

THE INFLUENCE OF ONLINE LEARNING APPLICATION WITH *HIWAR* METHOD AND ASSIGNMENT ON STUDENT'S MOTIVATION TO LEARNING ISLAMIC SUBJECT AT SENIOR HIGH SCHOOL, SOPPENG, SOUTH SULAWESI

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Abstract: This article discusses the influence of the application of online learning with the presentation system of the hiwar method and the assignment method on interest in Islamic education subject (PAI) learning at Senior High School (SMAN) 5 Soppeng. The type of research this research is ex-post facto. Ex-post facto research is research in which the independent variables have been treated, or treatment was not carried out at the time of the research. In this research, the data generated is not in the form of numbers, but data that is expressed symbolically in the form of words. The learning methods that have been offered by the government, are not fully heeded by students. The reason is that many of them feel bored and tired due to the many tasks given by educators. The lesson schedule takes place like classroom learning, but learning is carried out at home so that if there are four subjects in a day, then they will get four assignments at once. To overcome this, it is necessary to have an interest in learning from students.

Keywords: Influence, Learning, *Hiwar* Method, Assignment.

INTRODUCTION

The COVID-19 outbreak, known as the corona virus pandemic, a deadly virus that started in Wuhan, China, has now spread throughout the world, even the country of Indonesia was also affected by the outbreak. Require social distancing (social restrictions) or maintain a distance between individuals and other individuals. The rapid spread of the virus is one of the concerns of all mankind. This has resulted in the need for a policy from the government to cancel all activities such as working outside the home, school, even religious activities that invite many masses, because crowded places are vulnerable to the easy spread of the virus. The government urges that all activities can be done at home. Work from home, home, worship at home and even schools are also carried out in their respective homes with online media or known as online schools with the concept of online learning. Learning takes place with educators and students staying in their respective homes, using gadgets or other online media. to facilitate the teaching and learning process.

The ease of learning that has been offered by the government, is not fully heeded by students. The reason is that many of them feel bored and tired due to the many tasks given by educators. Especially for vocational or high school students, in one day they don't only get one or two assignments. Because the lesson schedule takes place like classroom learning, but learning is carried out at home so that if there are four subjects a day, they will get four assignments at once. Students should not have to object to this and learning can run well. However, when it comes to feeling lazy and bored, also delaying doing tasks, it results in piling up tasks that must be done. Therefore, many of the students complained about the many assignments they received.

To overcome this, it is necessary to have an interest in learning from students. Learning achievement is influenced by several factors, from the many factors the researchers took in terms of factors that emerged from students in the

psychological aspect, namely interest in learning. Students who get high achievements, it can be said that these students are successful in learning, so that students get good achievements, students must have an interest in learning in participating in learning. The importance of interest in learning in the learning process as a manifestation of a student's obligation to achieve maximum learning achievement. Therefore, students' interest in learning is some of the factors that influence student achievement that should be considered. Interest in learning that grows from within students will make students able to follow the learning process with pleasure, interest in lessons, attention to teachers, and student involvement in class, therefore students will be encouraged to always get good grades.

The current phenomenon at SMAN 5 Soppeng, students have a good interest in PAI learning. This is indicated by the seriousness of students in paying attention to the material presented by the teacher by listening with full concentration, and noting the important points of the material received, so students will find it easier to work on the questions given by the teacher. During the discussion, students actively argue, exchange ideas, and work together with their study groups. Thus, learning in the classroom becomes conducive because of student activities that show good interest in learning.

In times of a pandemic like now, it forces us to carry out a learning process carried out by means of online learning as one of the preventive measures in overcoming the spread of Covid-19. In this learning, teachers are required to have the right teaching style for online learning and apply the hiwar method and assignment assignments to build interest in PAI learning. Assignments on Interest in Learning PAI at SMAN 5 Soppeng.

THEORETICAL FRAMEWORK

The method of dialogue or hiwar comes from the Arabic language, *hawaro-yuhawiru-mahawaroh*, which means to argue, ask questions, debate or conversation. Dialogue or hiwar is a conversation that takes place between two or more people through questions and answers about a topic that leads to one goal.¹

The hiwar qurani method is a learning method by means of discussion (dialogue) as used by Allah swt. and His servants in the Koran. While the hiwar nabawi is the hiwar method used by the Prophet in educating his friends and wanted his friends to ask questions. This encourages actors (students) to dare to ask questions so that teaching (learning) goes in line with their passions and has more influence on the soul²

Hiwar Qur'an does not just describe the dialogues in the Qur'an, but is more directed at analyzing descriptive data about the dialogues in the Qur'an, both regarding the purpose, benefits, forms to analyze the impact of a form of al-Qur'an dialogue on the development of the mind and psyche of the listener of the dialogue. Quranic dialogue can be used as a method of da'wah and can also be used as a method of teaching Islamic religious education in schools.

