

**THE CONTRIBUTION OF STUDY HABITS AND INTERESTS TO
THE LEARNING OUTCOMES OF THE SUBJECTS OF THE QUR'AN
HADITH STUDENTS OF CLASS VIII MTS MESRA
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Abstract

This study aims to find out: (1) contribution positive and significance between student learning habits towards learning outcomes, (2) contribution positive and significance between students' interest in learning on the results of learning, and (3) contribution positive and significance between learning habits and student learning interest towards learning outcomes. The research was conducted at MTs Mesra Pematangsiantar city. This type of research is quantitative with a correlational method. The population in the study were all eighth grade students in the MTs Mesra Pematangsiantar city, amounting to 89 people, while the sample amounted to 72 students using the Krejcie Morgan table. Data analysis techniques used simple correlation and correlation analysis with a significant level $\alpha = 0.05$. The results of the study are: (1) there are positive and significant contributions to learning habits with learning outcomes in MTs Mesra Pematangsiantar city, (2) there is a positive and significant contribution between interest in learning with the results of learning in MTs Mesra Pematangsiantar City., and (3) there are positive and significant contributions together between learning habits and interest in learning with Al-learning outcomes in MTs Mesra Pematangsiantar city.

Keywords: Habits, Interests, Learning Outcomes

INTRODUCTION

Student learning habits are a factor that must be considered by the teacher so that the achievement of student learning outcomes can be achieved optimally. For a teacher, giving birth to a positive attitude is a very important thing to do for all subjects, including the Qur'anic subjects of Hadith. Because with this positive attitude a love or love for certain

subjects will emerge. And automatically love or love for certain subjects will cause excitement for students to learn it.

This means that his study habits related to subjects he likes will also improve. For example, students will learn even though there are no teachers in the class, they will repeat or learn material that has been or has not been learned even though no one has instructed it, made a summary, underlined the material that was considered important, prepared learning equipment to be used the next day, and so forth.

Interest in learning internalized in learners will provide support for the learning activities they do. Learning interest is a strength in students' self in doing something without being dependent on others, of course it has meaning that is meaningful to a student in planning, managing and completing his learning activities. Interest in learning each student is different from each other, this is influenced from within and from outside the students themselves.

Students who have a high interest in learning will more easily understand teaching material, because he has a high interest. The indicators can be seen from the enthusiasm of students in independent learning and discovering new information in learning. This is in line with the presentation of Djamarah and Zain (2002: 133) explaining the great interest in its influence on learning activities. Students who are interested in a lesson will learn it seriously, because there is an attraction for him. Students easily memorize subjects that interest them. The learning process will run smoothly if accompanied by interest.

THEORITICAL REVIEW

Learning habits are ways of learning activities that are often done everyday when learning so that it automatically becomes habitual and sustainable. So habits have the power to dominate a person's behavior. (<http://www.psychologymania.com>).

Based on this understanding several things are concluded as follows: (1) habits are learning outcomes that show certain patterns of behavior, (2) habits always exhibit a behavior, (3) habits have properties or patterns such as: consistent, automatic, certain, easy, integrated with an individual person. Habits can also be strong or weak depending on the motivation that accompanies them from the intent and purpose of activities that have become the habit, and (4) well-organized and well-

planned learning habits will produce an achievement that can provide encouragement for individuals to continue to excel.

Someone who conducts learning activities and at the end of that activity has gained a change in himself by having new experiences, then the individual is said to have learned. Djamarah further (2011: 14) said that the changes that occur due to learning are changes that come in contact with the psychological aspects and affect behavior, whereas changes in behavior due to drinking due to drinking, due to crazy, due to collisions, etc., are not learning categories What is meant is.

In general, learning objectives are behavioral changes. Sardiman (2011: 27-29) formulated learning objectives into several parts, namely: (1) to gain knowledge, (2) inculcation of concepts and skills, and (3) attitude formation. Furthermore, the circumstances that accompany learning activities clearly contribute to the process and goals achieved, then it is called the factors that influence learning. Mardianto (2013: 41-42) formulates several factors that can affect learning, namely: (1) factors originating from outside the student, namely non-social and social factors, and (2) factors originating from within themselves students, namely physiological and psychological factors.

