The Effect of Student Motivation on Learning Outcomes in the Tawhid Science Course

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Abstract

This research aims to analyze the influence that occurs on student motivation on learning outcomes in the Tauhid Science course carried out at the Sunan Kalijaga State Islamic University, Yogyakarta, using a quantitative approach. The method used is the descriptive and inferential correlation method with Analysis of Variance to see the influences, differences, and interactions that occur in the learning outcomes of the Tauhid Science course which are reviewed based on learning motivation. The population in this study included all postgraduate students in the Islamic Religious Education study program with a sample of 62 students consisting of 29 students in class A, 22 B, and 11 students in C. In this research, it was found that student motivation and learning outcomes in monotheism courses did not provide a significant correlation with strengths that were classified as weak. The differences in student learning outcomes occurred in class A and class C, and between the other two classes, there was no significant difference. Apart from that, student learning outcomes based on male and female gender did not provide significant differences or interactions. So, for further research, it is hoped that research can be carried out that correlates student learning outcomes with the learning model used based on reviewing initial abilities regarding the Science of Tauhid to see the influence and improvement that occurs.
Keywords: Motivation; Learning Results; Knowledge of Tauhid

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh yang terjadi akan motivasi mahasiswa terhadap hasil belajar pada mata kuliah Ilmu Tauhid yang dilaksanakan di Universitas Islam Negeri Sunan Kalijaga Yogyakarta dengan pendekatan kuantitatif. Metode yang digunakan adalah metode korelasi deskriptif dan inferensial dengan Analysis of Variance untuk melihat pengaruh, perbedaan, dan interaksi yang terjadi pada hasil belajar mata kuliah Ilmu Tauhid yang ditinjau berdasarkan motivasi belajarnya. Adapun populasi pada penelitian ini mencakup seluruh mahasiswa Pascasarjana pada program studi Pendidikan Agama Islam dengan sampel sebanyak 62 mahasiswa yang terdiri dari kelas A sebanyak 29, B sebanyak 22, dan C sebanyak 11 mahasiswa. Pada penelitian ini didapatkan bahwa motivasi dan hasil belajar mahasiswa pada mata kuliah ilmu tauhid tidak memberikan korelasi yang berarti dengan kekuatan yang tergolong lemah. Adapun perbedaan pada hasil belajar mahasiswa terjadi pada kelas A dengan kelas C, dan antara kedua kelas lainnya tidak memberikan perbedaaan yang signifikan. Selain itu pada hasil belajar mahasiswa yang ditinjau berdasarkan jenis kelamin laki-laki dan perempuan tidak memberikan perbedaan dan interaksi yang berarti. Sehingga untuk penelitian selanjutnya diharapkan dapat dilakukan penelitian yang mengkorelasikan hasil belajar mahasiswa dengan model pembelajaran yang digunakan berdasarkan peninjauan kemampuan awal mengenai Ilmu Tauhid untuk melihat pengaruh hingga peningkatan yang terjadi.
Kata Kunci: Motivasi; Hasil Belajar; Ilmu Tauhid

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INTRODUCTION

Human beings in their lives are always inherent in the educational process both internally and externally in interacting with society.[1] It can be said that education is a primary need for human beings.[2] Therefore, with education, humans can innovate both discreetly and inventively and improve their quality of life to improve their quality of life in accordance with their priorities in life. So that education can be said to be an effort to manifest skills in a person in order to expand the potential possessed in him. With education, the learning process lasts a lifetime of human beings as a process of behavioral transformation that tends to attitudes, interests, and values in their abilities.[3] This is coherent with motivation based on human stimulus to be able to maintain their behavior to achieve certain results or goals in their lives.[4]

However, there are still several obstacles in learning, especially in the Tawhid Science course, one of which is about student motivation. Nowadays, the development of the times that is integrated with technology allows students to be able to learn more about the Science of Tawhid independently with various multi-perspectives that they are facing. So that it is necessary to motivate students in lectures to be able to understand the value or element of Tawahi if they feel that there is a limitation of time in lectures to be able to maximize their learning results. With the

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existence of technology, it is possible that fatigue in students is increasingly confirmed.[5] In addition, things that are increasingly accelerating make students quite unmoved in motivating themselves to contemplate. The science of Tawheed, which is often paralleled with ontological studies, allows students to not be able to study it pragmatically.[6] Because one thing or another requires a process of contemplation and self-internalization.

