

CONTRIBUTION OF ISLAMIC ACTIVITIES OF NURUL IKHWAN AND THE INTEREST OF READING AL-QUR'AN TO THE RESULTS OF STUDENT ISLAMIC EDUCATION SMP NEGERI 2 LUBUK PAKAM

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Abstract

This study aims to identify and describe: (1) the contribution of Nurul Ikhwan's Islamic spiritual activities to the learning outcomes of Islamic Religious Education of grade IX students at SMP Negeri 2 Lubuk Pakam, (2) the contribution of reading interest in the Qur'an on the learning outcomes of PAI class IX students at SMP Negeri 2 Lubuk Pakam, and (3) the contribution of Nurul Ikhwan's Islamic spiritual activities and the interest in reading the Koran to the learning outcomes of Islamic Religious Education students of grade IX at SMP Negeri 2 Lubuk Pakam. The research was conducted at Middle School 2 Lubuk Pakam. This research is a quantitative study with a correlation research method. The population in this study were all students of class IX which consisted of 9 classes with a total of 186. The sample was 20% of the students totaling 186, namely 37.2 rounded off by 37 students who were taken randomly (random sample). The data collection instrument used was a questionnaire. The data analysis used is correlation and regression. The findings of the study show: (1) there is a positive and significant contribution of spiritual activity to the learning outcomes of Islamic Education with a correlation number of 2.528 with the regression line equation $\hat{Y} = 77.15 + 0.12 X_1$, (2) there is a positive and significant contribution of interest in reading Al-Qur ' the result of Islamic Religious Education learning with a correlation number of 3.591 with the regression line equation $\hat{Y} = \hat{Y} = 66.26 + 0.27X_2$. and (3) there is a positive and significant contribution to spiritual activities and interest in reading Al-Qur'an on learning outcomes of Islamic Education with a correlation number of 14.42 with the regression line equation $\hat{Y} = 35.56 + 0.09X_1 + 0.24X_2$. The spiritual activity variable contributed to Islamic education learning outcomes by 10.70%, while the Qur'an reading interest variable contributed 22.90% to the Islamic Religious Education learning outcome.

Keywords: Islamic Activities, Interest Of Reading Al-Qur'an

Introduction

Interest in reading the Qur'an is one of the factors to improve learning outcomes of Islamic Religious Education for students in addition to spiritual activities. As the results of Khuloqo's research (2017:33) state that the increase or decrease in Islamic Religious Education learning outcomes is caused by several factors, one of which is student psychological factors. Psychological is a

mental symptom experienced by students in themselves. As stated by Slameto (2010:55), several factors are contained in the psychology of students, namely: intelligence, attention, interests, talents, motives, maturity, and fatigue. Interest is one of the factors in students in improving learning outcomes of Islamic Religious Education. Students who are less interested in taking lessons will result in a lack of focus in teaching and learning activities in the classroom. This is supported by the results of research conducted by Yuni (2019: 99) which found that, by 24.85% there was a positive relationship between students' reading interest and learning outcomes of Islamic Religious Education. Based on these findings, it shows that the learning outcomes of Islamic Religious Education are achieved when students' reading interest increases because reading interest has a contribution to Islamic Religious Education learning outcomes.

Interest in this study focused on students' interest in reading the Qur'an. Reading interest according to Rohmad (2004:283) is a high tendency of the heart towards reading activities. This tendency born from within students causes students to be able to focus and want to read. Interest in reading in recent years has become the focus of the government, especially the government of Deli Serdang Regency through the national movement for reading fondness. Deputy Regent of Deli Serdang, H. M. Yusuf Siregar stated, "The culture of reading books is currently starting to be abandoned due to digitalization technology, especially with the presence of games in gadgets, making children more fond of playing games than reading books. Of course this is a concern. Even though children are capital, children are assets, the assets we have are children" (Deli Serdang News Portal dated August 23, 2019 accessed August 29, 2020).

The statement above indicates that students who are children have decreased interest in reading in the midst of today's sophisticated digital world. Reading should no longer be a problem at this time because all reading materials in the form of e-journals, ebooks, e-learning, articles and others are all widely available on the internet through gadgets owned by each student. Such conditions indicate a decrease in the quality of graduates of a school. Rohmad (2004:170) explains that if reading interest is good, then the quality of school graduates will be good. Conversely, if reading interest is bad, then the quality of school graduates will be bad. The level of students' reading interest will have a significant effect on the quality of the school which is called the output in the learning system. Of course, it is very fatal if the low interest in reading is allowed to continue to decrease the quality of our education.

The Qur'an is a holy book that was revealed by Allah through the angel Gabriel to the prophet Muhammad (PBUH) gradually with its pronunciation. Manna 'al-Qaththan (1990:21) says that the Qur'an is the word of Allah which was revealed to Muhammad and reading it is worship. The term kalam actually includes all words, but because the term is based on Allah (kalamullah), it is not included in the Qur'anic terms words that come from other than Allah, such as the words of humans, jinn and angels. Nata (2000:54) asserts that reading the

Qur'an is a commandment, therefore reading the Qur'an is worship. So interest in reading the Qur'an is a high tendency of the heart towards the activity of reading the Qur'an.

