



The Relationship Between PAI Teacher Motivation and Student Learning

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Abstrak

Education is a conscious and systematic work for students to actively acquire intelligence, skills, and adaptability. The Education Process can make students think and remember by Encouraging student creativity to create useful things If you support these student activities, you can develop the potential that exists in every student and can make a difference in knowledge, skills, and behavior. The purpose of this study was to determine the relationship between the motivation of PAI teachers and students' learning interest in the subject of Aqidah Akhlak Class VIII MTS Negeri 5 Sragen. This study uses the quantitative correlation method, a method aimed at finding relationships between at least two parts of the variable. The results of this study indicate that the correlation model of Islamic religion teacher motivation between students' learning interests and student learning outcomes in the Aqidah Akhlak subject is given by the correlation coefficient. $r = 0.983$ and the coefficient of determination is $R = r^2 = 0.967$. Testing the significance of the correlation was determined by $T_{count} (37.8) > T_{table} (1.675)$ with $\alpha = 0.05$. This calculation shows that there is a relationship between the motivation of PAI teachers and student's interest in learning with the learning outcomes of Aqidah Akhlak class VIII MTS Negeri 5 Sragen.

Keywords: PAI Teacher Motivation, Learning Interest, Results, Akhlak Aqidah

Abstract

Education is a conscious and systematic work for students to actively acquire intelligence, skills, and adaptability. The Education Process can make students think and remember by Encouraging student creativity to create useful things If you support these student activities, you can develop the potential that exists in every student and can make a difference in knowledge, skills, and behavior. The purpose of this study was to determine the relationship between the motivation of PAI teachers and students' learning interest in the subject of Aqidah Akhlak Class VIII MTS Negeri 5 Sragen. This study uses the quantitative correlation method, a method aimed at finding relationships between at least two parts of the variable. The results of this study indicate that the correlation model of Islamic religion teacher motivation between students' learning interests and student learning outcomes in the Aqidah Akhlak subject is given by the correlation coefficient. $r = 0.983$ and the coefficient of determination is $R = r^2 = 0.967$. Testing the Significance of the correlation is determined by $T_{count} (37.8) > T_{table} (1.675)$ with $\alpha = 0.05$ This calculation shows that there is a relationship between the motivation of PAI teachers and students' learning interest with the learning outcomes of Aqidah Akhlak class VIII MTS Negeri 5 Sragen

Keywords: PAI Teacher Motivation, Interest in Learning, Results, Akhlak Aqidah

Introduction

Education is the process of changing the attitudes and behavior of a person or group of people for human growth through education and training. Thanks to this training, a person can develop his personality and position himself according to his environment, anytime and anywhere. Thus, education can be understood as a process of personal growth, which is obtained through various experiences and knowledge, to be able to adapt to the environment.

Law No According to Article 20 of the 2003 National Education System, education is an atmosphere and atmosphere that allows students to realize their potential in terms of religious potential, mental strength, self-discipline, individuality, intelligence, and noble character. He describes it as a conscious and intentional effort to create a learning process and more actively develop skills that they, society, nation, and nation (Wina Sanjaya, 2011: 2).

According to Regulation of the Minister of Religion Number 2 of 2008, the purpose of teaching morals and beliefs is to equip students with the basic skills of the Islamic faith to develop religious life so that they become pious children. has a noble status as a member. . and community members. Based on the guidelines above, moral education has goals to be achieved. To achieve educational goals, it is necessary to improve the quality of learning. Good academic quality is reflected in-class activities and teacher-student interaction and is reflected in student learning outcomes.

Learning outcomes are changes in one's behavior which include the cognitive, affective, and psychological domains. Behavior change is achieved after learning by interacting with various learning resources and the environment. Learning outcomes are also a reference for teachers in determining student capacity. High academic results indicate that students are progressing towards the goals that have been set, while low academic results indicate that students feel inadequate in their learning achievements. The achievement of good academic results is

influenced by many factors, including internal factors (originating from within oneself) and external factors (originating from outside the student). Internal factors include physical (health and disability), psychological (intelligence, concentration, interest, talent, motivation, maturity, will, attitude), and other factors, the fatigue factor. External factors also include the home, school, and community environment.