Etymologically, hiwar (dialogue) comes from Arabic which contains the meaning of "al-rad" (answer), al-hiwar (camel that is still breastfeeding), and al-munawwarah (question and answer, conversation or dialogue). This last meaning is used in interpreting the term hiwar in the Qur'anic hiwar method.

Terminologically hiwar qurani can be interpreted as a dialogue, which is a conversation or conversation alternately

¹Izzan, dkk, *Hadis Pendidikan: Konsep Pendidikan Berbasis Hadis*: Bandung: Humaniora, 2010, p. 134

²Ramayulis, *Metodologi Pendidikan Agama Islam* (Cet. IV; Jakarta: Kalam Mulia, 2005), p.430

between two or more parties which is carried out through question and answer, in which there is a unified topic of conversation and the goals to be achieved in the conversation, the dialogues are contained in al. -Qur'an and Sunnah. The types and forms of dialogue can occur between humans and themselves, with other creatures, as well as dialogues between humans and God, such as dialogues between prophets and angels.

Rasulullah SAW. has made the types and forms of dialogue as a guide in practicing his teaching and educational methods. This is very logical because as the hadith narrated by Aisyah ra. That the character of the Messenger of Allah is the Qur'an, therefore the method of education and teaching used by the Messenger of Allah. is an application of the values contained in the Qur'an.

One of the things that the Prophet (PBUH) liked the most. than his friends is a critical and open attitude, they do not feel shy and ashamed to ask the Messenger of Allah. About everything, especially in matters of religion. The Prophet was very enthusiastic when a friend asked him.

2. Application of the Hiwar Method

The Hiwar method is a way of delivering educational values that is widely used in the Koran because this method has advantages compared to other methods. This method is often used by the Prophet Muhammad in conveying the teachings of Islam, both to his friends who already believe and to those who do not believe. In fact, many of the Companions were attracted to the teachings of Islam because of the results of their dialogue with the Prophet Muhammad. The methods and arguments used by the Prophet Muhammad in influencing his dialogue opponents are patterned on the dialogues presented in the Qur'an.

In accordance with the form and type of Hiwar, the use of the Hiwar Method is very dependent on the character of the material and the objectives to be achieved in these

learning activities. For example, if a teacher wants to influence the cognitive aspects of his students with instructional goals, especially so that students think critically, systematically, then the right form of hiwar is Hiwar Jadali (Argumentative dialogue/directed debate). Therefore, in one subject, a teacher cannot only use one form or type of the Hiwar Method, but he must be creative in accumulating various forms of other Quranic methods in accordance with the demands of the needs of the subject above. There are several requirements in using the Hiwar Method, which are as follows:

- a. Both parties (teachers and students) have the freedom to think in submitting questions or answers. Each mind must be independent and open to accept the truth that comes from the other party, never be satisfied with answers that have not been accepted by their minds. Feelings of fear, reluctance and reluctance will hinder the success of the application of this method, because his mind will fall into a state where he dissolves in the ambitions of the other person without any effort to think, will eventually lose confidence and lose the ability to think.
- b. People who are involved in hiwar should prepare a mental condition to accept the conclusions or truths resulting from the dialogue. In other words, you have to think and feel honestly (think and have an objective spirit). If from the beginning the participants have prepared their thoughts and feelings to refuse anything that will be conveyed by the interlocutor, then the dialogue will not be useful. A myriad of aqli and naqli arguments will no longer be of any use in the dialogue, what emerges is blind emotion.

A. Assignment Method

1. Concept of Assignment Method

Theory becomes important for the progress of the world. In education, theory occupies a very important strategic position, because with the development of theory,

knowledge and experience continue to grow. Speaking of theory, there are many theories that are suitable for the development of the world of education, one of which is the theory of constructivism. Constructivism as the rationale for contextual learning (philosophy), namely that knowledge is built by humans little by little, and the result is a limited context and not suddenly present. Knowledge is not a set of facts, concepts, rules that are ready to be retrieved and remembered. Humans must construct that knowledge and give it meaning through real experience.

Tasks are a reflection of life. Everyone in their daily life cannot be separated from tasks that should be developed in life at school as preparation for entering the world of work which is full of various tasks later. Because of course the tasks given are related to the topic being studied.

The assignment method is a way of teaching or presenting material through assigning students to do a job. Assignments can be individual or group can be the same or different.

The following is the definition of the assignment method according to some expert opinions, namely:

According to Ramayulis, assignment is a way of teaching in which an educator assigns certain tasks to students, while the results will be checked by the educator and students are responsible for it.³

According to Sudirman, the assignment method is a way of presenting material in which the teacher gives certain assignments so that students carry out learning activities (at school, at home, in the library, in the laboratory, and in other places).⁴

³Ramayulis, *“Metodologi Pendidikan Agama Islam”*, (Jakarta: Kalam Mulia, 2018) p. 361

⁴Anissatul Mufarrokah, *“Strategi Belajar Mengajar”*, (Yogyakarta: Teras, 2019) p. 95

Suryosubroto suggested that the assignment method is a way of delivering learning materials by giving assignments to students to be done within a certain time span and the results must be accounted for to the teacher.⁵

RESEARCH METHODS

The type of research used in this research is ex-post facto. Ex-post facto research is research in which the independent variables have been treated, or treatment was not carried out at the time of the research, so this research is usually separated from experimental research⁶ The meaning of ex-post facto, namely "from what is done after the fact", then this research is referred to as post-event research. Ex-post facto research is a research conducted to examine events that have occurred and then trace back to find out the factors that led to the occurrence of these events.⁷

The quantitative descriptive approach in this study was to describe the effect of the application of online learning with the hiwar method presentation system and the assignment method on the interest in learning PAI at SMAN 5 Soppeng.