So far, research that correlates motivation with learning outcomes is more about the general picture such as summative tests in Islamic Religious Education.[7] In addition, the learning outcomes that are reviewed as variables are bound to see the relationship and its influence on motivation more related to the models and methods carried out in learning.[8] So that research that relates student learning outcomes in the Tawhid Science course has not been found and carried out much.[9] This is a novelty in this study, especially the learning results in this study are carried out at the Postgraduate level.[10] The science of Tawheed itself emphasizes more on fundamental elements in

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religion which are reflected in behavior and servitude in contextual life. How the development of the times moves exponentially has implications for the discovery of moral degradation and the discovery of many symptoms of dehumanization.

To fill the gap in the previous study, this study aims to analyze the influence that occurs on student motivation on learning outcomes in the Tawhid Science course. In addition, this study will review the differences and interactions that occur on student learning outcomes that are partially based on gender, namely male and female to produce a more elementary conclusion. This research is expected to provide a new perspective on the learning outcomes in the Tawhid Science course which has not yet been done to be analyzed in depth both from the aspects of influence, differences, and interactions reviewed through descriptive and inferential statistics.

RESEARCH METHOD

This research was carried out at Sunan Kalijaga State Islamic University, Yogyakarta with a quantitative approach. The method used in this study is the descriptive and inferential correlation method with Analysis of Variance (ANOVA) to see the influence, differences, and interactions that occur on the learning outcomes of the Tawhid Science course which is reviewed based on the learning motivation. This analysis aims to understand the extent to which learning motivation can influence students' academic success and how other factors may play a role in creating significant interactions.[11] The population in this study includes all Postgraduate students in the Islamic Religious Education study program with a sample of 62 students consisting of classes A, B, and C. The sampling technique uses the Slovin formula, which serves to determine the ideal number of samples from a large population.

In this study, the error tolerance used in the Slovin formula is 10%. This technique was chosen to ensure adequate representation of the population, so that the results of the study can describe the real situation with an adequate degree of accuracy.[12] The prerequisite test for data analysis consisted of a data normality test using Kolmogorov-Smirnov with the help of SPSS software version 26. This normality test aims to ensure that the distribution of data meets the assumption of normality as a condition for statistical analysis. In addition, this study also uses additional analytical approaches, such as homogeneity tests to see the similarities of variance between sample groups, to ensure valid and reliable results. These steps show the researcher's efforts in maintaining the validity and reliability of the data and optimizing the interpretation of the research results.

RESULTS AND DISCUSSION

RESULTS

The following data analysis was carried out to see the influence that occurred on student learning motivation in the Tawhid Science course.

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Tabel 1. Test of Normality

	Statistics	Sig.
Motivation	.130	.011
Learning Outcomes	.135	.007

Based on Table 1 above, it can be seen that the significance values of the independent variable and the bound variable, namely motivation and learning outcomes, are 0.011 and 0.007. This shows that the significance value is less than 0.05, so it can be said that the data is not normally distributed. Then a non-parametric statistical test was carried out using the Spearman Rank test.

Tabel 2. Correlations

	Motivasi	Learning Outcomes
Correlation	1.000	.102
Sig. (2-tailed)		.432

Based on Table 2 above, it can be seen that the significance value of motivation and learning outcomes is 0.432. This shows that the significance value is greater than 0.05 so that it can be said that there is no correlation between student motivation and learning outcomes in the Tawhid Science course.

Tabel 3. Pedoman Interpretasi Korelasi

Koefesien	Interpretasi
0.00	No relationship
0.01 – 0.09	Relationships are less meaningful
0.10 – 0.29	Weak relationship
0.30 – 0.49	Moderate relationships
0.50 – 0.69	Strong relationships
0.70 – 0.89	Relationships are very strong
>0.90	Near-perfect relationship

Based on Table 3 above, it can be seen that the correlation value of 0.102 is in the range of 0.10 – 0.29. This shows that the relationship that occurs between motivation and student learning outcomes in the Tawhid Science course has a weak relationship. Furthermore, a statistical test was carried out to see the differences and interactions that occurred between the learning outcomes reviewed based on the class and gender of students in the Tawhid Science course.

Tabel 4. Test of Normality

	Statistics	Sig.
Standardized Residual	.094	.200*

Based on Table 4 above, it can be seen that the significance value in the standardized residual is 0.200. This shows that the significance value is greater than 0.05, so it can be said that the data on student learning outcomes in the Tawhid Science course is normally distributed. This is reviewed based on the class and gender of men and women. Then to see the variance of the data, the Levene test was carried out as follows.

