



The Relationship Between Students Interest in Learning and Their Achievement in Islamic Cultural History

Fara Vadila¹, Hernina Yanti¹, Nazaruddin¹, Hamdani Abdi²,
Wildatun Rizka Khoiriyati³, Asrida⁴

¹STAI YDI Lubuk Sikaping Pasaman Sumatera Barat, Indonesia

²STAI Pengembangan Ilmu Al-Qur'an Sumatera Barat, Indonesia

³Universitas Islam Negeri Sunan Kalijaga, Indonesia

⁴Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia

✉ varavadila987@gmail.com *

Article Information:

Received February 15, 2023

Revised March 28, 2023

Accepted April 6, 2023

Keywords: *Learning interests, learning outcomes, Islamic cultural history*

Abstract

Education plays a role in shaping individuals. In Islamic religious education, the Islamic Cultural History subject has an important role in forming students' religious character and skills. Student interest in learning is a key factor in increasing the effectiveness of learning Islamic Cultural History. This research aims to explore the relationship between students' interest in learning and learning outcomes in the History of Islamic Culture at Madrasah Tsanawiyah. Through in-depth analysis, this research will reveal the extent to which students' interest in learning can influence their achievement of learning outcomes in the Islamic Cultural History subject. From the results of research conducted by the author at the Madrasah Tsanawiyah, it can be concluded that class VIII students' interest in learning at the Madrasah Tsanawiyah, class VIII students at the Madrasah Tsanawiyah are in the medium category with a percentage of (61%). Second, is there a relationship between interest in learning and student learning outcomes in the History of Islamic Culture class VIII subject at Madrasah Tsanawiyah. The result is that there is a very significant relationship between interest in learning and the learning outcomes of Islamic Cultural History students at Madrasah Tsanawiyah, namely 0.213 with a percentage of 21.3% while the remaining 78.7% is caused by other factors.

INTRODUCTION

Education is a fundamental need that has always been an actual problem throughout the ages (Nussbaum, 2019; Tohara et al., 2021). With education, humans gain knowledge and become educated, so that they become humans who have physical, emotional, attitude, moral, and skill potential that can be applied to the lives of themselves, their families, the nation, and the state (Ahmed et al., 2019; Tambak et al., 2021). Learning is a complex process that occurs in every person throughout his life. The learning process occurs because of the interaction between a person and their environment. Therefore, learning can occur anytime and anywhere. One sign that someone has learned is a change in that person's behavior which may be caused

How to cite: Vadila, F., Yanti, H., Nazaruddin, R., Abdi, H., Khoiriyati, W. R., Asrida, A. (2023). The Relationship between Students Interest in Learning and Their Achievement in Islamic Cultural History. *Suluh Pasaman*, 1(1), 1-6.

E-ISSN: 2986-8467

Published by: The Institute for Research and Community Service

by a change in their level of knowledge, skills, or attitudes (Henn et al., 2020; Indriyani et al., 2021). If the learning process is held formally in schools, it is intended to direct changes in students in a planned manner.

In the teaching and learning process, a student must have an interest and a good way of learning. Where learning is an activity or a process to gain knowledge, improve skills, improve behavior, and attitudes, and strengthen oneself (Geng et al., 2019; Kanoh, 2017). Interest in learning has a huge influence on learning outcomes, because if the subject matter to be studied does not match their interests, then students will not learn well because it is not interesting to them. Learning materials that will attract students' interest are easier to learn so that they can improve learning outcomes. Therefore, teachers and parents should limit students' playing time and provide close supervision so that students can learn optimally, With a high interest in learning, students can gain knowledge and insight as well as good learning results.

In the teaching and learning process, the teacher needs to know the learning outcomes that students are expected to achieve so that the teacher can plan or design teaching appropriately and meaningfully (Geng et al., 2019). The success of every teaching and learning process can be measured by how far the learning outcomes achieved by students are, in addition to being measured in terms of the process (Febriani et al., 2022; Krivtsov et al., 2021; Wijayanto, 2020). This means how far the student's learning outcomes are. Learning outcomes must appear in the teaching objectives because these objectives will be achieved by the teaching and learning process (Anwar et al., 2017).

Based on the results of studies in the field that researchers obtained through observation data and interviews with teachers, in reality, many students' learning outcomes are still incomplete or do not reach the minimum completeness criteria. This can be influenced by internal and external factors, namely the lack of student interest in learning, this is characterized by a lack of student participation in the learning process, students are less active in learning and prefer to play alone or play with their classmates. Apart from that, students have not been able to fully focus their attention during learning, low attention makes students unable to focus on receiving the content of the learning material. And there are some students' scores below average. Below is the average mid-class VIII score at Madrasah Tsanawiyah.