RESULTS AND DISCUSSION

1. Description of Hiwar Method

Based on the research that has been conducted on students at **SMAN 5 Soppeng** with a sample of 38 students

⁵Suryosubroto, *"Proses Belajar Mengajar di Sekolah"*, (Jakarta: PT. Rineka Cipta, 2013), p. 115

⁶Syamsuddin dan Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: Remaja Rosdakarya, 2011), p. 164.

⁷Sugiyono, *Metode Penelitian Administrasi dilengkapi dengan Metode R&D* (Cet. XXIII; Bandung: Alfabeta, 2016), p. 7.

as samples, the researchers can collect data through questionnaires that have been filled out by students:

Table 4.1
Descriptive Statistics presenting hiwar method

Number of Samples	38
Maximum Score	34
Minimum Score	23
Average (Mean)	28.92
Standard Deviation	2,832
variance	8,021
Range	11
Interval Class	6

Based on table 4.1 above, the results obtained that the maximum score for the hiwar method is 34 and the minimum score is 23 with an average value of 28.92 and a standard deviation of 2.832 with a sample of 38 people. Table 4.1 also shows a variance value of 8021 and a range of 11. Furthermore, the analysis of the categorization of Online Learning with the Hiwar Method System on PAI Learning Interests at SMAN 5 Soppeng is presented in the following table:

Table 4.2
PAI Hiwar Presentation Categorization

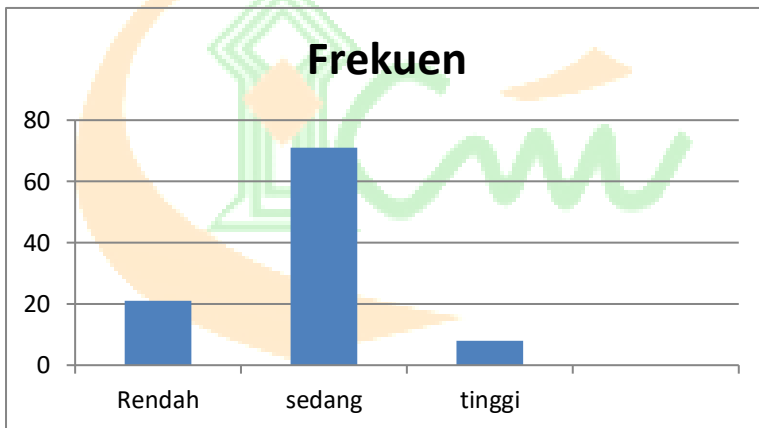
Category Limit	Interval	Frequency	Percentage	Information
$X < (\mu - 1.0\sigma)$	$X < 26$	8	21%	Low
$(\mu - 1.0\sigma) \leq X < (\mu + 1.0)$	$26 \leq X < 32$	27	71%	Currently
$(\mu + 1.0\sigma) < X$	$32 \leq X$	3	8%	Tall

Amount	38	100%	
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Data Source: Questionnaire Analysis of the Presentation of the Hiwar Method

The data in table 4.2 shows that there are 8 respondents who rate it low with a percentage of 21%, there are 27 respondents who rate it moderately with a percentage of 71%, and there are 3 respondents who rate it high with a percentage of 8%. Online learning with the hiwar method presentation system on interest in learning PAI at SMAN 5 Soppeng is in the medium category.

Furthermore, the presentation of the hiwar presentation of Islamic Religious Education can be seen in the following histogram image:



From the above analysis proves that in general the Hiwar Presentation of Islamic Religious Education has leadership that is in the moderate category.

2. Assignment Description

Based on the research that has been done on the assignment of students at SMAN 5 Soppeng with a sample of 38 students as samples, the researchers can collect data through questionnaires that have been filled out by students.

Table 4.3
Descriptive Statistics of the presentation of Assignment

Number of Samples	38
Maximum Score	33
Minimum Score	24
Average (Mean)	28.31
Standard Deviation	2.25
variance	5
Range	9
Interval Class	6

Based on table 4.3 above, the research results show that the maximum score for the presentation of assignments is 33 and the minimum score is 24 with an average value of 28.31 and a standard deviation of 2.25 with a sample of 38 people. Table 4.3 also shows the variance value of 5 and the range of 9.