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Tabel 5. Levene's Test of Equality of Error Variances[a,b]

	Statistics	Sig.
Based on Mean	3.701	.006

Based on Table 5 above, it can be seen that the value of Sig. Based on Mean is 0.006. From the data, it was obtained that the significance value was less than 0.05, so it can be concluded that the variance value of student learning outcome data in the Tawhid Science course does not have the same variance or can be said to be not homogeneous.

Tabel 6. Tests of Between-Subjects Effects

Source	Mean Square	F	Sig.
Class	145.394	3.767	.029
Gender	25.055	.649	.424
Class*Gender	10.452	.271	.764

Based on Table 5 above, it can be seen that the Significance values of class, gender, and class*gender are 0.029, 0.424, and 0.764. From the data, it was obtained that the significance value based on student class was less than 0.05, while the significance value on gender and class* gender was greater than 0.05. So it can be concluded that there is a difference in student learning outcomes reviewed based on grades A, B, and C. However, there is no significant difference when reviewed based on the gender of students, besides that there is no interaction between classes A, B, and C with male and female genders in the learning outcomes of Tawhid Science. Then it was continued with the Post Hoc test to see the differences that occurred in grades A, B, and C more specifically.

Tabel 7. Multiple Comparisons

| Class	Class	Mean Difference	Std. Error	Sig.
A	B	.440	1.757	1.00
	C	5.94*	2.200	.027
B	C	5.50	2.294	.060

Based on Table 7 above, it can be seen that the significance values between class A and class B, class A and class C, and class B and class C are 1,000, 0.027, and 0.060. From the data, it was obtained that the significance value between class A and class C was less than 0.05, while the significance value between class A and class B and class B and class C was greater than 0.05. So it can be concluded that there is a difference in learning outcomes in the Tawhid Science course in class A and class C. As for class A with class B and class B with class B, there is no significant difference.

DISCUSSION

Based on the presentation of the results of the above research, it can be seen that the motivation given in the Tawhid Science lecture does not provide a meaningful correlation to student learning outcomes. However, it was found that the correlation relationship was relatively weak, so it can be said that the relationship that there is no difference between student motivation

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and learning outcomes can still be reviewed. The data on motivation and student learning outcomes in the Tawhid Science course shows data that is not normally distributed.

Gambar 1. Detrended Normal Q-Q Variabel X dan Y
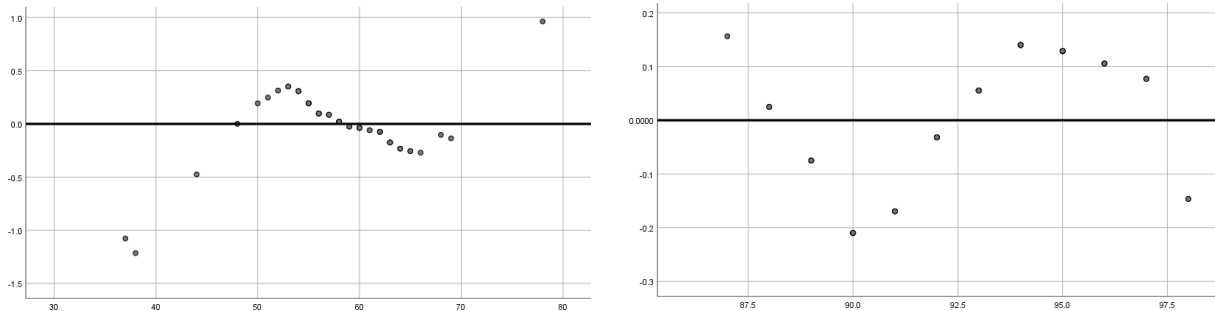
Based on Figure 1 above, it can be seen that the motivation data and learning outcomes which are the dominant variables X and Y are far from the line. So it can be said that the data on student motivation and learning outcomes in the Tawhid Science course is not normally distributed. The number of students in the Tawhid Science course reviewed by class and gender is as follows.