If reading books is something that must become a culture or tradition, then reading the Qur'an which is worship and has a reward is something that takes precedence and gets more attention. This means that students must first be interested in reading the Qur'an rather than reading other books. The existence of God's promise in the form of people who read the Qur'an will get a reward is part of motivating humans without exception for students to increase interest in reading the Qur'an. In addition to getting a reward, according to Mahmud (1990: 53) another goal is to be able to read fluently and correct recitation, to be able to get used to the values contained in reading the Qur'an in daily life and to enrich the vocabulary and vocabulary. beautiful and captivating words. These goals should increase students' motivation to be more interested in reading the Qur'an.

However, the researcher found that the students of SMP Negeri 2 Lubuk Pakam had less interest in reading the Qur'an due to the lack of students' habit of reading the Qur'an. Students prefer to spend time with their gadgets rather than having to set aside time to read the Qur'an. If at school, new students are accustomed to reading the Qur'an through spiritual activities. This cannot maximize students' interest in reading the Qur'an by only relying on activities carried out for a few hours every week. Whereas Arsyad and Salahudin (2018) conducted a study showing the results that 80% of PAI learning outcomes were influenced by student interest in learning, especially learning to read the Qur'an. Nuraeni (2017) added that there was a contribution of interest in learning to the learning outcomes of Islamic Religious Education by 28%, which means the higher the interest in learning, the higher the learning outcomes of Islamic Religious Education students. Increasing students' interest in reading the Qur'an is a shared responsibility among educational stakeholders.

Hariandi (2019:21) explains the need for school collaboration with parents, school collaboration with the community and the provision of facilities and infrastructure as well as families who are role models for students. If all components work together, then students' interest in reading the Qur'an will increase so that students' learning outcomes of Islamic Religious Education will also increase. Conversely, if one of these components does not work according to the needs of increasing students' interest in reading the Qur'an, then it is impossible for students to have high interest in reading the Qur'an and it is impossible for educational outputs such as graduates from educational units to be qualified graduates. There is a need for firm consistency between educational stakeholders in overseeing the success of student learning at all times with all existing efforts so that students' learning outcomes of Islamic Religious Education increase.

Research Methods

The method used in this research is correlational quantitative method. The population of this study was 186 students of SMP Negeri 2 Lubuk Pakam for the academic year 2020/2021 with a sample of 37 students. The data collection instrument is a questionnaire, then the data analysis techniques used are correlation and regression.

Research Result and Discussion

Spiritual activities have a positive and significant contribution to the learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam. This shows that spiritual activities can help students in improving learning outcomes of Islamic Religious Education. Students who take part in spiritual activities will help them understand the lesson. This is in accordance with the opinion of Nurdin (2018:26) stating that rohis is an extracurricular organization that accommodates Muslim students to gather and aims to deepen and strengthen Islamic teachings. So students who take part in spiritual activities will have better religious knowledge so that it affects learning outcomes in Islamic Religious Education subjects that they study in class.

Rohis in its implementation as an Islamic da'wah organization in schools should have various program activities according to Daulay's opinion (2016:119-126) stating that religious life guidance, *uswatun hasanah*, worship nights, flash boarding schools, religious education laboratories, religious climate, field visits to places with religious patterns), commemoration of Islamic holidays, religious tourism camps, and school culture. The program designed in the implementation of the spiritual activities above is carried out well, so the spiritual activities will contribute to improving the learning outcomes of Islamic Religious Education students at SMP Negeri 2 Lubuk Pakam.

The findings of this study confirm the results of previous research including: (1) Mariam (2017) showed that spiritual activities had an effect of 10% on increasing students' learning outcomes of Islamic Religious Education. Students are more diligent in participating in and exploring spiritual activities, the more students' learning outcomes of Islamic Religious Education will increase; (2) Ahmad Lupi (2019) showed that spiritual activities were significantly related to student achievement. Students who take part in spiritual activities will get better learning achievements than students who do not participate in spiritual activities; (3) Research by Ali Noer, et al (2017) shows that the results of the study of 82.25% increase in students' religious attitudes are due to spiritual extracurricular activities. This means that Noer's research states that students who actively participate in spiritual activities well will show a positive effect on daily life and religious life.

Nurul Ikhwan's spiritual activities have a positive and significant contribution to the PAI learning outcomes of class IX students of SMP Negeri 2 Lubuk Pakam with a correlation number of 0.393. This spiritual activity also

contributes effectively to the PAI learning outcomes of class IX students of SMP Negeri 2 Lubuk Pakam with a figure of 12.20%. This means that there are other factors that influence the learning outcomes of Islamic Religious Education besides spiritual activities.

Based on the data tendency test for the variable interest in reading the Qur'an, the students' learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam in the medium category were 64.86% and the less category was 35.14%. Thus, it can be concluded that the students' interest in reading the Qur'an in this study tends to be moderate, as evidenced by 64.86% of respondents in the medium category. This is in accordance with the reality that occurred in class IX of SMP Negeri 2 Lubuk Pakam, where some students have a good interest in reading the Qur'an and some students have a poor interest in reading the Qur'an.

