

of academic success in arithmetic (Lyons et al., 2014). Likewise, Desoete et al., 2009 conclude that numerical ability is a longitudinal predictor of achievement in arithmetic.

In short, this research confirms that cognitive ability as measured in standardized tests is a very strong predictor of student academic achievement. Cognitive ability tests are highly recommended by many researchers. Ciarrochi & Heaven, 2012 and Srimaharaj et al., 2020 show that cognitive abilities such as verbal, numerical, analytical, and spatial skills are predictors of students' academic achievement.

## **Conclusions**

Based on the explanation above, it can be concluded that all of the SAT subtests verbal, numerical, analytical and spatial skills are significant predictors of the academic achievement of Islamic school students in Indonesia. The empirical analytical subtest is the most significant predictor of Islamic school student academic achievement. In particular, the analytical sub-test has a very significant correlation with academic achievement in Islamic Studies, whereas the verbal sub-test has a very significant relationship with academic achievement in Arabic and English. The numerical sub-test was found to correlate very significantly with academic achievement in science and mathematics. Among the four SAT subtests, the spatial sub-test had the weakest relation to all the subjects. With the results of this study, it is expected that educators and researchers will pay more attention to students' scholastic ability as the basis for selecting new students.

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