Tabel 8. Descriptive Statistics

| Class	Gender	$\bar{x}$	σ	n
A	Male	59.08	8.544	12
	Female	59.00	4.093	17
	Total	59.03	6.185	29
B	Male	58.25	3.235	16
	Female	59.50	3.209	6
	Total	58.59	3.202	22
C	Male	51.67	9.026	6
	Female	54.80	10.895	5
	Total	53.09	9.534	11
Total	Male	57.38	6.985	34
	Female	58.36	5.684	28
	Total	57.82	6.398	62

Based on Table 8 above, it can be seen that the average score of students in class A based on male and female gender is 59.08 and 59.00 with a total of 59.03. Then for class B of 58.25 and 59.50 with a total of 58.59. Meanwhile, for class C it is 51.67 and 54.80 with a total of 53.09. So that overall the average score of male and female students in classes A, B, and C is 57.38 and 58.36 with a total of 57.82. Meanwhile, the value of the standard deviation to see the distribution of data around the average score in class A based on male and female genders was 8,544 and 4,093 with a total of 6,185. Then for class B of 3,235 and 3,209 with a total of 3,202. As for class C, there are 9,026 and 10,895 with a total of 9,534. So that overall the standard deviation values of male and female students in classes A, B, and C are 6,985 and 5,684 for a total of 6,398.

Tabel 9. Between Subjetcs Factors

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		Jenis Kelamin		Total
		Laki-laki	Perempuan	
Kelas	A	12	17	29
	B	16	6	22
	C	6	5	11
	Total	34	28	62

Based on Table 9 above, it can be seen that the number of male and female students in class A is 12 and 17 with a total of 29. Then in class B there are 16 and 6 with a total of 22. Meanwhile, in class C there are 6 and 5 with a total of 11. So that overall the number of male and female students in classes A, B, and C is 34 and 28 with a total of 62 students..

Gambar 2. Estimated Marginal Means
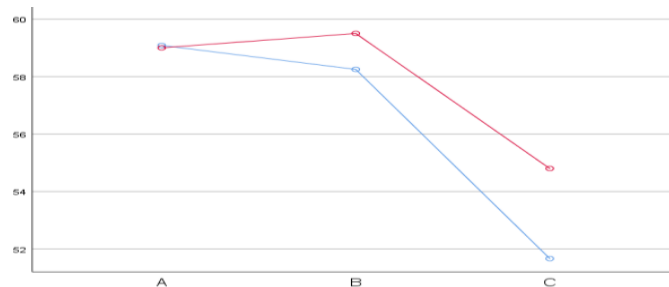
Based on Figure 2 above, it can be seen that male and female students are aimed at the blue and red lines. The average score of male students in class A is better than that of female students, while in classes B and C it can be seen that the average score of female students is better than that of male students. Furthermore, this is parallel to the results of the inferential statistical test which shows that there are differences in student learning outcomes reviewed based on grades A, B, and C. However, there are no significant differences and interactions when reviewed based on the gender of students in the learning outcomes of Tawhid Science. The difference in student learning outcomes is very significant between class A and class C, but in class A and class B and class C there is no significant difference. Thus, it shows that in the Tawhid Science course at the postgraduate level, there is a significant difference in student learning outcomes that are reviewed based on their class, but there is no difference that differentiates student learning outcomes when associated with their gender, namely male and female. In addition, it is relevant to previous research.[13] However, the difference in this research is that it was carried out at the postgraduate level.

CONCLUSION

In this study, it can be concluded that the learning outcomes in the Tawhid Science course with a sample of 62 students do not provide a meaningful correlation to student learning motivation with a relatively weak correlation strength. However, due to the weakness of the

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correlation that occurs, it can be re-supremacized with a larger sample or statement on the questionnaire that is distributed. The number of students in class A is 12 and 17 with a total of 29. Then in class B there are 16 and 6 with a total of 22. Meanwhile, in class C there are 6 and 5 with a total of 11. So that overall the number of male and female students in classes A, B, and C is 34 and 28 with a total of 62 students. In addition, the learning outcomes of students reviewed by gender showed a very transparent difference, especially in class A and class C, but on the other hand, in class A with class B and class B with class C did not show significant differences. So that the difference is not significant enough when reviewed based on male and female genders, and the interaction that occurs in learning outcomes with the gender of students does not provide significant results.

The scientific contribution to this study is that the Tawhid Science course provides a significant difference in student learning outcomes with the existing class differentiation, but it does not have a significant impact on gender differences and interactions that occur in the Tawhid Science course. Thus, for further research, it is hoped that a review of student learning outcomes in Tawhid Science can be conducted by correlating it to the learning model provided or can be integrated with a review of students' initial abilities regarding Tawhid Science. So that it can be seen that the influence and improvement that occurs between student learning outcomes and initial abilities in monotheism is implemented with an ICT-based learning model.

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