Furthermore, the categorization analysis of the PAI assignment method at SMAN 5 Soppeng is presented in the following table:

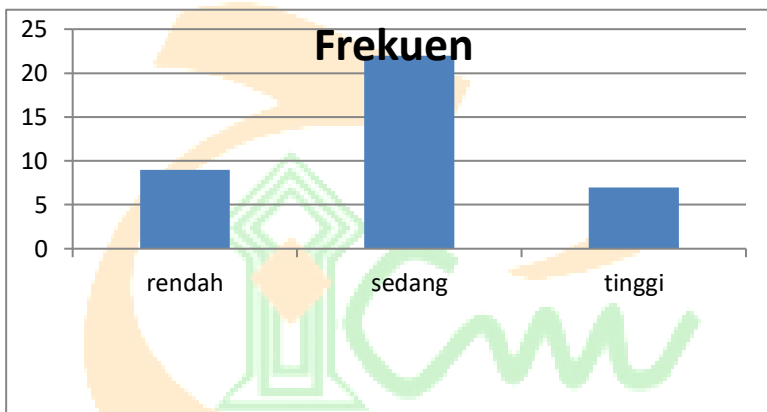
Table 4.4
Categorization of assignment

Category Limit	Interval	Frequency	Percentage	Information
$X < (\mu - 1.0\sigma)$	$X < 26$	9	24%	Low
$(\mu - 1.0\sigma) \leq X < (\mu + 1.0)$	$26 \leq X < 30.56$	22	58%	Currently
$(\mu + 1.0\sigma) \leq X$	$30.56 \leq X$	7	18%	Tall
Amount		38	100%	

Data Source: Questionnaire Analysis Presentation of assignments

The data in table 4.4 shows that the results of the study were 9 respondents who rated it low with a percentage of 24%, there were 22 respondents who rated it moderate with a percentage of 58%, and there were 7 respondents who rated it high with a percentage of 18%. Online Learning with a Presentation System for giving assignments to PAI Learning Interests at SMAN 5 Soppeng is in the medium category.

Furthermore, the presentation of the assignment can be seen in the following histogram image:



From the above analysis proves that in general the presentation of the assignment of Islamic Religious Education is in the medium category, so it still needs to be improved.

3. Description of Interest in Learning

Based on the research that has been done on the learning interest of students at **SMAN 5 Soppeng** with a sample of 38 students, the researchers can collect data through questionnaires that have been filled out by students.

Table 4.5
Descriptive Statistics of Learning Interest

Number of Samples	38
Maximum Score	38

Minimum Score	23
Average (Mean)	30.7
Standard Deviation	3.56
variance	12
Range	15
Interval Class	6

Based on table 4.5 above, the research results show that the maximum score for interest in learning is 38 and the minimum score is 23 with an average value of 30.7 and a standard deviation of 3.56 with a sample of 38 people. In table 4.5 also obtained a variance value of 12 and a range of 15.

Furthermore, the categorization analysis of PAI Learning Interests at SMAN 5 Soppeng is presented in the following table:

Table 4.6
Categorization of assignment

Category Limit	Interval	Frequency	Percentage	Information
$X < (\mu - 1.0\sigma)$	$X < 27.14$	7	18%	Low
$(\mu - 1.0\sigma) X < (\mu + 1.0)$	$27.14 \leq X < 34.26$	23	61%	Currently
$(\mu + 1.0\sigma) < X$	$34.26 \leq X$	8	21%	Tall
Amount		38	100%	

Data Source: Learning Interest Questionnaire Analysis

The data in table 4.6 shows that there are 7 respondents who rate it low with a percentage of 18%, there are 23 respondents who rate it moderately with a percentage of 61%, and there are 8 respondents who rate it high with a percentage of 21%. Thus, PAI Learning Interest at SMAN 5 Soppeng is in the medium category.

Furthermore, interest in learning Islamic Religious Education can be seen in the following histogram image:

From the above analysis proves that in general the learning outcomes of Islamic Religious Education have leadership that is in the moderate category.

4. Description of the Effect of the Application of Online Learning with the Hiwar Method (X) Presentation System on PAI Learning Interest (Y) at SMAN 5 Soppeng

a. Normality Test

The normality test aims to test whether in the regression model, the residual variable has a normal distribution or not. The normality test aims to determine whether the variables of Hiwar's Method (X1) and learning interest (Y) are normally distributed or not. The data normality test was used to determine whether the data used by the researcher came from a normally distributed population or not. The data is normally distributed if $\text{sig} \geq 0.05$ and vice versa the data is said to be not normally distributed if $\text{sig} \leq 0.05$. Testing the normality of the data was carried out using the SPSS version 24 for Windows application. Based on the analysis of the prerequisite tests obtained, the conclusions of interest in the normality test can be seen in the table below:

Table 4.7
Kolmogorof Smirnov's Normality Test Interest (XY₁)