Of the many factors that influence learning outcomes, preferences, and attitudes include internal factors for successful learning. Interest in learning is the desire to do something to do something that can make you interesting and happy. Students who have a high interest in learning will have a high interest in learning and are motivated to learn the material, so that their learning outcomes will be good, on the other hand, low interest in learning will hinder the learning process resulting in poor academic results. Therefore, interest in learning plays an important role in learning activities, with an interest in learning, students with high curiosity and fun motivate themselves to learn and study a problem. In this case, the teacher also plays a role in arousing student interest in learning by stimulating students to arouse curiosity and interest.

Student learning attitudes influence academic success. Student attitudes are a kind of response to any existing stimulus, as well as a way of evaluating the object at hand. Student learning attitudes are feelings of pleasure or dissatisfaction, feelings of liking or disliking the teacher, goals, materials, and other tasks. It can be understood as a behavioral effort in studying subjects. Students' positive attitude towards some subjects, especially religious ethics, bodes well for learning. Likewise, negative attitudes become an obstacle to successful learning, especially if there is dissatisfaction with the subject matter, which can reduce interest in learning, becoming an obstacle to achieving good learning outcomes. Thus attitude has a very big influence on learning outcomes because as a result the attitude is an expression of the heart in a learning atmosphere but is manifested in material things.

Based on the explanation above, it can be seen that interests and attitudes play an important role in achieving the goals of learning outcomes, including good academic results. Interest in learning creates a good learning attitude in students. A good learning attitude is a sign that students are motivated to learn material that helps students learn more focused and serious. Without an interest in learning, students become bored, even lazy to listen to the material let alone understand it. This creates a bad learning attitude, students behave arbitrarily in teaching and learning, lack of ethics complicates the teaching and learning process, and does not achieve optimal goals, which has an impact on the poor. Academic success can be likened to the interest and attitude of learning as the beginning of the success of learning outcomes that will be achieved by students later.

Interests and learning attitudes have a relationship with each other in the factors that influence student learning outcomes. High interest in learning will encourage students to understand the material well because of high curiosity. Meanwhile, students' learning attitudes seem to adjust to students' learning interests. If students have a good interest in learning, students will have good behavior in the learning process, so students can easily understand lessons to achieve good learning outcomes. This shows the importance of this research in showing the influence of interest in learning and students' attitudes toward learning outcomes.

Method (15%)

1. Type of research

The type of research used is field research, namely research conducted by direct observation in the field of predetermined subjects to collect primary research data. (Sugiyono, 2013:27).

Although the research method used is quantitative, it is a research method that includes research proposals, procedures, hypotheses, surveys, data analysis, and data conclusions written using measurements, calculations, formulas, and aspects of the

reliability of numerical data based on the results. field work (Luke S Musianto, 2002:124).

The measurement results collected can be analyzed using statistical methods, which will then determine the relationship between variables. According to Creswell, the purpose of quantitative research is to identify research variables so that they can be associated by comparing predetermined research samples (Adhi Kusumastuti, 2012: 5).

2. Time and place of research

This research was conducted at MTs Negeri 5 Sragen. Some of these madrasah students have good academic results, but there are still students who are disobedient in the learning process. Therefore it is an important consideration for educators and madrasahs in determining student learning outcomes. One of the madrasah criteria is the faith and morals of students, so interpret and apply the material contained in ethics subjects. Therefore, this study aims to collect information from school officials such as principals, teachers, and students about the effect of student academic achievement on students' moral beliefs about student behavior. The time required to complete this research activity, which takes about one even semester, involves data collection using established tools, and data analysis, and is process oriented.

3. Research population and sample

a. Population

Population is the totality of subjects that will/want to study. If one wants to consider all the elements of a field of study, the research is population research. The population in this study were all students of class VIII F and VIII H of MTs Negeri 5 Sragen, totaling 30 students and 32 students: 62 students

b. Sample

The sample is a small part of the whole subject or population. The research sample is part of the quantity and characteristics

possessed by a population. If the population is large and the researcher cannot study everything in the population, for example, due to budget, human, and time limitations, then the researcher can use samples taken from that population (Sugiyono, 2015: 118).

