



The Effect of Interest and Attitude on Learning Outcomes of Islamic Education Students in Early Childhood Management Course Management

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Abstract

The purpose of the study was whether there was an effect of interest and attitude on the learning outcomes of early childhood Islamic education students in the class management course at the Al-Azhaar Islamic Institute, Lubuklinggau. This type of research is a correlation method with a quantitative approach. The research population was all students of the Early Childhood Islamic Education study program totaling 212 people. The sample of this study used purposive sampling technique, namely the technique of determining the sample with certain considerations. Techniques for collecting data using questionnaires, observation, and documentation. It is concluded that there is no effect attitude towards learning outcomes, and there is no effect attitude towards learning outcomes. this research provides benefits in looking at the attitudes and interests of students Islamic education study program for children at the Al-Azhaar Institute of Islam Lubuklinggau, Lubuklinggau city, South Sumatra. Novelty in research: researchers want to see the effect of attitudes and interests on learning outcomes at the tertiary level. By knowing the attitudes and interests of learning outcomes in the early childhood Islamic education study program, it can be taken into consideration for leaders. In order to advance this research, it is necessary to carry out further research activities. This research is a new science for the Lubuklinggau Early Childhood Islamic Education Study Program.

Keywords: *Patron-Client; Msm; Dating Application*

Introduction

With education, students will have knowledge and skills that can be developed (Sujana, 2019). To achieve the best education, one must pay attention to the factors that greatly support and influence in

realizing the education, including the student subject factors, teacher factors, facilities and infrastructure, learning methods, environment, and curriculum. (Anzar & Mardhatillah, 2018).

Attitude is an expression of one's feelings that reflects his likes or dislikes towards an object (Rahmawati, 2020), while sAttitude is the evaluation, feeling, and tendency of a person who consistently likes or dislikes an object or idea (Wulandari, 2019). Attitude is said to be a factor contained in humans that can encourage or cause certain behaviors. Some of the characteristics or characteristics of attitudes are as follows: 1) Attitudes are not brought from birth, meaning that attitudes can be learned 2) Attitudes are always related to the object of attitude 3) Attitudes can be focused on one object, and can also be on a set of objects 4) Attitudes can last a long time or briefly 5) Attitude contains feelings and motivation factors (Sham, 2016).

Judging from the factors of the student subject, the attitude towards interest is an important factor that can affect the quality of learning outcomes (Yulianti et al., 2018). In line with this, students' attitudes towards their interests can be influenced by many factors, including the school environment and achievement motivation (Warsid et al., 2020). Another cause besides intellectual intelligence is the lack of interest in student learning to study these subjects (Saputra et al., 2017). Interest is a response to something you like or don't like (Komariah, nd). Interest is also an aspect of a person's behavior that tends to be more positive, the fact that many students are not happy, feel forced or just carry out an obligation (Taufiq et al., 2021).

Interest is a persistent tendency to pay attention and remember some activities (Atikah & Harsono, 2018). Activities that are of interest to someone, are paid attention to continuously accompanied by a sense of pleasure (DTN Putri & Isnani, 2015). In line with (BBA Putri et al., 2019) Interest can be interpreted as a liking, liking, or pleasure for something. and according to (Prakasa et al., 2020) Interest is a person's encouragement to do a job or activity.

Interest is an activity that is noticed continuously with pleasure, likes, likes and is encouraged to do the activity without feeling forced (Audria et al., 2021). Students' interest in learning is a force that will encourage students to learn (Suprihatin, 2015). Students who are interested in their attitude are happy with the lesson and seem driven to continue to study hard, in contrast to students whose attitude is only to accept the subject matter (Heriyati, 2017). They only move to want to learn but it's difficult to be persistent because there is no motivation (Saptono, 2016).

Interest is also one of the internal factors in supporting satisfactory learning outcomes, students who are not interested in the subject matter will show a less sympathetic attitude, lazy and not passionate about the teaching and learning process (Marleni, 2016). The learning process that is less conducive and the students' low interest in learning in the learning process will affect learning achievement and student learning outcomes in these subjects (Giovando et al., 2018). The lack of interest in student learning is due to the ineffectiveness of the teacher in delivering the material and the methods used are less attractive and do not vary (Arsyad & Salahudin, 2018). So it is feared that student learning outcomes will be low and the three domains of cognitive, affective and psychomotor education cannot be achieved (Kasenda & Sentinuwo, 2016).