The same thing was expressed by Aunurrahman (2012: 177) who shared learning factors into two factors, namely internal factors and external factors of learning. The internal factors are as follows: (1) the characteristics / characteristics of students, (2) attitudes towards learning, (2) learning motivation, (3) concentration of learning, (4) processing learning materials, (5) exploring learning outcomes, (6)) confidence, and (7) learning habits. Furthermore, learning external factors formulated by Aunurrahman include: (1) teacher factors, (2) social environment, (3) school curriculum, and (4) facilities and infrastructure.

Winkel (2009: 188) interest is defined as the tendency of a settled subject to feel interested in a particular field of study or subject and feel happy to study the material. Meanwhile, according to Sabri (2005: 88) interest is the tendency to always pay attention and remember something continuously, this interest is closely related to feelings of pleasure, because it can be said that interest occurs because of a happy attitude towards something, people are interested in something means he is happy to something

Slameto (2005: 156) explains the expression of interest can be known through a statement that shows individuals like something than others, or

through participation / participation in an activity. Learners show their interest in something by participating in activities that are held which are expressions of how they actualize the sense of pleasure and liking they have for something that is of interest

Hurlock (1990: 243) explains that there are two aspects of the meaning of interests, namely: (1) cognitive aspects, in this case interest is based on concepts developed regarding fields related to interests gained from personal experience and learned at home, at school, in the community as well as in various types of mass media, and (2) affective aspects, in this case the interest expressed in attitudes towards the activities generated by that interest, as a result of personal experience and the influence of the attitudes of people considered important, such as parents, teachers, or friends the same age.

Both aspects of interest are equally important in determining what an individual will and does not do as well as the type of personal and social adjustment, but the affective aspect is far more important than the cognitive aspect. This is due to the affective aspects having a greater role in motivating actions from the cognitive aspect, meaning that the positive emotional weight of interest will strengthen interest in actions and the affective aspects that have been formed tend to be more resistant to change than cognitive aspects.

Dimiyati and Mudjiono (2006: 4) explain learning outcomes are the results achieved in the form of numbers or scores after being given a test of learning outcomes at the end of each learning. The value obtained by students becomes a reference to see the mastery of students in receiving subject matter. Meanwhile, according to Sudjana (2009: 21) that learning outcomes are abilities possessed by students after he has a learning experience.

In line with the above opinion, Purwanto (2002: 22) revealed that learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide behavioral changes both knowledge, understanding, attitudes and skills of students so that it becomes better than before.

Gagne and Briggs in Sudjana (2002: 45) suggest that learning outcomes can be grouped into five categories, namely intellectual skills, cognitive strategies, verbal information, motor skills and attitudes.

METHODS

The research method used is quantitative research with a correlational approach that is to see the contribution of learning habits and interest in learning outcomes. The population is 89 students, according to the Krejcie table the sample that will be used is 72 people taken by simple random sampling technique. Data collection techniques used are non-test techniques and test techniques. Non-test techniques, namely the questionnaire used to capture data variables of study habits and interest in learning. While the test technique to capture data on learning outcome variables. Data analysis techniques used correlation and regression.

RESEARCH RESULTS AND DISCUSSION

The findings of this study indicate that there are positive and significant contributions between learning habits and learning outcomes of the Qur'an Hadith students of Madrasah Tsanawiyah Private Mesra Pematangsiantar City with a correlation value of 0.354. Learning habits also contribute effectively to the learning outcomes of the Al-Qur'an Hadith students of Private Madrasah Tsanawiyah Mesra Pematangsiantar City with a figure of 9.90%.

This shows the category of contribution between study habits with learning outcomes of the Qur'an Hadith students of Madrasah Tsanawiyah Private Mesra City Pematangsiantar medium category. Effective contribution given the variable of interest in learning towards the learning outcomes of the Al-Qur'an Hadith students of Madrasah Tsanawiyah Private Mesra Pematangsiantar City by 9.90%. This data makes an opportunity for teachers and parents to always improve the learning habits of students in Private Madrasah Tsanawiyah Mesra Pematangsiantar City.