According to Suharsimi Arikunto, taking the number of samples, if the research subjects are less than 100 people, all of them should be taken so that the research becomes a population study. If the number of subjects is greater than 100, then 10 to 15% or 20 to 25% of the total population can be sampled (Suharsimi Arikunto, 2006: 134)

In this study, by focusing on a population of less than 100 people, researchers used demographic research, namely taking a population sample from the existing population. For MTS Negeri 5 Sragen, the number of samples for classes VIII F, and VIII is 62 students

4. Data analysis techniques

In this process, the data collected from the tools that are distributed are then processed and analyzed in such a way that it can be easily understood and understood as a form of solution to the problem formulation in this study and conclusions can be drawn. draw. To facilitate the researcher's analysis, the researcher analyzed the data using statistics. One function of statistics is to simplify data for researchers who have large amounts of data to make it simpler and easier to understand.

5. Prerequisite Test

The homogeneity test is used to determine whether several population variants are the same or not. With the formula:

$$F \text{ hitung} = \frac{\text{Varian Tertinggi}}{\text{Varian Terendah}}$$

Then the calculated F value is compared with the table calculated F value taken from the F distribution table with the denominator $dk = n - 1$ and the numerator $dk = n - 1$. Where n is the

denominator of dk where the denominator comes from there. the largest number of sample variations, while n in dk, quantification comes from the number of samples with the smallest variance. The decision rule is to compare Fcount with the value of Ftable. The criterion is if $F_{count} < F_{table}$, then H_0 is accepted and H_a is rejected, which means that the variance is uniform. If $F_{count} > F_{table}$, H_0 is rejected and H_a is accepted, or the variations are not the same

6. Hypothesis Test

To find out the relationship between variable X and variable Y, Product Moment correlation is used, namely:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \{N \sum Y^2 - (\sum Y)^2\}}$$

Information :

N = Number of Respondents

X = Independent Variable Index Value

Y = Estimated Value of the Dependent Variable

XY = Result of Multiplication of X and Y variables

Rxy = Correlation Coefficient

And to determine the magnitude of the contribution or the coefficient of determination or the strength of the relationship between the two variables with the formula:

$$KH = r^2 \times 100\%$$

Next to test the significance of the correlation using the formula:

$$t = \frac{ryx \sqrt{n - 2}}{\sqrt{1 - (ryx)^2}}$$

with the test rules are as follows: If t count \geq from t table, then the correlation is significant If t count \leq from t table, then the correlation is not significant.

Results and Discussion (70%)

1. Description of research data

Motivation is the overall motivation within students that creates, guarantees continuity and directs learning activities so that it is hoped that existing goals can be achieved. To obtain data related to variable X, namely the motivation of PAI teachers in class VIII Sragen Islamic Education, the researcher used a questionnaire with a total of 2 questions for 32 students of class VIII MTS Negeri 5 Sragen

Table 1

summary of data on the results of punishment from the teacher

No	Answer category	Frequency	percentage
1	Strongly agree	20	70 %
2	Agree	10	20 %
3	Doubtful	1	5 %
4	Don't agree	1	5 %
5	Strongly disagree	0	0 %
	Amount	32	100 %

From the table above regarding the respondent's reaction to the statement that I was punished by the teacher for not doing homework, 20 or 70% answered completely correctly. Agree, 10 or 20% say yes, 1 or 5% say there is a problem, 1 or 5% disagree, and 0 or 0% disagree. The data shows that many respondents agree that if students do not complete assignments, the teacher will punish these students.

Table 2

Teachers often make individual competition to improve learning outcomes

No	Answer category	Frequency	percentage
1	Strongly agree	22	75 %

2	Agree	10	20 %
3	Doubtful	1	5 %
4	Don't agree	0 %	0 %
5	Strongly disagree	0	0 %
	Amount	32	100 %

From the table above regarding respondents' responses about teacher statements often making individual competition to improve learning outcomes, 22 or 75% answered strongly agree, 10 or 20% answered agree, 1 or 5% answered doubtful, 0% or 0 % answered disagree, and 0 or 0% who answered disagree. This data shows that there are far more respondents who agree if a student makes individual competition to improve learning outcomes

2. Normality Test

The data normality test is used to show that the sample comes from a normally distributed population. In this study, the normality test was calculated using the Kolmogorov-Smirnov test formula. The calculation results of the Kolmogorov-Smirnov test using the IBM 25 SPSS application are as follows:

