligns with research by Wardoyo et al. (2023), which states that parents' interest in enrolling their children in Islamic-based schools or madrasahs stems

from a desire for their children to have better religious knowledge.

The Relationship Between Scientific Attitude and Islamic Religious Education Learning Outcomes at SMA Negeri 13 Kota Jambi

A person's scientific attitude can be observed through how they think, act, and perceive things. They possess the ability to differentiate and analyze fragments of information and are not easily influenced by external messages. A scientific mindset is determined by the capacity to embrace other perspectives and a genuine dedication to perseverance, especially when faced with challenges. Consequently, this results in individual development that manifests in positive behavior. Thus, the presence of a scientific attitude will influence how a person thinks and acts when making decisions.

According to Muslich (2018), a scientific attitude is a fundamental tendency required by scientists and academics when facing scientific challenges. Supporting Muslich's view, Fachrunnisa (2016) argues that having a scientific attitude is crucial for those aiming to solve problems methodically through the application of scientific methodologies. Meanwhile, Erna et al. (2022) suggest that a scientific attitude is characterized by a willingness to accept other perspectives and a sincere commitment to perseverance, even in the face of adversity. As a result, this fosters individual development that demonstrates positive behavior. According to Harlen Anwar (2022), indicators of a scientific attitude include curiosity, critical thinking, valuing data, perseverance, open-mindedness, and collaboration.

Based on the research findings, the relationship between the variable of scientific attitude and the variable of Islamic Religious Education learning outcomes for 12th-grade students at SMA Negeri 13 Kota Jambi yielded a Sig. value of 0.914 > 0.05. This indicates no significant relationship between the scientific attitude variable and the Islamic Religious Education learning outcomes variable. The correlation value of -0.010 (0) falls into the very low category. This demonstrates that scientific attitude does not have a significant relationship with the Islamic Religious Education learning outcomes of 12th-grade students at SMA Negeri 13 Kota Jambi.

These findings confirm the author's hypothesis that "there is a relationship between scientific attitude and Islamic Religious Education learning outcomes for 12th-grade students at SMA Negeri 13 Kota Jambi," which is rejected. These findings align with research by Rubiyah (2019), which states that there is no significant relationship between attitudes in the learning process of Islamic Religious Education and the learning achievement of students at MTs Al-Huda Pekanbaru. However, they contradict Suherman's (2020) research, which reveals a significant and positive relationship between students' attitudes toward learning and teachers' teaching outcomes in Islamic Religious Education, with $r = 0.891$; $R^2 = 0.793$; and t-calculated 10.734 > 2.045.

Based on the above findings, the weak relationship between scientific attitude and Islamic Religious Education learning outcomes for 12th-grade students at SMA Negeri 13 Kota Jambi may be due to several factors, including:

1. Students were not careful in answering exam questions and filling out questionnaires.
2. There are more complex issues concerning the teaching of Islamic Religious Education at SMA Negeri 13 Kota Jambi that require further research.
3. Scientific attitude at school is limited to theoretical knowledge and not applied in daily life.

This has resulted in a decrease in parental interest, particularly in Jambi, to enroll their children in public schools. Consequently, several public schools in Jambi are experiencing a shortage of students for admission quotas. Currently, parents tend to enroll their children in integrated Islamic schools or madrasahs, from primary to higher levels, as they want their children to develop better attitudes/character. This aligns with research by Asiah and Isnaeni (2018), which states that Muslim parents prefer to enroll their children in Islamic-based schools or madrasahs due to these schools' advantages in shaping students' attitudes/character to be better.

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The Relationship Between Religious Literacy and Scientific Attitude with Islamic Religious Education Learning Outcomes at SMA Negeri 13 Kota Jambi

Learning outcomes refer to the skills and abilities acquired by an individual after completing learning activities, consisting of core ideas presented during the teaching process. Therefore, learning outcomes are achieved when an individual undergoes the learning process. Consequently, achieving optimal learning outcomes requires one to engage effectively in the learning process. The achievement of these learning outcomes marks the culmination of students' educational journey and serves as tangible evidence of their hard work. Acquiring knowledge and skills may yield observable results gradually but demands the entirety of the learning process.