Variable	K-Smirnov	Information
X1-Y	0.187	Normal

Based on table 4.7 the test results of the influence of the application of online learning with the Hiwar method

presentation system on interest in learning, it is known that the Kolmogorov-Smirnov value of significance is 0.187 using a significance level of 0.05. The significance value obtained is greater than ($0.187 > 0.05$). So it can be concluded that the hiwar method data is normally distributed.

b. Linearity Test

The second prerequisite test is the linearity test. The linearity test aims to determine the relationship formed between the independent variable and the dependent variable partially and linearly. Linearity test is used to determine whether the data is in accordance with the linear line or not. This linearity test is used to determine the relationship between the presentation of the hiwar method (X1) and the students' interest (Y) is linear or not. The criteria for linearity testing using SPSS *version 24 for Windows* are that if the value of *sig deviation from linearity* $>$ then there is a linear relationship and if the value of *sig deviation from linearity* $<$ then there is no linear relationship. The results of the linearity test for the hiwar method and students' interest in learning are presented in tabular form as follows:

Table 4.8
Linearity Test Results (X1-Y)

Variable	F	Sig.	Information
XY ₁	4,794	0.035	linear

Based on table 4.8 of the interest in the analysis of SPSS *version 24 for Windows*, the linearity test of the regression line equation from the *Deviation from Linearity* line is obtained, namely $F_{hit}(Tc) = 4.794$ with a significance value of 0.035 and using a level of 0.05. The significance value obtained is greater than ($0.035 > 0.05$). So it can be concluded that there is a linear relationship between the hiwar method and interest in learning.

Table 4.8
Linearity Test Results (X2-Y)

Variable	F	Sig.	Information
X2-Y	4.060	0.966	linear

Based on table 4.8 of the interest in the analysis of SPSS version 24 for Windows, the linearity test of the regression line equation from the Deviation from Linearity line is obtained, namely Fhit (Tc) = 4.060 with a significance value of 0.966 and using a level of 0.05. The significance value obtained is greater than ($0.966 > 0.05$). So it can be concluded that there is a linear relationship between assignment and interest in learning.

c. Multicollinearity Test

The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model, a good regression model should not have a correlation between the independent variables.

To detect the presence or absence of multicollinearity in the regression model, it can be seen from the tolerance value and variance inflation factor (VIF). The value that is commonly used to indicate the presence of multicollinearity is a tolerance of 0.10 or equal to a VIF value of 10. Each researcher must determine the level of collinearity that can be tolerated. For example, the value of tolerance = 0.10 is equal to the collinearity level of 0.95.

Table 4.9: Interest in Multicollinearity Test

Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant) Hiwar method (X1)	.999	1,001

Division of tasks (X2)	.999	1,001
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Based on the table above, it is known that all interest in calculating VIF of each independent variable is at having a VIF value of < 10. So it can be concluded that there is no multicollinearity between independent variables in the regression model.

d. Heteroscedasticity Test

The heteroscedasticity test aims to test whether the regression model has an inequality of variance from the residuals between other observations. If the residual variance from one observation to another observation remains, it is called homoscedasticity and if it is different it is called heteroscedasticity. A good regression model is the one with homoscedasticity, or there is no heteroscedasticity problem. In this study, to detect the presence or absence of heteroscedasticity by performing the glejser test, this test was carried out by regressing all independent variables to the absolute test for the residue. Symptoms of heteroscedasticity are also shown if the Glejser test is less than or equal to 0.05, it can be concluded that there is heteroscedasticity, and vice versa.

Table 4.
Interest in Heteroscedasticity Test (XY)

Model		Sig.
1	(Constant)	0.974
	hiwar method	0.458
	Assignment	0.972
a. Dependent Variable: Hiwar method		

Based on table 4. interest in the analysis of SPSS version 24 for Windows, the Glessjer test in the table can be seen in the significance column of 0.974 using a significance level of 0.05. The significance value obtained is greater than ($0.974 > 0.05$). So it can be concluded that there is no heteroscedasticity problem and the data can be stated as homoscedasticity.

e. Autocorrelation Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.343 ^a	.118	.067	3.44744	1.377

a. Predictors: (Constant), PAI assignment, HIWAR METHOD

b. Dependent Variable: INTEREST IN LEARNING

D	Dl	dU	4-Dl	4-dU
1.37	1.3730	1.5937	2,627	2.4063

$DU < D < 4-DU = \text{NO AUTOCRELATION}$

Based on the table above, it can be assessed that Durbin Watson (d) is 1.377. By looking at the Durbin Watson test table, the Durbin Watson value (d) is greater than (dU) 1.3730 and smaller than the value (4-dU) which is 2.4063. Thus, it can be concluded that the regression model is free from autocorrelation. Thus, it can be continued to the next stage, namely hypothesis testing.