Interest will give birth to spontaneous attention, so that it will allow someone to study diligently for a long period of time, allowing a student to master and understand the lessons given by the teacher (Imran, 2019). In other words, a learning method is very influential on students' interest in following the lessons conveyed by a teacher (Budiwibowo, 2016). Curiosity and pleasure in learning can be obtained from the material being taught and the teacher's way of delivering learning material (Mahrus et al., 2021).

The factors that influence interest in learning are divided into two, namely internal factors and external factors (Marleni, 2016). One of the internal factors that influence student interest in learning, these internal factors include; students' attention appears driven by curiosity (KHairina & Syafrina, 2017).

Therefore, this sense needs to be stimulated so that students always pay attention to the subject matter given (Wahyuni, 2017). Attitude is the ability to accept or reject an object based on an assessment of the object (Kurniawan et al., 2019). Student attitudes, as well as motives generate and direct their activities (Rismawat, 2018). Talent is a potential or basic skill that is brought from birth (Nurfitriani, 2017). Every individual has different talents (Lucy, 2016). A person will easily learn according to his talent (Sari & Suhaili, 2020).

Ability is often interpreted simply as intelligence (Khadijah & Amelia, 2020). Intelligence is the ability to learn (Achdiyat & Utomo, 2018). General ability is defined as an individual's comparative achievement in a variety of tasks, including solving problems with limited time (Syuliswati, 2019). Motivation functions to generate, underlie, direct the act of learning (Wibowo, 2017). In learning activities, motivation can be said as the overall driving force within a person/student that causes learning activities, which establish continuity and provide direction to learning activities so that the desired goals can be achieved by students (Fiteriani, 2015).

According to (Nurhasanah & Sobandi, 2016) External factors that influence the interest in learning are school factors and family factors. Teachers in the educational process have the task of educating and teaching students so that they can become human beings who can carry out their life tasks in harmony with their human nature (Hazmi, 2019). A teacher's main task is to make students know or do things in a formal way (MiftaKhul, 2020). Learning facilities and infrastructure include school buildings, study rooms (Ridho & Afriansyah, 2019). Meanwhile, learning facilities include textbooks, tools and school facilities (Indrawan, 2015). Complete learning facilities and infrastructure is a good learning condition (Marleni, 2016). This does not mean that complete facilities and infrastructure determine the guarantee of a good learning process (Aslamiah, 2018). In addition to learning materials, the learning process also requires infrastructure that can support the teaching and learning process (Kartika et al., 2019). All tools used in learning activities, with a view to conveying information messages from teacher sources and other sources, to student recipients (Sumiharsono & Hasanah, 2017).

Al-Azhaar Islamic Institute Lubuklinggau is a private university located in the Al-Azhaar Islamic Boarding School Complex, Jl. Pelita No.364, RT.07, Pelita Village, Lubuk Linggau Bar. I, Lubuklinggau City, South Sumatra 31611. Lecturers at the Al-Azhaar Institute of Islam Lubuklinggau have used infocus and computers to support teaching so that students are happier and more interested in learning. However, there are some lecturers who teach not using laptops and infocus due to infocus limitations.

The implementation of classroom teaching still uses the lecture method, based on the results of observations for class management management subjects 60% of students like this course and 40% do not like classroom management management courses.

Previous research only examined: Interest in learning as a determinant of student learning outcomes (Nurhasanah & Sobandi, 2016), The role of learning media in increasing student interest in learning (Tafonao, 2018), The relationship between interest in learning and achievement in learning mathematics (Ratnasari, 2017), The relationship between learning motivation and learning interest of fourth grade students at SDN Poris Gaga 05 Tangerang city (Fauziah et al., 2017), Previous research did not see the effect of interest in learning on student learning outcomes. Because of the importance of this, it is necessary to carry out further research with the title "The influence of interests and attitudes on learning outcomes of early childhood Islamic education students in class management courses.