Table 1. Class VIII Mid Semester II Grades

No	Class	Complete	Incomplete	The Number of Students
1	VIII.1	18	17	35
2	VIII.2	2	34	36
3	VIII.3	5	25	32
4	VIII.4	8	22	30

Based on the table above, it can be seen that many students' learning outcomes regarding the subject of the history of Islamic culture are still incomplete. This is thought to be influenced by internal and external factors. Of the many factors, one of them is the lack of student interest in learning Islamic Cultural History. This can be compared with the minimum completeness criteria for Islamic cultural history. Therefore, learning activities must be carried out by teachers and students so that learning objectives are achieved effectively and efficiently. To improve the learning outcomes obtained by students and develop students' interest in learning. Related to many students who have not yet completed.

METHODS

The type of research that the author uses in this research is quantitative research. Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research certain populations or samples (Younus & Zaidan, 2022). The method used in this research is field research. Meanwhile, the nature of the research in this study is correlative. Quantitative correlative research is research carried out to find the relationship or influence of the two variables to be studied and then determine the level of strength. A research tool, known as a research instrument, is designed to collect, process, and interpret data obtained from respondents using consistent measurement criteria (Afrina et al., 2022; Hazriyanti et al., 2020). It was developed specifically to uncover insights into the impact of interest on student learning outcomes.

The questionnaire employed a modified Likert scale, presenting respondents with five options: always, often, sometimes, rarely, and never (Nugroho et al., 2020; Pristiwaluyo & Hakim, 2019). The creation of the instrument followed several steps: establishing a grid based on variable indicators, organizing statement items according to these indicators, conducting a rational analysis to ensure alignment between items and indicators, and finally, undergoing a trial period. Instrument testing is essential to ensure the accuracy and reliability of the data collected. Therefore, validity and reliability tests are imperative to ensure the validity and reliability of the obtained results (Ayu et al., 2023; Sarmiah & Rahman, 2023).

Data is collected through several different methods and sources. First, the author made direct observations of class VIII students at Madrasah Tsanawiyah . This observation was carried out to obtain direct information by recording the phenomena that occurred and distributing questionnaires directly at the school. Second, data collection is carried out through documentation, such as photos, test results, and other relevant data. This documentation contains information related to the research problem. The documentation method was chosen by the researcher to collect data. Third, the author used a questionnaire or questionnaire to obtain data about the correlation between interest in learning and student learning outcomes in the History of Islamic Culture lesson at Madrasah Tsanawiyah. The questionnaire used is closed, where respondents only need to choose the answers provided by the researcher.

RESULT AND DISCUSSION

Learning outcomes can be interpreted as the maximum results achieved by a student after experiencing the teaching and learning process in studying certain subject matter. Learning outcomes are not just grades but can be changes, in reasoning, discipline, and skills that lead to positive change (Febriani et al., 2022; Yuslia et al., 2021). The definition of learning outcomes is a process for determining student learning values through assessment activities or measuring learning outcomes.

Based on the above understanding, learning outcomes can illuminate the main aim, namely to determine the level of success achieved by students after participating in a learning activity, where the level of success is then marked with a scale of values in the form of letters or words and symbols (Hristov & Reynolds, 2015). Learning outcomes also show the actual abilities of students who have experienced the process of transferring knowledge from someone who can be said to be mature or has less knowledge (Rahayu et al., 2022). So, with learning outcomes, people can find out how far students can grasp, understand, and possess certain subject matter.

This research aims to determine the correlation between interest in learning and the learning outcomes of the History of Islamic Culture for class VIII students at

Madrasah Tsanawiyah. Based on the facts and data collected, the results of this research will be discussed as follows:

Interest in Learning the History of Islamic Culture of Class VIII Students at Madrasah Tsanawiyah

In this research, the author observed the learning interests of class VIII students at Madrasah Tsanawiyah. Based on the results of observations, interest in learning in class VIII students at Madrasah Tsanawiyah, especially in the subject of the History of Islamic Culture, is still low. In this research, to determine the interest in learning that exists in class VIII students, the author uses indicators of interest in learning which will be used as a tool to find students who have an interest in ongoing learning. The indicators for this research are as follows; i) The feeling of enjoyment in learning takes place; ii) Student attention in learning; iii) Interest in learning

From these three indicators, the author made 20 valid statement items. This statement is a positive and negative statement that uses the score measurements scale Likert (Syamsuddin, 2022). Then to prove and see whether there is a correlation between interest in learning and the learning outcomes of class VIII history of Islamic culture students at Madrasah Tsanawiyah (Ganefri et al., 2017; Novita et al., 2022). This research uses correlation Product Moment which previously carried out a requirements analysis test. According to Hurlock, interest is "a source of motivation that encourages people to do something they want if they are free to choose. When they see that something is profitable, they feel interested." This then brings satisfaction.