5. Simple Linear Regression Test

a. Simple Regression Test $X_1 - Y$

Simple regression analysis was used to determine whether the effect of the Hiwar method on learning interest. Regression analysis in this study used the SPSS 24 application with a significance level of = 0.05 as follows:

Table 4.22: Interest in Simple Regression Test X_1 -Y with SPSS 24

Equality	(Constant)	Regression Coefficient
X_1 -Y	18,242	0.432

The regression line equation is written in the form = + b or = 18.242+ 0.432. This equation shows the direction of the relationship between X1 and Y whether it is positive. 0.432 so that the regression equation is: = 18.242+ 0.432 X_1

The purpose of the equation is that when the hiwar method (X_1) increases by one unit, the student's interest in learning will increase by 0.432 units, and if there is a decrease in one unit of the hiwar method, the student's interest in learning will decrease by 0.432. A positive coefficient means that the relationship between the hiwar method and interest in learning is increasing.

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b. Simple Regression Test X₂-Y

Simple linear regression analysis was used to determine whether there was an influence between the assignment of assignments and the learning interest of special students in Islamic Religious Education and good manners. This inferential analysis uses the help of the SPSS 24 application with a significance level of = 0.05 as follows:

Table 4.23: Interest in Simple Regression Test X₂-Y with SPSS 24

Equality	(Constant)	Regression Coefficient
X ₂ -Y	30,412	0.11

The regression line equation is written in the form = + b. This equation shows the direction of the relationship between X2 and Y, whether it is positive or negative. Based on the interest in the SPSS 24 analysis in the coefficient table above, a constant value of = 30,412 and a regression coefficient of 0.11 is obtained so that the regression equation is:

$$= 30.412 + 0.11 X_2$$

The purpose of the equation is that when the assignment method increases by one unit, the learning interest

of students in Islamic Religious Education lessons also increases by 0.11 units, on the other hand if there is a decrease in one unit of assignment method, it will be followed by a decrease in student interest in learning. in Islamic Religious Education lessons of 0.11 The positive coefficient means that the relationship between the assignment method and students' interest in learning is increasing.

a. Multiple Linear Regression Test

Multiple linear regression analysis is used by researchers, if the researcher intends to predict how the condition (up and down) of the dependent variable will be, if two or more independent variables as predictor factors increase and decrease in value. In this study, the variable to be studied is the assignment.

To determine whether there is an influence between the assignment of assignments to interest in learning, multiple linear regression analysis is used which can be formulated as follows:

$$= a + b_1 X_1 + b_2 X_2 \dots^{[16]}$$

Note:

Y = Performance Variable

a = Multiple linear regression constant

X₁ = Variable method hiwar

X₂ = Variable Assignment

b₁ = Regression coefficient Hiwar method

b₂ = Regression coefficient Assignment

e = Error Coefficient

Table 4.24: Multiple Linear Regression Test

Variable	(constant)	Regression coefficient	F count	F table
Hiwar method (X1)	18,429	0.432	2,331	3.24
Assignment (X2)		0.007		

Based on the table, the interest in the multiple linear regression equation is obtained as follows:

$$\square = a + b_1 X_1 + b_2 X_2$$

$$\square = 18.429 + 0.432X_1 + 0.007 X_2$$

The model shows that the constant (α) is 18,429 , this means that if the hiwar method and assignment assignment is worth 0 then the learning interest of students in Islamic Religious Education and Character Education is negative, namely 18,429 . The value of the coefficient of regression methods hiwar () is positive, namely 0.432 This implies that each there is an increase of one unit of the quality of the methods hiwar learners the learning interest will increase by 0.432 versa if there is a decrease of one unit of the quality of the methods hiwar learners then interest in learning Islamic Religious Education will decrease by 0.432.

While the regression coefficient value of assignment () is negative, i.e. 0.007, which means that for an increase in the quality of one unit of assignment, an increase in student interest in learning will be followed by 0.007 and every decrease in the quality of assignment will also be followed by a decrease in student interest in learning in Islamic Religious Education lessons of 0.007.

6. Hypothesis Test Interest

Hypothesis testing is hypothesis testing to determine the effect of independent variables on the dependent variable, hypothesis testing carried out here is hypothesis testing between variables on Y, on Y and joint hypothesis testing between variables and on Y. The formulation of the hypothesis in this study is as follows:

- : There is a positive and significant effect jointly between the hiwar() method and assignment() with interest in learning (Y) PAI at SMAN 5 Soppeng.

- : There is no joint positive and significant effect between the hiwar() method and assignment() with interest in learning (Y) PAI at SMAN 5 Soppeng.

Table 4.25: Reference Interpretation of Product Moment “r” Value

Coefficient Interval	Relationship Level
0.00 – 0.199	Very low/no relationship
0.20 – 0.399	Low
0.40 – 0.599	Moderate/enough
0.60 – 0.799	Strong
0.80 – 100	Very strong

- a. Individual hypothesis test (t test) for – Y

Table 4.26: Interest in Hypothesis Testing – Y with SPSS 24

R	R2	t _{count}	t _{table}	F	Sig	Conclusion
0.343	0.118	2.189	1.68	4.794	0.035	Significantly Correlated

From the Model Summary table, the value = 0.118, meaning that the independent variable hiwar method is able to predict the value of the dependent variable on student interest in learning by 11.8%, the remaining 88.2% is explained by other factors. The output above also explains that the R number is 0.343. So it can be concluded that there is a very low relationship between the hiwar method and students' interest in learning.