The results of the study are expected to be able to contribute as consideration for the Al-Azhaar Lubuklinggau Islamic Institute, specifically for the early childhood Islamic education study program in student interest in learning. As well as increasing knowledge for stakeholders at the Al-Azhaar Islamic Institute Lubuklinggau and for lecturers to continue to make improvements in terms of teaching both theoretical and practical subjects.

Research Methods

The research site is at the Al-Azhaar Islamic Institute in Lubuklinggau, the research was conducted for one month from October to the end of November 2021. The method used in this study was correlation with a quantitative approach. In this study, to determine the effect of interest in learning on the learning outcomes of early childhood Islamic education students in taking classroom management courses The Al-Azhaar Lubuklinggau Islamic Institute are:

Table. 1 Research Variable

No	Variable	Description
1	Free (X)	Interest to learn
2	Free (X)	Attitude
2	Bound (Y)	Learning outcomes

Population is a generation area consisting of objects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions (Sutopo & Slamet, 2017). The population in this study were all students of the Al-Azhaar Lubuklinggau Islamic Institute totaling 212 people consisting of semester 1 to semester 7.

The sample is part of the number and characteristics possessed by the population (Ananda & Fadhli, 2018). Whereas (Ekawati et al., nd) The sample is part or representative of the population under study. The sample of this study was Semester 3 students of the Al-Azhaar Islamic Institute, Lubuklinggau. The focus of the research is majoring in early childhood Islamic education because it is related to the title of my research.

So the sampling in this study is to determine the research class using the purposive sampling technique. Purposive sampling is a sampling technique with certain considerations. By choosing 3rd semester students, there are 37 students (Campbell et al., 2020).

There are several data collection techniques used in this study, namely: questionnaires, observation and documentation. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents (Parnabhakti & Puspaningtyas, 2021). The instrument in this study used a questionnaire in the form of a questionnaire consisting of 25 questionnaires. And the statement provided regarding student interest was given to all 3rd semester students of the Al-Azhaar Lubuklinggau Islamic Institute, which became a sample of 37 students. Respondents filled out online questionnaires using google forms and chose answers according to the statements provided and filled in according to actual conditions.

Observation is a complex process, a process composed of various biological and psychological processes (Ananda & Fadhli, 2018). Observation is a technique of collecting data by making direct or indirect observations in the field. In this study, researchers made observations by coming directly and knowing the business communication learning process carried out in the 3rd semester class of the Al-Azhaar Islamic Institute, Lubuklinggau.

Documentation is the usual way to collect secondary data from various sources, both personally and institutionally (Saidah, 2016). The researcher collected data from documents provided by the Early Childhood Islamic Education Study Program at the Al-Azhaar Islamic Institute Lubuklinggau in the form of the results of the 2021 Even semester final exams.

Results and Discussion

Prerequisite Test

1) Normality test

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Attitude	.146	37	.046	.966	37	.300
Interest	.154	37	.027	.964	37	.268
Learning outcomes	.151	37	.034	.961	37	.218

a. Lilliefors Significance Correction

Based on the results of the output value of Sig. Attitude $0.300 > 0.05$, Sig. Interest $0.268 > 0.05$ and the value of Sig. Learning outcomes $0.218 > 0.05$, it is concluded that the data is normally distributed.

2) Linearity test

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Learning outcome: * Attitud	(Combined)	487,728	8	60,966	.699	.690
	Between Groups	23,718	1	23,718	.272	.606
	Deviation from Linearity	464.010	7	66,287	.760	.625
	Within Groups	2443,353	28	87,263		
	Total	2931,081	36			

Based on the output value Deviation from Linearity Sig. $0.625 > 0.05$. It was concluded that there was a significant linear relationship between the variables of learning outcomes and attitudes

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Learning outcome Interests	(Combined)	383,089	8	47,886	.526	.827
	Between Group	16,892	1	16,892	.186	.670
	Deviation from Linearity	366,197	7	52.314	.575	.770
	Within Groups	2547,992	28	91,000		
	Total	2931,081	36			

Based on the output value Deviation from Linearity Sig. $0.670 > 0.05$. It was concluded that there was a significant linear relationship between learning outcomes and interest variables