According to Susanto (2016), learning outcomes are the skills obtained by an individual in completing their learning activities. Similarly, Feranti (2023) defines learning outcomes as the process students undergo in learning activities to improve their abilities. Meanwhile, Tumolo (2022) states that learning outcomes are students' abilities to receive and process information, consisting of core ideas presented during instruction and then delivered instructionally.

In this study, the learning outcomes are based on the cognitive domain of Bloom's taxonomy. The cognitive domain comprises six indicators: 1) Knowledge (C-1), 2) Comprehension (C-2), 3) Application (C-3), 4) Analysis (C-4), 5) Synthesis (C-5), and 6) Evaluation (C-6). This study uses five indicators from C-1 to C-5. The assessment of test results focuses on the material in the 12th-grade Islamic Religious Education textbook, Chapter VII, "The Beauty of Building a Household."

Based on the research findings, the Sig. F change value is 0.667. Since 0.667 > 0.05, there is no simultaneous relationship between the variables of religious literacy (X1), scientific attitude (X2), and Islamic Religious Education learning outcomes (Y). The correlation value of 0.082 falls into the very low category.

Furthermore, the SPSS output shows that the determination coefficient has an R-squared value of 0.007. This study found that the confidence level and the relationship between religious literacy and scientific attitude variables contribute only 0.7% to the Islamic Religious Education learning outcomes of 12th-grade students at SMA Negeri 13 Kota Jambi. The remaining 99.3% is attributed to other variables not examined in this study.

Based on the above findings, the weak relationship between religious literacy and scientific attitude with Islamic Religious Education learning outcomes for 12th-grade students at SMA Negeri 13 Kota Jambi may be due to several factors, including:

1. Students were not careful in answering exam questions and filling out questionnaires.
2. There are more complex issues concerning the teaching of Islamic Religious Education at SMA Negeri 13 Kota Jambi that require further research.
3. Religious literacy and scientific attitude at school are limited to theoretical knowledge and not applied in daily life.

This has resulted in a decrease in parental interest, particularly in Jambi, to enroll their children in public schools. Consequently, several public schools in Jambi are experiencing a shortage of students for admission quotas. Currently, parents tend to enroll their children in integrated Islamic schools or madrasahs, from primary to higher levels, as they want their children to develop better religious literacy and attitudes/character. This aligns with research by Wardoyo et al. (2023) and Asiah and Isnaeni (2018), which state that Muslim parents prefer to enroll their children in Islamic-based schools or madrasahs due to these schools' advantages in developing religious literacy and shaping students' attitudes/character to be better.

CONCLUSION

The study on the relationship between religious literacy and scientific attitude with Islamic Religious Education learning outcomes at SMA Negeri 13 Kota Jambi concluded as follows:

1. The Relationship Between Religious Literacy and Islamic Religious Education

Learning Outcomes:The Sig. value of 0.404 > 0.05 indicates that there is no significant influence between the variable of religious literacy and the learning outcomes of Islamic Religious Education. The correlation value of 0.076 falls into the very low category.

2. The Relationship Between Scientific Attitude and Islamic Religious Education Learning Outcomes: The Sig. value of 0.914 > 0.05 indicates that there is no significant relationship between the variable of scientific attitude and the learning outcomes of Islamic Religious Education. The correlation value of -0.010 (0) also falls into the very low category.
3. Simultaneous Relationship: The Sig. F change value of 0.667 > 0.05 indicates that there is no simultaneous relationship between the variables of religious literacy and scientific attitude with the learning outcomes of Islamic Religious Education. The correlation value of 0.082 falls into the very low category. Additionally, this study did not examine other variables that contribute to the remaining 99.3% of the influence on the learning outcomes, with the simultaneous effect accounting for only 0.7%.

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