Based on the interest in processing with SPSS 24, it was obtained that it was 2.189 and the value can be seen in the statistical table for a significance of $0.05/2 = 0.025$. The

interest obtained for $t(0.025;38) = 1.68$ because $= 2.189 > 1.68$. The significance value is 0.035. The significance value < 0.05 ($0.035 < 0.05$), then accepted and rejected. So it can be concluded that the hiwar method has no significant effect on students' interest in learning in Islamic Religious Education lessons.

2. Individual Hypothesis Test (t-test) for -Y

Table 4.27 Interest in Hypothesis Testing – Y with SPSS 24

R	R2	count	count	F	Sig	Conclusion
0.007	0.000	4060	1.68	0.002	0.966	No Significant Correlation

From the Model Summary table, the value $= 0.000$ means that the independent variable giving the assignment is able to predict the value of the dependent variable of student interest in learning by 0%, the remaining 100% is explained by other factors. The output above also explains that the R number is 0.007. So it can be concluded that there is no strong relationship between assignments and students' interest in learning.

Based on the interest in processing with SPSS 24, it was obtained 4060 and the value can be seen in the statistical table for a significance of $0.05/2 = 0.025$. The interest obtained for $t(0.025; 38) = 1.68$. Because $= 4.060 > 1.68$. The significance value is 0.966. Significance value < 0.05 ($0.966 < 0.05$), then accepted and rejected. So it can be concluded that the assignment does not have a significant effect on students' learning interest in Islamic Religious Education lessons.

3. Hypothesis Testing Together (F Test)

Table 4.28: Interest in Hypothesis Testing and – Y with SPSS 24

R	R2	count	table	Sig	Conclusion
0.343	0.118	2,331	3.24	0.112	Significantly Correlated

From the Model Summary table, the value $R = 0.118$, which means that the independent variable of the Hiwar method and assignment is able to predict the value of the dependent variable of student interest in learning by 11.8%, the remaining 88.2% is explained by other factors. The output above also explains that the R number is 0.343. So it can be concluded that there is a weak relationship between the hiwar method and the assignment of assignments to students' interest in learning.

Based on the results of processing with SPSS 24 in the ANOVA table, it is obtained that 2,331 values can be seen in the statistical table for a significance of 0.05 with the formula $f(k; n - k) = 2; 38 - 2 = 2; 38$, so we get 3.24. Value $> (2.331 > 3.24)$.

After the above test, it can be concluded that the hiwar method and the assignment have an effect on students' learning interest in Islamic Religious Education lessons, meaning that they are rejected and accepted.

This change is based on the interest in data analysis obtained through descriptive and inferential data analysis, while the discussion will be described as follows;

1. The Effect of Online Learning with the Hiwar Method Presentation System on Interest in Islamic Studies at SMAN 5 Soppeng

Interest in learning, shows that 21% of the Hiwar Method students at SMAN 5 Soppeng are in the low category, 71% are in the medium category, and 8% are in the high

category, so it can be concluded that the Hiwar Method students at SMAN 5 Soppeng are in the medium category.

Regarding online learning, if it is associated with theory, the author uses the theory of connectivism according to the theory of connectivism that learning starts from knowing activities to creating actionable knowledge. Decision-making in the digital era, will be based on rapidly changing foundations, because new information will be obtained continuously and continuously, so it requires the ability to be able to distinguish between important and unimportant information. Some of the main principles in connectivism theory include (1) learning is a process of connecting several sources of information, (2) encouraging and maintaining relationships to facilitate continuous learning (continual learning), (3) updating and accurate knowledge is the goal of learning activities, (4) can sort, select and manage information for the determination of making a decision.

According to connectivism theory, knowledge can be distributed through information networks and can be stored in digital formats. Connectivism is concerned with the development of cognition. Siemens (2008) describes learning categories into three epistemological frameworks, which are called objectivism, pragmatism and interpretivism. Objectivism is related to mindset, knowledge and perception. In pragmatism it is stated that knowledge is a negotiation between reflection, experience, inquiry and an action. Interpretivism positions that knowledge is an internal construction and is informed through socialization and culture.

The learning paradigm will develop according to the era. Currently what is being developed is that education is smart and personal with its implementation in the form of adaptive elearning and big data personalized learning. Advances in Internet technology provide great benefits for the world of education. Utilization of the Internet in education, among others, is to deliver web-based learning

materials or often referred to as e-learning systems. The e-learning system has been widely developed by various educational institutions and is now the backbone for the implementation of distance education. The current e-learning system generally provides the same presentation of learning material for each user because it assumes that the characteristics of all users are homogeneous.

