

THE INFLUENCE OF ENVIRONMENT AND LEARNING INTEREST ON THE LEARNING ACHIEVEMENT OF QURAN HADITH STUDENTS AT MUHAMMADIYAH BANTAENG ISLAMIC HIGH SCHOOL

Muh. Arvan Amal, Rusli Malli, Rahmi Dewanti
Palengkey

Makassar Muhammadiyah University
Jln Sultan Alauddin No 259 Gunung Sari, Rappocini,
Makassar
Email: abumuawiah@yahoo.com ; rusli@unismuh.ac.id,
rahmidewanti@unismuh.ac.id

Abstract: The purpose of this research is to determine the influence of the environment (X_1) and interest (X_2) on learning achievement (Y) in al-Qur'an-Hadith. This research uses a non-experimental quantitative research design with ex-post-facto causality using parametric inferential statistical analysis in the form of correlation (regression). The population in this study was all 137 students of Madrasah Aliyah Muhammadiyah Bantaeng for the 2023/2024 academic year. The sample size was determined using the purposive sampling method to obtain a sample of 31 people. The results of the research show that the learning environment has an influence on Al-Qur'an-Hadith learning achievement as shown by the results of the t test which obtained a result of 0.000 or less than <0.05 and higher than the t table value of 1.773. Interest in learning has an influence on Al-Qur'an-Hadith learning achievement as shown by the results of the t test which obtained a result of 0.021 or less than <0.05 and higher than the t table value of 1.772. The

learning environment and learning interest in learning influence the learning achievement of al-Qur'an-Hadith as shown by the results of the f test which obtained a result of 0.000 or less than <0.05 and f value that was higher than the f table value of 742,050. It is known that the R Square value is 0.821, which means that the influence of the learning environment (X_1) and learning interest (X_2) simultaneously on the learning achievement (Y) of MA Muhammadiyah Bantaeng students is (82.1%). Future research can further analyze the influence of several domains included in the question of learning environment variables and learning interest variables. Future research can carry out in-depth information mining using mixed method research methods.

Keywords : Learning Environment, Interest in Learning, Learning Achievement, Al-Qur'an-Hadith

INTRODUCTION

Learning is a conscious and structured activity aimed at creating a learning climate and developing experiences, so that students effectively grow their ability to have strength, wisdom, character, knowledge, noble ethics and abilities needed by other people, society, nation and state (Central Statistics Agency, 2016). The learning atmosphere of students is one perspective that influences learning achievement, as seen from Slameto's views above. Purwanto states: there are three categories that form the educational or learning environment, where these three categories play a very important role in shaping the character of students, namely: the family environment, school, and society (Purwanto, 2021). The success of students' learning achievements is greatly

helped and depends on the learning environment. The main and most important educational environment is home.

The educational environment is the second environment. School is a structured learning environment where individuals can expand their knowledge and hone their skills. A child's personal motivation to learn impacts their progress besides the learning environment mentioned above. Interest is a person's tendency to find something interesting or enjoyable (Syah, 2001).

The researcher chose the XII grade as the research object. This was chosen by the researcher due to considerations from the perspective of learning material, where the XII grade is considered capable of comprehensively understanding the concepts of Quran-Hadith learning. And based on the results of initial data collection in the field, it was found that students had good average scores in report cards with around 90% of students getting scores above 90. This is an interesting fact for researchers to find out and test assumptions and theories, whether the learning environment and interest in learning can really influence the learning achievement of students at MA Muhammadiyah Bantaeng.

The aim of this research is to determine the influence of the learning environment and students' learning interest on Al-Qur'an-Hadith learning achievement, through research information in the field.

RESEARCH METHODS

The research uses a non-experimental quantitative research design with an ex post facto causality approach using parametric inferential statistical analysis in the form of correlation (regression). This research is located at MA Muhammadiyah Bantaeng, Jalan Raya Lanto 57 C (Bantaeng Grand Mosque Complex), Tappanjeng, Bantaeng District, Bantaeng Regency, South Sulawesi. This research was conducted during September 2023 to February 2024.

The population in this research is all Madrasah Aliyah Muhammadiyah Bantaeng students for the 2023/2024 academic year. Based on data obtained from MA Muhammadiyah Bantaeng, there were 137 people. The sampling process was carried out using a purposive sample method of 31 students. Descriptive and inferential statistics were used as data analysis methods.

RESULTS AND DISCUSSION

1. Respondent characteristics

Characteristics of research respondents consist of gender and major, the total respondents in this study were 31 respondents, 16 respondents male or (51.6%), 11 respondents female or (48.4%). Meanwhile, the participants in the study are divided into two majors: namely science majors with 19 respondents or (63.3%), and social studies majors with 11 respondents or (36.7%).

