



Relationship between Learning Interest and Cognitive Ability with Learning Outcomes of Al-Qur'an and Hadith at MtsN Binjai

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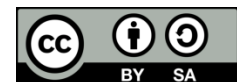
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ABSTRACT

The purpose of this study was to reveal the relationship between learning interest and cognitive abilities with learning outcomes of the Al-Qur'an and Hadith at MTsN Binjai. The population of this study were all 8th grade students, totaling 163 people. A sample of 62 students was calculated using the Yamane taro formula, namely sampling was carried out using a proportional stratified random sampling technique. The research instrument used a questionnaire and was tested on 30 class VIII students who were not the research sample. The research data were analyzed using correlation and regression to examine the relationship between interest and cognitive abilities with learning outcomes. The results of the data analysis found that: 1) student learning interest has a positive relationship with student learning outcomes where the higher the student learning interest, the higher student learning outcomes. 2) students' cognitive abilities are positively related to student learning outcomes where the higher students' cognitive abilities, the higher their learning outcomes, 3) learning interest and cognitive abilities together have a positive relationship with students' learning outcomes of the Qur'an and Hadith.

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1. INTRODUCTION

In language, interest means a high tendency towards something. Interest is a relatively permanent trait in a person. Interest has a great influence on one's activities because with interest one does something that interests him. The understanding of interest according to the term has been put forward by many experts.

Interest is attention containing elements of feeling to receive something. If someone has an interest, someone will do something that interests them seriously. conversely without asking someone will not do something without volunteering. Slameto, emphasized that interest is a feeling of being interested in something or activity without being told. Interest is basically the

acceptance of a relationship between oneself and something outside oneself, the stronger or closer the relationship, the greater the interest.

Interest contains elements of cognition, knowing emotions, feelings and conation of will. The cognition element explains that interest is preceded by knowledge and information about the object addressed by that interest. The emotional element describes where participation and experience are accompanied by certain feelings, usually feelings of pleasure. Meanwhile, the conation element is a continuation of the two, namely making it happen in the form of a will and desire to carry out an activity, including activities held at school.

It can be concluded that someone who has an interest in an object will be interested in that object. Usually the person will always follow the development of information about the object. Interest in an object will encourage someone to find out and study the object and will participate in activities related to the object. Interest is not innate but acquired later. Interest in something is learned and influences learning and influences acceptance of new interests, so interest in something is a learning result that supports further learning. Although interest in something is not essential to be able to learn it, the general assumption states that interest will help someone learn it.

The role of interest is very large if it is associated with the implementation of learning because with students' interest in learning the learning process will be effective. If students are interested in teaching and learning activities, it is almost certain that the teaching and learning process will run well and learning outcomes will also be optimal.

Students who are not interested in a subject can result from the subject matter delivered by the teacher being less interesting, learning strategies are monotonous, students are not given the opportunity to ask questions, in class learning that is carried out tends to be verbalism, also the cognitive abilities of children in absorbing lessons are not good enough have a negative impact on learning outcomes.

The existence of differences in student learning outcomes is influenced by various factors. Learning outcomes are influenced by two factors, namely internal factors and external factors. Internal factors, namely intelligence, attention, interest, talent, motivation, maturity and readiness. While the external factor is the environment. The environment consists of three, namely the family environment, school environment and community environment.

The family environment includes the way parents educate relations between families, the economic situation of the family, the atmosphere of the house, the cultural background and the attention of parents. The school environment includes teaching methods, teacher-student relations, curriculum, student-student relations, school discipline, school time learning tools, and others. Meanwhile, the community environment includes the condition of students in the community of friends associating and forms of community life.

In terms of education, especially in the learning process, the most important thing is that the potential of every child, including intellectual abilities, is nurtured and developed so that the potential of each individual can be realized.

Islam views humanity as a creature born in an empty state without knowledge. However, God gives physical and spiritual potential to learn to develop science and technology for the benefit of the people. Of course, the various potentials that exist in children cannot be realized or they can simply unite themselves in their manifestations to be realized, so that they can be seen clearly. These potentials must experience development and require training.