In fact, each user has different characteristics both in terms of ability level, learning style, background or others. Therefore, an e-learning user does not necessarily get the right learning materials and as a result the effectiveness of learning is not optimal. An e-learning system should be able to provide learning materials whose level of difficulty is in accordance with the user's abilities, and how to present the learning materials according to the user's learning style. In other words, the e-learning system should be able to adapt its appearance to various variations of user characteristics, so that it has high learning effectiveness.

For the hiwar method itself, the author uses the story telling theory in which educators cultivate students' speaking skills. because speaking is the most effective form , its use is the broadest and most effective. So with the ability to speak, the child can communicate with other people who can understand the importance of being a member of the group so that it can be well received by his friends, and the child can develop optimally and not experience obstacles. By using story telling, it trains children's thinking power to understand the story process, trains students to be able to retell what has been told by the educator, also trains students to choose words so that they are able to have a good dialogue.

In line with the research conducted by Muh Nurjihad entitled the effect of learning Islamic religious education based on the Hiwar Qurani and Nabawi method on the formation of Self Efficacy of students at UPT SMPN 2 North Podbangkeng, Takalar Regency which concluded that the Reality of Self Efficacy of students at UPT SMPN 2

North Polobangkeng, Takalar Regency are in the medium category with a percentage of 70%.

2. The Effect of Online Learning with a Presentation System for Giving Assignments on Interest in Islamic Studies at SMAN 5 Soppeng

Based on the data in the table, it is found that 24% of students' assignment in the low category, 58% in the medium category, and 18% in the high category. so it can be concluded that the assignment of students at SMAN 5 Soppeng is in the medium category. If it is related theoretically to the assignment method, the author stipulates that the theory that is suitable to be used is the theory of constructivism. Constructivism is a theory about how students construct their own knowledge from their experiences. In building this knowledge, you must have a basis on how to make and have the ability to test, solve problems, express ideas so that new constructions are obtained. The application of constructivism theory in online learning in addition to using the 5M media and learning model in this study is expected to be able to make students more active and teachers as facilitators to be more innovative so that educational goals can be achieved optimally even in the midst of the Covid-19 pandemic. In the implementation of online learning, several things must also be supported, namely related to facilities, learning models, and student motivation. The means are selected according to the ability level of the students. Teachers can use learning models so that students do not get bored and learning becomes interactive. This must be balanced with the motivation of students and how the teacher motivates.

CONCLUSION

Based on the results of data processing and discussion of research results, the following conclusions can be obtained:

Based on the data in the table, it was found that 21% of the Hiwar Method students at SMAN 5 Soppeng were in the low category, 71% were in the medium category, and 8% were

in the high category, so it was concluded that the Hiwar Method students at SMAN 5 Soppeng were in the medium category.

Based on the data in the table, it is found that 24% of students' assignment in the low category, 58% in the medium category, and 18% in the high category. so it can be concluded that the assignment of students at SMAN 5 Soppeng is in the medium category.

Based on the results of data analysis using the SPSS 24 application, it was obtained that *linearity* showed the *calculated* f data of $4.794 < F_{table} 2.85$ so it can be concluded that the Hiwar Method has a linear relationship with interest in learning. The results of hypothesis testing (t test) for the variable Hiwar Method obtained data if the independent variable Hiwar Method was able to predict the value of the dependent variable on student learning outcomes of 11.8%. The output above also explains that the number $R = 0.118$. So it can be concluded that there is a very low relationship between the hiwar method and students' interest in learning. In addition, based on the interest in processing with SPSS 24, it was obtained that it was 2.189 and the value can be seen in the statistical table for a significance of $0.05/2 = 0.025$. The interest obtained for $t(0.025;38) = 1.68$ because $= 2.189 > 1.68$. The significance value is 0.035. Significance value < 0.05 ($0.035 < 0.05$), then accepted and rejected. So it can be concluded that the hiwar method has no significant effect on students' interest in learning in Islamic Religious Education lessons. The results of this study revealed that students who took PAI lessons using the Hiwar Method were able to increase their interest in learning. Based on table 4.8 of the interest in the analysis of SPSS *version 24 for Windows*, the linearity test of the regression line equation from the *Deviation from Linearity* line is obtained, namely $F_{hit}(Tc) = 4.060$ with a significance value of 0.966 and using a level of 0.05.

The significance value obtained is greater than ($0.966 > 0.05$). So it can be concluded that there is a linear relationship

between assignment and interest in learning. The results of hypothesis testing (t test) for the variable Hiwar method obtained data if the independent variable Hiwar Method was able to predict the value of the dependent variable on student learning outcomes of 0%. The output above also explains that the number $R = 0.007$. So it can be concluded that there is no strong relationship between assignments and students' interest in learning. Based on the interest in processing with SPSS 24, it was obtained 4060 and the value can be seen in the statistical table for a significance of $0.05/2 = 0.025$. The interest obtained for $t(0.025; 38) = 1.68$. Because $= 4.060 > 1.68$. The significance value is 0.966. Significance value < 0.05 ($0.966 < 0.05$), then accepted and rejected. So, it can be concluded that the assignment does not have a significant effect on students' learning interest in Islamic Religious.

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