2. The Influence of the Learning Environment on the Learning Achievement of Quran Hadith Students at MA Muhammadiyah Bantaeng

Multiple regression t test was carried out to determine the partial influence of the learning environment on learning achievement. This test shows $t_{count} > t_{table}$, which is 1.773, with a significance of $0.000 < 0.05$, which indicates that the learning environment of MA Muhammadiyah Bantaeng does have an influence on learning achievement.

3. The influence of interest in learning on the learning achievement of Al-Qur'an-Hadith students at MA Muhammadiyah Bantaeng

Multiple regression t test was carried out to determine the effect of learning interest in partial review on learning achievement. The result is $t_{count} > t_{table}$, which is 1.772, with a significance of $0.021 < 0.05$. This proves that students' learning motivation has a partial influence on their academic success at MA Muhammadiyah Bantaeng.

4. The influence of the learning environment and interest in learning simultaneously on the Al-Qur'an-Hadith learning achievement of MA Muhammadiyah Bantaeng students

a. F test (knowing the simultaneous effect)

Based on the f test regarding the simultaneous (together) influence of the learning environment and learning

interest on learning achievement, the calculated f value $> f$ table is 742.050, with a significance of $0.000 < 0.05$. It means that there is a simultaneous (together) influence between the learning environment and learning interest on student learning achievement at MA Muhammadiyah Bantaeng.

b. Coefficient of Determination (Percentage Influence)

The R Square score obtained is 0.821, which means that there is a simultaneous influence of the learning environment (X1) and learning interest (X2) on the learning achievement (Y) of students at MA Muhammadiyah Bantaeng by 82.1%.

DISCUSSION

The learning environment has an important role in determining learning achievement. Afriza, et al explain the school environment, including safety and a calm and conducive environment (Idola & Sano, 2017). The learning environment greatly influences student learning outcomes. A good environment will produce learning output in the form of a correlation with learning achievement, namely showing that students are getting better in their learning achievement. Moreover, when students' learning interest is high, both factors will further support the achievement of desired learning outcomes (Prantauwati et al., 2021). The learning environment significantly influences learning achievement by 21% with a positive correlation between the two factors

(Fadilah, 2018). The theory proposed by Pratiwi asserts that there is a positive and beneficial influence of both the learning environment and learning interest on the learning achievement of students (Pratiwi et al., 2019).

The theory stated by Slameto suggests that learning achievement can be influenced by students' interest in learning. This also contributes to determining the results and processes of learning experienced by individuals. Individuals who have a positive and persistent interest in learning will study seriously, because there is an attraction towards them in that field of study. Vice versa (Kusumo, 2016). Another theory explains that interest is an encouragement for individuals to focus their concentration on learning in a focused and maximum way. This theory is in line with the results of research published by Mukarromah, where interest in learning is related to learning outcomes in Islamic religious subjects at school (Mukkaromah & Vardia, 2021).

An important finding that can be a complement and reflection in the results of this research is that the learning environment variable in fact statistically has a greater influence than the learning interest variable. This is indicated by the statistical calculations in the partial t-test for the learning environment variable, which obtained a phi value of 0.000. Meanwhile, for the learning interest variable, based on the results of the partial t-test, a phi value of 0.021 was obtained.

This indicates that the learning environment theoretically and mathematically has a greater independent

influence on learning achievement compared to learning interest in students. Therefore, it can be safely said to generalize that the learning environment has a more significant impact on the learning achievement of MA Muhammadiyah Bantaeng students.

CONCLUSION

The conclusion drawn by the researcher is that the learning environment and learning interest simultaneously influence the learning achievement of Quran-Hadith students in the XII grade at MA Muhammadiyah Bantaeng. This is shown by the results of the multiple regression test f test, which obtained a result of 0.000, which is <0.05 , and an f value that is higher than the f table value of 742,050. The R Square test obtained a result of 0.821, which means that the significant positive influence of the learning environment and learning interest on the learning achievement of students at MA Muhammadiyah Bantaeng is 82.1%, and the hypothesis is accepted. It can be said that there is a significant influence between the learning environment (X_1) and learning interest (X_2) on the learning achievement (Y) of students at MA Muhammadiyah Bantaeng.

The limitation of the research is that it has not been explored in more detail about the characteristics of the respondents and the question domains obtained after distributing questionnaires to the students who were the objects of the research. Thus, it is hoped that this can become a research recommendation. Therefore, this aspect is

expected to be a recommendation for future research. Future research can further analyze the influence of several domains included in the question of learning environment variables and learning interest variables that encourage learning achievement in school. Data collection in the form of interviews taken from students, teachers and parents can be a supporting factor for future researchers to carry out in-depth information exploration using mixed method research methods.

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