The potential given by Allah subhanahu wa Ta'Ala to children as written and implied in the Quran surah an-nahl verse 78 which means "And Allah brought you out of your mother's belly in

a state of not knowing anything and he gave you hearing, sight and heart so that you are grateful”.

In this regard, al-Taba taba'i explains that when a child is born from the womb of his mother, the child does not know anything, then the child gets the knowledge he has acquired through means in the form of physical and spiritual potential, in this case, the senses of hearing and sight, imagination, intellect. and heart.

In the paradigm of Islamic education students are immature people and have a number of basic potentials that still need to be developed. Here students are God's creatures who have both physical and spiritual nature that have not reached the level of maturity both in terms of size and balance in other parts. From a spiritual perspective, that is having talent, having wills, feelings and thoughts that are dynamic and need to be developed.

Talent, interest and intelligence or intelligence really determine the style and level of success. So that a child will be successful in works that are in accordance with his talents and interests and if supported by adequate intelligence or intelligence. The level of success varies from one child to another even though the types of talents and interests are the same. But the quality and quantity are definitely not the same. The difference will be greater if one is supported by good intelligence while the other has low intelligence. Therefore, to support them, it is necessary to provide equal opportunities to optimally realize their potential. This means that education must be able to support the talents and abilities of students.

In relation to the process of teaching and learning interaction, there are several factors that need to be considered, including cognitive abilities and interest in learning. Interest in learning is one of the internal factors that is quite important in the teaching and learning process. Cognitive abilities are also one of the factors that determine the success or failure of the teaching and learning process with high students' cognitive abilities that will automatically support the achievement of learning objectives.

The term cognitive comes from the word cognition whose view is knowing means knowing. In a broad sense, cognition is the acquisition, arrangement and use of knowledge. In subsequent developments the term cognitive became popular as one of the domains or areas of the human psychological realm which includes every mental behavior related to understanding, consideration, information processing, problem solving, intentionality and belief.

In this study, the subjects studied were 8th grade students whose ages ranged from 11 to 15 years. According to Jean piaget, the formal operational stage, namely this stage that appears at the age of 7 to 15 years, is the fourth stage according to Jean piaget and the last cognitive stage. At this stage the individual has begun to think about experiences beyond concrete experiences and think about them in a more abstract, idealistic and logical way.

In this final stage of cognitive development, a teenager has the ability to coordinate both simultaneously and sequentially two kinds of cognitive abilities, namely the capacity to use hypotheses and the ability to use abstract principles. With the capacity to use hypotheses, a teenager will be able to think hypothetically, namely thinking about something, especially in terms of solving problems using basic assumptions that are relevant to the environment being responded to. Furthermore, by using the capacity to use abstract principles, one will be able to study abstract subject matter such as the religious sciences, mathematics and other abstract sciences broadly and more deeply.

Thus the levels of cognitive abilities that are expected to be achieved in students after experiencing certain teaching and learning processes. The higher the school level, the higher the level of cognitive ability required of the students.

Without the cognitive domain it is difficult to imagine that a student can think, then without thinking it is impossible for the student to understand and believe in the benefits of the subject matter presented to him. Without thinking, it is also difficult for students to grasp the moral messages contained in the subject matter they are following, including religious subject matter. So that the factors of interest and cognitive ability affect learning outcomes and have considerable fairness in learning activities. Every individual has different learning abilities as well as cognitive abilities, children have different cognitive abilities. There are those who have the ability to absorb in learning quickly but there are also those who are lacking because of that thanks to student learning is also different.

Learning outcomes are abilities that students acquire after going through learning activities. Changes in behavior in learning have been determined beforehand while learning outcomes are determined based on student abilities. The emphasis on learning outcomes is that there is a change from the results of personal input in the form of motivation and expectations for success and input from the environment in the form of motivational design and management is not directly related to the amount of effort expended by students to achieve learning goals. Learning outcomes depend on what is learned, how the subject matter is learned, and the factors that influence the learning process. Because the factors that influence the learning process are never the same, the learning outcomes of each person are always different.