Variations that occur in the learning habits variable of 9.90% can be predicted in improving the learning outcomes of Al-Qur'an Hadith MTs Mesra students Pematangsiantar City. Furthermore, there is a linearity and significance of regression of learning habits variables to the learning outcomes variable as evidenced by the existence of a regression line equation $\hat{Y} = 71.60 + 0.23X_1$, which means an increase in one MTs Mesra Pematangsiantar City score will increase every 0.23 score on learning outcomes so the results can be accounted for.

Learning habits are one of the important elements that students must possess to improve learning outcomes. Because through good study habits students can achieve variety, the teacher can carry out roles and

functions in carrying out his assignments. Students with high study habits will be better able to receive teaching material because they make maximum efforts to master the teaching material. Thus, students who always train themselves continuously will be able to find systematic learning procedures which in turn students are accustomed and trained to solve problems. Thus the consequence if students with low learning habits will certainly be low also the achievement of learning outcomes Al-Qur'an Hadith, conversely students with high learning habits then the level of achievement of learning results Al-Qur'an Hadith is higher.

The findings of this study support the results of previous studies conducted include: (1) Siagian research (2016) which shows there is an influence of student interest in student mathematics learning achievement, there is an influence of student learning habits on student mathematics learning achievement, there is an influence of interaction of student interest and habits student learning towards student mathematics learning achievement. Based on the results of further tests known students' interest in learning and study habits together affect student mathematics learning achievement. In other words, high student interest and study habits will also be high in students' mathematics learning achievement, (2) Santi and Sarkim's research (2017) shows that there is a significant correlation between study habits and physics learning achievement with a significant level of 0.05. The correlation coefficient between study habits and learning achievement in the city of Tanjungpinang and Metro cities are 0.151 and 0.119, respectively. While the overall correlation coefficient is 0.150.

The research findings show the learning interest of Madrasah Tsanawiyah Private Mesra Pematangsiantar City students showed a positive and significant contribution to learning outcomes with a correlation magnitude of 0.473. Furthermore, the effective contribution to the learning outcomes of Al-Qur'an Hadith of Private Madrasah Tsanawiyah Mesra students in Pematangsiantar City was 20.00%.

This shows the category of contribution between learning interest with the learning outcomes of Madrasah Tsanawiyah Private Mesra Pematangsiantar City in the medium category. Effective contribution given the variable of learning interest towards learning outcomes of 20.00%. This data makes an opportunity for teachers and parents to always increase the learning interest of students in the Madrasah Tsanawiyah Private Mesra Pematangsiantar City.

Variations that occur in the variable learning interest of 20.00% can be predicted in improving learning outcomes. Furthermore, there is a linearity and significance of the regression variable of interest in learning to the learning outcomes variable as evidenced by the existence of a regression line equation $\hat{Y} = 68.96 + 0.28 X_2$, which means that an increase in one score of learning interest will increase every 0.28 score on learning outcomes so results can be accounted for.

Interest in learning is a form of soul tendency, in the form of passion or desire, which can encourage students to be interested and feel happy about a particular activity or activity. Learning interest is the cause of student participation and is carried out in an activity or not, especially related to learning activities. Interest in learning internalized in learners will provide support for the learning activities they do. Learning interest is a strength in students' self in doing something without being dependent on others, of course it has meaning that is meaningful to a student in planning, managing and completing his learning activities.

Interest in learning every student is different from each other. This is influenced from within and from outside the students themselves. Students who have a high interest in learning will find it easier to understand the teaching material of the Qur'an and practice it, because they have a high interest. The indicators can be seen from students' enthusiasm in independent learning and discovering new information in the Qur'anic lessons of Hadith.

The findings of this study support the results of previous studies conducted, including the following: (1) research Daradjaad and Fitriyati (2016) shows the results of the t test of interest in learning interest of 20.665 with a significance probability value of $0.000 < 0.05$ then in this study shows that there are Significant influence between learning interest with student achievement. Furthermore, the value (b1) / regression coefficient $X_1 = 2.550$ shows that if interest in learning increases one unit based on measurements made in the learning interest questionnaire, learning achievement increases 2,550 assuming the other variables do not change or are constant, (2) research Trisnowali (2017) shows inferential analysis of achievement motivation variables, mathematics learning interest and mathematics learning attitude together significantly influence the mathematics learning outcomes of class X students of SMA Negeri 2 Watampone, with a regression equation $Y = -39,937 + 0.625 X_1 + 0.737 X_2 + 0.685 X_3$. The coefficient of determination $r^2 = 0.702$.