3) Multicollinearity test

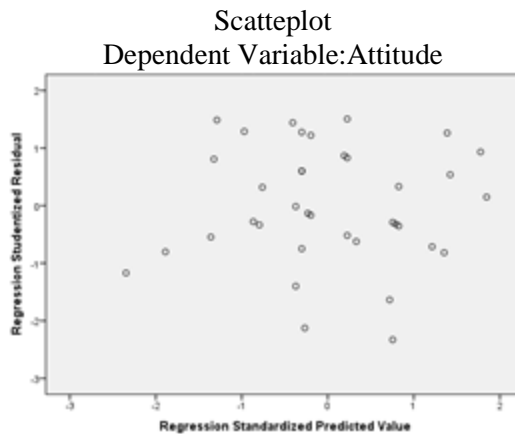
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	19,840	12.626		1,571	.125		
	Interest	.659	.134	.644	4.921	.000	.994	1.006
	Learning outcomes	.044	.140	.041	.314	.756	.994	1.006

a. Dependent Variable: Attitude

Based on the output results **Coefficientsa** in section Collinearity Statistics Tolerance value 0.994 > 0.10 and 1.006 < 10.00, it is concluded that there are no symptoms multicollinearity

4) Heteroscedasticity test



Based on the scatterplot output it is known that

- a) Scatter data points above and below or around the number 0
- b) The dots don't collect just above or below
- c) The spread of data points does not form a wavy pattern that widens then narrows and widens again
- d) The spread of data points is not patterned.

It was concluded that there was no heteroscedasticity problem.

5) Autocorrelation test

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.649a	.421	.387	7.53355	1,709

a. Predictors: (Constant), Learning Outcomes, Interests

b. Dependent Variable: Attitude

Mark Durbin-Watson = 1.709 is greater than the upper limit of $du = 1.590$ and less than $(4-du) 4 - 1.590 = 2.41$, it is concluded that there is no autocorrelation symptom.

Prerequisite Test Met

Multiple Regression Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.315a	.099	.046	13.96297

a. Predictors: (Constant), interests, attitudes

Based on output **Model Summary**: 1. The relationship between attitudes and interests (simultaneously) with learning outcomes is 0.315, which is low, and 2). R Square, the simultaneous contribution or contribution of attitude and interest variables to learning outcomes is 9.9% while 90.1% is determined by other variables.

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	729,311	2	364,656	1,870	.170b
	Residual	6628,797	34	194.965		
	Total	7358.108	36			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), interests, attitudes

Decision making basis based on output **ANOVAa**

Based on output **ANOVAa**: 1) Based on the significance value, it is known that the value of Sig. is $0.170 > 0.05$, then according to the basis of decision making in the F test it can be concluded that: H_0 is accepted, so attitudes and interests simultaneously have no effect on learning outcomes or not significant and 2). Based on the comparison of the calculated F value with the F table, it is known that: F count 1.870 < F table 2.87, then H_0 is accepted, So attitudes and interests simultaneously have no effect on learning outcomes or not significant.

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30,429	18,376		1,656	.107
	Attitude	.257	.317	.173	.811	.423
	Interest	.264	.325	.174	.813	.422

a. Dependent Variable: Mathematics learning achievement

Based on output **Coefficientsa** on

a) Based on output **Coefficientsa** : 1) Based on Significant value, Value Attitude Sig. $0.423 > 0.05$, it is concluded that H_0 is accepted so there is no effect Attitudes towards learning outcomes, and 2). Based on the comparison of the value of t arithmetic with t table, namely t arithmetic attitude $0.811 < t$ table 2.032 then it is concluded that H_0 is accepted so there is no effect Attitude towards learning outcomes.

- b) Based on output **Coefficients**: 1). Based on the significance value, the interest value is Sig. 0.422 > 0.05, it is concluded that Ho is accepted so there is no influence of interest to learning outcomes and 2). based on the comparison of the value of t count with t table, namely t count of interest 0, 813 < t table 2,032 then it is concluded that Ho is accepted so there is no effect Attitude towards learning outcomes.

Conclusion

Based on output, contribution of attitude and interest variables to learning outcomes is 9.9% while 90.1% is determined by other variables. Based on output **ANOVA**: 1) Based on the significance value, it is known that attitudes and interests simultaneously have no effect on learning outcomes. Based on Significant value, it is concluded that Ho is accepted so there is no effect attitude towards learning outcomes, and there is no effect attitude towards learning outcomes.

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