2. RESEARCH METHODE

This research is quantitative by using correlational research. Correlation research was conducted to find out how far the correlation between two or more variables is quantitative. Correlational research also aims to investigate the extent to which variations occur in one or several other factors based on the correlation coefficient. This research was carried out at MTsN Binjai, Pekanbaru road number 2A West End, South Binjai sub-district.

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to study and then conclusions are drawn. The population in the study were all students of class VIII, namely 163 people. The sample is part or representative of the population being studied. The reason for using the sampling technique is to make it easier for researchers to collect data through distributed questionnaires as well as the limited funds and research time. The sampling technique was carried out by random sampling so that each student has the same opportunity to become a sample. The sample in this study amounted to 60 students by means of sampling carried out by proportional stratified random sampling.

The research variable, namely adjustment, is not the object of research observation. In that study there were two variables, namely the independent variables were interest in learning and cognitive ability. While the dependent variable is student learning outcomes in the Qur'anic hadith subject.

Data collection techniques by giving questionnaires and tests to respondents. The student reading interest questionnaire consists of 30 items consisting of 4 answer choices. After calculating, if it is known that all calculated r values are greater than the r table values. Thus, to raise students' reading interest, the maximum number of items is 30 and will be used in research. Then for cognitive ability questionnaire items, there are at most 30 items and will be used in research as well. The most learning achievement test items are as many as 30 items and will be used in this study.

Instrument testing was also carried out to determine the level of skill or reliability of the research instrument. By using Cronbach's Alpha coefficient, the reliability for adopting learning was 0.936 while the reliability for the cognitive ability questionnaire was 0.913 and the reliability for the learning outcomes test was 0.953

3. RESULT AND ANALYSIS

Based on the results of previous research that has been carried out by Idris with the title relationship between learning interest and students' initial ability to pursue the subject of the Qur'anic hadith class XI Tanjung Pura, it can be concluded that: 1) there is a significant relationship between student learning interest and student learning outcomes, it is found that interest student learning contributed 53.8% to improving student learning outcomes. Thus students' interest in reading makes a very significant contribution to improving learning outcomes. 2) based on the results of the determination test, it was found that students' initial abilities contributed 67.3% to the increase in student learning outcomes. From the past it can be concluded that interest in learning and students' initial abilities greatly contribute to improving learning outcomes.

In this study the authors obtained data on students' learning interest variables collected through a questionnaire consisting of 30 items that had been tested for validity and reliability. Furthermore, the lift is given to 62 research respondents who have been selected to be filled. From the data on students' interest in learning, the average or mean = 99.8, variance = 53.3 and standard deviation = 7.3. The highest score obtained was 116 and the lowest score was 78. Meanwhile, the mode was 99.7 and the median was 99.9. Furthermore, if it is confirmed to schools that the ideal average student interest in learning is 75, then the average score of student learning interest is 99.8 which is above the average ideal score. This result means that classically students have an interest in learning that exceeds the average ideal score. Thus it can be understood that students who have an interest in learning in the average group are as much as 37.1% while students who have an interest in learning above the average are as much as 40.3% and those who are below the average are as many as 22.6%.

Data on students' cognitive ability variables were collected through a questionnaire of 30 items that had been tested for validity and reliability. Furthermore, the test was given to 62 research respondents who had been selected to be filled out. From the data on students' cognitive abilities, it was obtained an average or mean of 102.0, a variance of 48.5 and a standard deviation of 7.0. The highest score obtained was 114 and the lowest score was 83. Meanwhile, the mode was 103.4 and the median was 102.6. Furthermore, if confirmed by the school, the ideal average of students' cognitive abilities is 75, then the average score of students' cognitive abilities, namely 102.0, is above the average ideal score. This result means that classically students have cognitive abilities that exceed the average ideal score. Thus it can be understood that students who have cognitive abilities in the average group are as much as 30.6% while students who have cognitive abilities and an average of 32.3% and those who are below the average are 37.1%.