When satisfaction decreases, interest decreases. Each interest satisfies a need in the child's life, even if this need is not immediately apparent to adults. The stronger this need, the stronger and more enduring the interest. Furthermore, the more frequently interest is expressed in activities the stronger it becomes. On the other hand, interest will die if it is not channeled. This research obtained a general picture of the learning interest of class VIII students at Madrasah Tsanawiyah with 97 respondents in the medium category, 61%. So it can be said that the interest in learning for class VIII students at Madrasah Tsanawiyah is in the medium category.

Correlation of Interest in Learning and Student Learning Outcomes on the History of Islamic Culture at Madrasah Tsanawiyah

The test carried out to determine the correlation between interest in learning and the learning outcomes of History of Islamic Culture in class VIII was jointly used by the correlation test *Product Moment* which uses *SPSS version 20*. A comparison between the two produces $t_{count} < t_{table}$, $254 < 1,985$. The significant t value for the learning interest variable on learning outcomes is 0.213 and this value is greater than the probability of 0.05 ($0.213 > 0.05$), with a percentage of 21.3% while the remaining 78.7% is caused by other factors. So in this test, it shows H_a accepted and rejected. This means that there is a significant correlation between interest in learning and the learning outcomes of Islamic Cultural History students at Madrasah Tsanawiyah. When a student has an interest in himself, he will always participate well in the ongoing learning activities.

CONCLUSION

Based on the discussion from the researcher and the data analysis carried out by the researcher, it can be concluded that the learning interest of class VIII students at Madrasah Tsanawiyah can be seen based on the category, while the students' interest in learning is in the medium category with a percentage of 61%. From the results of the hypothesis test of the learning interest variable on learning outcomes, there is a correlation between learning interest and student learning outcomes at Madrasah Tsanawiyah of 0.213 or 21.3%, and the remaining 78.7% is influenced by other factors. This can be seen based on the results of SPSS version 20 calculations

which obtained a sig (2-tailed) of 0.05, so H_a is accepted and H_o is rejected, meaning that there is a significant correlation between interest in learning and the results of learning the History of Islamic Culture at the Madrasah Tsanawiyah.

REFERENCES

- Afrina, M., Cantika, A., Husniyah, N., & Rambe, A. A. (2022). The Impact of Islamic Education Teacher Competence on Student Achievement in Elementary Schools. *International Journal of Multidisciplinary Research of Higher Education*, 5(1), 28–36. <https://doi.org/10.24036/ijmurhica.v5i1.125>
- Ahmed, A., Arshad, M. A., Mahmood, A., & Akhtar, S. (2019). The influence of spiritual values on employee's helping behavior: the moderating role of Islamic work ethic. *Journal of Management, Spirituality and Religion*, 16(3), 235–263. <https://doi.org/10.1080/14766086.2019.1572529>
- Anwar, F., Rahman, R., & Zein, Z. (2017). The Implementation of Teaching and Learning Process of Islamic Study in Universities in Indonesia. *Khalifa: Journal of Islamic Education*, 1(1), 15. <https://doi.org/10.24036/kjie.v1i1.4>
- Ayu, N., Savitri, S. R., & Dewi, S. M. (2023). Feasibility of Jackfruit Leaf Powder Mask For Oily Skin. *International Journal of Multidisciplinary Research of Higher Education*, 6(1), 43–50. <https://doi.org/10.24036/ijmurhica.v6i1.69>
- Febriani, A., Sindi, N. F., Amanda, L. G., Rahman, R. A., & Putri, A. R. (2022). Seven Steps of the Implementation of Mind Mapping Method in Learning of Islamic Education. *Khalifa: Journal of Islamic Education*, 6(1), 24–42. <https://doi.org/10.24036/kjie.v6i1.194>
- Ganefri, G., Anwar, F., Murniyetti, M., Zein, Z., & Rahayu, S. (2017). Roles of the Kingdom of Saudi Arabia Toward the Development of Knowledge and Ulama. *Khalifa: Journal of Islamic Education*, 1(2), 135. <https://doi.org/10.24036/kjie.v1i2.10>
- Geng, S., Law, K. M. Y., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1). <https://doi.org/10.1186/s41239-019-0147-0>
- Hazriyanti, I., Mutathahirin, M., & Khairunnisa, K. (2020). Analysis of Student Satisfaction Levels with Online Learning Systems. *International Journal of Multidisciplinary Research of Higher Education*, 3(1), 16–22. <https://doi.org/10.24036/ijmurhica.v3i1.171>
- Henn, L., Otto, S., & Kaiser, F. G. (2020). Positive spillover: The result of attitude change. *Journal of Environmental Psychology*, 69. <https://doi.org/10.1016/j.jenvp.2020.101429>
- Hristov, L., & Reynolds, J. (2015). Perceptions and practices of innovation in retailing: Challenges of definition and measurement. *International Journal of Retail and Distribution Management*, 43(2), 126–147. <https://doi.org/10.1108/IJRDM-09-2012-0079>
- Indriyani, I. E., Syaharuddin, S., & Jumriani, J. (2021). Social Interaction Contents on Social Studies Learning to Improve Social Skills. *The Innovation of Social Studies Journal*, 2(2), 93. <https://doi.org/10.20527/iis.v2i2.3085>
- Kanoh, H. (2017). Issues of Online Communication and Immediate Response Syndrome. *International Journal of Social Science and Humanity*. <https://doi.org/10.18178/IJIET>
- Krivtsov, V., Pagano, A., Ahilan, S., O'Donnell, E., & Pluchinotta, I. (2021). Further development of the Ebbsfleet water management system dynamics model: Adjusting representation of processes and system boundaries, incentivising stakeholder re-engagement, and exploring potential for university teaching. *WIT Transactions on Ecology and the Environment*, 251, 11–22.