Table 3

Normality test

	Tests of Normality ^{a,d,e}						
	IQ	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statis	tic	Df	Sig.	Statis	df
Hasil Belajar	78	.192	4	.	.971	4	.850
	79	.333	6	.036	.721	6	.010
	80	.167	6	.200 [*]	.982	6	.960
	86	.260	2	.			
	87	.214	4	.	.963	4	.798
	89	.141	5	.200 [*]	.979	5	.928

90	.260	2	.			
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Based on the calculations in the table above, it can be seen that $N = 32$ with a significance level of 5%. The conclusion of the table shows that the significance value is $0.928 > 0.05$, so it can be concluded that the model variables of interest in learning, learning attitudes, and learning outcomes of moral beliefs come from populations with different distribution standards.

3. Discussion

Through the frequency distribution table above it can be seen that of the 32 students included in the research sample, 20 students, or 80% of students showed an interest in learning, and even 12 students, or 35% of students expressed an interest in learning showing sufficient interest. Therefore, it can be understood that students' interest in learning is sufficient because the total number of students is 10 people. 35% of students answered that they liked learning Enough.

The table above shows this for 32 students. The research sample included students whose academic results were considered very good. There are 20 students and 12 students with good academic results. And students are the results Academic grades are considered adequate or poor. So that it can be determined that the academic achievement of students in the subject Aqidah Akhlak Class VIII of MTS Negeri 5 Sragen for the 2022/2023 academic year is quite good.

Based on the processing and analysis of the data collected in this study using the Moment multiplication formula, the result is $N = 32$ at a significance level of 5% Table Price = 0.3388. It turns out that the r_{xy} obtained is 0.236 greater than the r table (at a significance of 5% = 0.3388). So accepted, table (5%) becomes $0.3388 > 0.236$. Then you can see the level of intimacy. The relationship between variables X and Y is a learning preference relationship About Aqidah Akhlak Grade VIII Students of MTS Negeri 5 Sragen Academic Year 2022/2023 with

a coefficient (r_{xy}) = 0.236 included in the strong category.

Then to find out the contribution of the variable interest in learning based on the calculation of learning outcomes that have been made can be determined using a formula that determines that the variable interest in learning affects learning outcomes by 55,696% and the remaining 44,304% is determined by other variables.

In terms of testing the hypothesis in this study, the authors tested a significant correlation coefficient with the t-test and obtained count> table = 9,819 > 1,300, so that H_0 was rejected and H_a was accepted. This means that there is a relationship between variables X and Y, in particular the relationship between Islamic education teachers' motivation and students' learning interest with the learning outcomes of class VIII MTS Negeri 5 Sragen academic year 2022/2023 Aqidah Akhlak subject.

Conclusion (5%)

1. It can be seen that the relationship between the learning motivation of class VIII PAI teachers at MTS Negeri 5 Sragen is that their learning motivation still needs to be improved, this can be seen through participation. Still, less attentive when the teacher explains teaching materials, test the hypothesis in this study, then $N = 32$ Then at a significance level of 5% then we get r table = 0.3388. It turns out that the r_{xy} obtained is 0.236 smaller than the array r (with a significance level of 5% = 0.3388). While the r array produces 5% < r_{xy} , namely $0.3388 > 0.236$.
2. Students' interest and learning outcomes in the Aqidah Akhlak subject for class VIII students of MTS Negeri 5 Sragen are generally not good. solve this problem. In terms of testing the hypothesis in this study, the authors tested a significant correlation coefficient with the t-test and obtained count> table = 9.819 > 1300, so that H_0 was rejected and H_a was accepted.

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Author Profile

Nurul Eka Safitri, born in Sragen on January 24 2001 is the child of Mr Winardi and Mama Ira

Ernawati the first child of 4 siblings. and finished in 2013, and in the same year, the writer continued at junior high school at MTS Negeri. 1 Sragen and finished in 2016, and in the same year, the writer continued his education at the Senior High School (SMK) at Muhammadiyah 04 Sragen Vocational School the writer majored in Office Administration and finished in 2019. In 2019 the writer was registered at a private university Department of Islamic Religious Education Faculty of Tarbiyah at Mamba'ul 'Ulum Islamic Institute Surakarta. and Alhamdulillah it will be finished inshallah in 2023.

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