Variable data from the results for these students were collected through a test consisting of 30 items that had been tested for the validity, reliability, discriminating power and difficulty level of the test. Furthermore, the test was given to 62 research respondents who had been selected to be filled out. From the student learning outcomes data obtained an average or mean of 76.9, a variance of 116.6 and a standard deviation of 10.8. The highest score obtained was 97 and the lowest score was 50. Meanwhile, the mode was 81.0 and the median was 78.7. Furthermore, if it is confirmed that the ideal average score of student learning outcomes is 50, then the average score of students' cognitive abilities is 76.9 which is above the average ideal score. This means that

classically students have learning outcomes that exceed the average ideal score. Thus it can be understood that students have learning outcomes in the average group of 19.4% while students who have learning outcomes above the average are as much as 54.8% and those who are below the average are as much as 25.8 %.

Based on the results of calculating the data that has been collected, it is known that the t value is 6.844 for the coefficient of learning interest variable and 4.920 for the cognitive ability variable of students with sig. $0.000 < \alpha 0.05$. This indicates that the equation of the direction of the regression line can be used as a predictive tool to determine the relationship between learning interest and students' cognitive abilities together with student learning outcomes. The coefficient of the regression equation +0.875 for the learning interest variable and +0.657 for the cognitive ability variable indicates that students' interest in learning and students' cognitive abilities have a positive relationship to student learning outcomes. Further analysis is to test the regression equation formed by testing its significance level. Testing this analysis was carried out by the f test, with significance at the 95% level of confidence. Based on the analysis above, it can be concluded that student learning and cognitive abilities are simultaneously positively related to student learning outcomes. Thus the hypothesis which states that there is a significant relationship between learning interest and cognitive abilities on learning outcomes has been tested empirically and can be accepted with a confidence level of 95% or 99% with the magnitude of the relationship between learning interest and cognitive abilities together on student learning outcomes is 60.6%.

The findings obtained based on a series of data analysis show that students' interest in learning and students' cognitive abilities have a positive relationship to the learning outcomes of the Qur'anic hadith subject. Interests and cognitive abilities of students both individually and collectively provide a relationship to the learning outcomes of the Koran hadith obtained by students. This relationship is pingkan at the confidence level of 95% and 99%, therefore the relationship has a very good level of confidence and can be said to be very significant.

DISCUSSION

The relationship between student learning interest and learning outcomes in the Qur'anic hadith subject was 44.5%. This shows that the learning interest variable predictively contributes 44.5% to student learning outcomes. While the ability to have a relationship to student learning outcomes of 29.4%. This shows that students' interest in learning is more related to student learning outcomes than their cognitive abilities. because as Islam says that interest is a feeling of interest in something or activity without anyone ordering it, then if learning does not exist it will be impossible for student learning outcomes to be improved even though their conflict abilities are good.

Students' cognitive abilities have a relationship to student learning outcomes of 29.4%, this indicates that students who have higher life-deprivation abilities will also have higher learning outcomes. Without good comic skills, students will have difficulty thinking. Furthermore, without thinking it is impossible for these students to understand and believe in the benefits of the subject matter presented to them.

The results of this study also show that interest and cognitive ability have a joint relationship with student learning outcomes. The relationship between interest in learning and cognitive abilities together is 60.6%, this indicates that if students have a high interest in learning and also have high cognitive abilities, of course, student learning outcomes will also be high.

The findings of this study also confirm that although it is proven that interest in learning and cognitive abilities have a relationship with student learning outcomes, on the other hand there are still other factors that also provide a relationship with student learning outcomes so that interest and cognitive abilities alone are not enough to produce students who have good and desirable learning outcomes

4. CONCLUSION

Based on the results and discussion of the research it can be concluded that:

1. There is a relationship between student learning interest and learning outcomes in the Qur'anic hadith subject. The correlation between the variables of student learning interest and the learning outcomes variable is 0.667 and is shown through the regression equation $= -24.441 + 1.016X_1$
2. There is a relationship between students' cognitive abilities and student learning outcomes in the subject of the Qur'an and Hadith.
3. There is a relationship between learning interest and cognitive abilities together with student learning outcomes. Correlation of interest in learning and shaping the results of student learning together at 0.779 shows through the reaction equation as follows $= -77.330 + 0.874X_2 + 0.657X_3$.

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