Study habits and interest in learning together show a positive and significant relationship with student learning outcomes in Private Madrasah Tsanawiyah Mesra Pematangsiantar City with a magnitude of correlation 0.549 and effective contribution given study habits and learning interest together towards learning outcomes is 30.20 %. This means that there are still more factors that can support learning outcomes not examined in this study.

The effective contribution of the two variables namely learning habits and learning interest variables towards the learning outcomes of students in Private Madrasah Tsanawiyah Mesra Pematangsiantar City then the greater contribution is learning interest which is 20.00% while the learning habits variable is 9.90%. because learning outcomes are determined by the high learning interest to carry out the tasks and functions inherent in students.

There is a positive and significant relationship of learning habits and interest in learning together to the learning outcomes of the Qur'an Hadith students of Madrasah Tsanawiyah Private Mesra Pematangsiantar City. This shows that study habits and interest in learning are urgent in improving learning outcomes, as in this study if study habits and learning interests are not effective or low then of course student learning outcomes are also low. Conversely, if study habits and interest in learning are effective or high, of course the learning outcomes to be achieved by Madrasah Tsanawiyah Private Mesra Pematangsiantar City will be higher as well.

The consequences of the relationship between study habits and learning interest together with learning outcomes, the teacher and parents to provide motivation to students related to study habits and interest in learning through good communication with students. Teachers and parents always remind students to do good learning habits and increase student interest in learning, teachers through madrasa programs that are clear and purposeful, while parents can apply discipline to students to habitually study at home either learning in learning teaching material or doing assignments from the teacher.

The research has been done as well as possible and as perfect as possible using scientific research procedures, but researchers realize that they are not immune from flaws and shortcomings, so in this study there are also limitations and weaknesses that cannot be denied. In general,

there are two things that cause sources of error in a study, namely sampling or analysis subjects and research instruments.

The limitation factor also occurs when collecting research data netted through a questionnaire given to research respondents, then in practice it is suspected that there are respondents giving the choice of the questionnaire statement option not in accordance with the actual situation. To overcome this, the implementation of questionnaire assistance is needed during the questionnaire filling.

CONCLUSIONS

The conclusions of the study are: (1) there is a positive and significant contribution to study habits with the learning outcomes of the Koran Madrasah Tsanawiyah students in Private Mesra Pematangsiantar City. This means that the higher and more positive learning habits, the higher and more positive student learning outcomes by making an effective contribution of 9.90%, (2) there is a positive and significant contribution between learning interest and learning outcomes of Al-Qur'an Hadith of Madrasah Tsanawiyah students Private Intimate City of Pematangsiantar. This means that the higher and more positive interest in learning, the higher and more positive learning outcomes by making an effective contribution of 20.00%, and (3) there is a positive and significant contribution together between learning habits and learning interest with learning outcomes Al- Qur'an Hadith students of Madrasah Tsanawiyah Private Mesra Pematangsiantar City. This means that the higher and more positive study habits and interest in learning, the higher and more positive learning outcomes by making an effective contribution of 30.20%. This means that 30.20% of the variation in learning outcomes can be predicted by the two independent variables. In other words, study habits and interest in learning together can improve learning outcomes with a linearity line $\hat{Y} = 138.80 + 0.18X_1 + 0.25X_2$.

RECOMMENDATIONS

The recommendations that can be conveyed are: (1) to the teacher to be able to motivate students to apply good learning habits and increase student interest in applying various learning methods and media because through this it is expected that in turn can improve student learning outcomes, (2) parents should be able to intensively apply student learning habits through disciplined learning and facilitate students to learn at home

because through this it is hoped that in turn it can improve student learning outcomes, and (3) to other researchers that this research needs to be followed up specifically related with different variables that contribute to learning outcomes.

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