- <https://doi.org/10.2495/WS210021>
- Novita, Y., Yulianti, V., Handayani, D., & Sugestina, E. (2022). Teachers Efforts to Improve Student Literacy in Islamic Cultural History Subjects. *Khalifa: Journal of Islamic Education*, 6(1), 102. <https://doi.org/10.24036/kjie.v6i1.34>
- Nugroho, M. A., Muhajang, T., & Budiana, S. (2020). Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Mata Pelajaran Matematika. *JPPGuseda | Jurnal Pendidikan & Pengajaran Guru Sekolah Dasar*, 3(1), 42–46. <https://doi.org/10.33751/jppguseda.v3i1.2014>
- Nussbaum, M. (2019). Education for citizenship in an era of global connection 1. In *The evolution of liberal arts in the global age* (pp. 213–225). <https://doi.org/10.4324/9781315645216-19>
- Pristiwaluyo, T., & Hakim, F. A. (2019). Pengaruh Kompetensi Kepribadian dan Kompetensi Sosial terhadap Pelaksanaan Supervisi Akademik Pengawas Sekolah Menengah Atas. *Jurnal Ad'ministrare*, 5(2), 63. <https://doi.org/10.26858/ja.v5i2.7883>
- Rahayu, S., Adel, S., & Burhanuddin, B. (2022). Eight Students' Courtesies to Teachers Pursuant to Islamic Teaching. *International Journal of Islamic Studies Higher Education*, 1(1), 42–53. <https://doi.org/10.24036/insight.v1i1.95>
- Sarmiah, L., & Rahman, R. (2023). The Effect of Muslim Women' Clothing Style to Their Communication to Men. *International Journal of Multidisciplinary Research of Higher Education*, 6(4), 155–163. <https://doi.org/10.24036/ijmurhica.v6i4.134>
- Syamsuddin, S. (2022). History and Phenomenology of Islamic Education in Mualaf Villages. *Khalifa: Journal of Islamic Education*, 6(1), 43. <https://doi.org/10.24036/kjie.v6i1.207>
- Tambak, S., Hamzah, H., Sukenti, D., & Sabdin, M. (2021). Internalization of Islamic Values in Developing Students' Actual Morals. *JPI (Jurnal Pendidikan Indonesia)*, 10(4). <https://doi.org/10.23887/jpi-undiksha.v10i4.30328>
- Tohara, A. J. T., Shuhidan, S. M., Bahry, F. D. S., & Nordin, M. N. bin. (2021). Exploring Digital Literacy Strategies for Students with Special Educational Needs in the Digital Age. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(9), 3345–3358. <https://doi.org/10.17762/turcomat.v12i9.5741>
- Wijayanto, M. E. (2020). the Integration of Islamic Values in Implementation of Learning English: Islamic Education Students Perspective. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6(1), 18. <https://doi.org/10.24252/eternal.v6i1.2020.a2>
- Younus, A. M., & Zaidan, M. N. (2022). the Influence of Quantitative Research in Business & Information Technology: an Appropriate Research Methodology Philosophical Reflection. *American Journal of Interdisciplinary Research and Development*, 4(2771–8948), 61–76. <https://doi.org/http://www.ajird.journalspark.org/index.php/ajird/article/view/54>
- Yuslia, D., Hasnah, H., Safarudin, R., & Helfikri, H. (2021). The Effectiveness of The Picture and Picture Learning Model in Improving Student Learning Outcomes In Elementary Schools. *Khalifa: Journal of Islamic Education*, 5(1), 80. <https://doi.org/10.24036/kjie.v5i1.33>

Copyright holder :

© Vadila, F., Yanti, H., Nazaruddin, R., Abdi, H., Khoiriyati, W. R., Asrida, A.

First publication right:

Suluah Pasaman

This article is licensed under:

CC-BY-SA