Students who have a good interest in reading the Qur'an are evident from their enthusiasm in participating in Islamic Religious Education learning in class, especially when the material contains basic competence in reading the Qur'an. However, students who have poor interest in reading the Qur'an are evident from not being enthusiastic in learning Islamic Religious Education which contains basic competencies in reading the Qur'an so that teachers must be sensitive to students' interest in reading Al-Qur'an which begins to deteriorate with how to always motivate students to study hard at home and work together with parents and provide relief to students by not forcing students to read verses that are difficult to read but getting used to verses that are usually read smoothly.

Rohmad (2004:170) states that reading interest is a high tendency of the heart towards reading activities or as a high desire or enthusiasm for reading activities, even reading interest can be identified with a love of reading. The theory is adjusted to the fact that most students have a high fondness for reading, especially in reading the Qur'an. This is evident from the high value of Islamic Religious Education subjects, especially in the basic competence of mastering the Qur'an. However, there are some students who have a low interest in reading the Qur'an because there are facts that show that some students are less accustomed to reading the Qur'an at home and are only used to reading the Qur'an at school.

The findings of this study confirm the results of previous research, including: (1) Nurohmah Yuni's research (2019) showed the calculation results of 17.1 FH (Fcount) and Ft (Ftable) values of 3.15 resulting in $F_h > F_t$ with a significant level of 5 % which means that reading interest has a contribution to the learning outcomes of Islamic Religious Education. The higher the students' reading interest, the higher the learning outcomes of Islamic Religious Education and the lower the students' reading interest, the lower the learning outcomes of Islamic Religious Education obtained; (2) Bunyamin's research (2013) shows the calculation results of 34.77 from hypothesis testing with a t distribution, obtained tcount of 7.61 with a significance level of 5%, which

means reading interest has a significant influence on student achievement; (3) Syahril's research (2016) shows the results of the rcount calculation of 0.335 with a significant level of 5%, which means that reading interest has a significant influence on student achievement.

Interest in reading the Qur'an with good, moderate or poor categories owned by class IX students of SMP Negeri 2 Lubuk Pakam also showed a positive and significant contribution to the learning outcomes of Islamic Religious Education with a correlation magnitude of 0.519. The effective contribution given by the variable interest in reading the Qur'an to the learning outcomes of Islamic Religious Education is 23.90%. This means that there are other factors that affect student PAI learning outcomes besides interest in reading the Qur'an.

Slameto (2010: 55) states that several factors that influence the learning outcomes of Islamic Religious Education are in the psychology of students, namely: intelligence, attention, interests, talents, motives, maturity, and fatigue. So there are other factors besides student interest, namely intelligence, attention, talent, motive, maturity, and fatigue. Interest in reading the Qur'an is one of the supporting factors in improving Islamic Education learning outcomes. The diversity of students' interests in reading the Qur'an affects students' learning outcomes of Islamic Religious Education. However, this does not mean that lack of interest is a reason not to be enthusiastic in the learning process of Islamic Religious Education. The most important thing is the habituation and the way the teacher teaches Islamic Religious Education to students.

Spiritual activities and interest in reading the Qur'an together show a positive and significant contribution to the learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam with a correlation magnitude of 0.589 and an effective contribution (contribution) given spiritual activities and interests reading the Qur'an together on the learning outcomes of Islamic Religious Education is 34.70% and the rest is 65.30%. This means that there are other factors that can support the learning outcomes of Islamic Religious Education that are not studied in this study.

According to Istarani and Pulungan (2015:26-31) stated that there are two factors that influence student learning outcomes, namely internal and external factors. (a) internal factors, namely: (1) attitudes towards learning, (2) learning motivation, (3) interest in learning, (4) processing learning materials, (5) storing learning outcomes, (6) exploring stored learning outcomes, (7) achievement ability, (8) students' self-confidence, (9) intelligence and learning success, and (10) study habits, and (b) external factors, namely: (1) teachers as coaches of student learning, (2) infrastructure and learning objectives, (3) assessment policies, (4) social environment, and (5) school curriculum. So that in addition to spiritual activities and interest in reading the Qur'an, attitudes towards learning, learning motivation, processing learning materials, storing learning outcomes, exploring stored learning outcomes, achievement abilities,

student self-confidence, intelligence, study habits, teachers as a coach for student learning, learning infrastructure and targets, assessment policies, social environment are also factors that can support learning outcomes for Islamic Religious Education.

The data collected and the results of the statistical analysis resulted in the three hypothesis testing in this study which were accepted either individually or jointly, namely:

1. The first finding is that spiritual activities contribute positively and significantly to the learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam.
2. The second finding is that interest in reading the Qur'an contributes positively and significantly to the learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam.
3. The third finding, spiritual activities and interest in reading the Qur'an together contribute positively and significantly to the learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam.

Conclusions and Recommendations

The conclusions of the research are:

1. There is a positive and significant contribution to the learning outcomes of Islamic Religious Education: (a) the contribution of spiritual activities to the learning outcomes of Islamic Religious Education is in the high category by reaching an average of 27.02%, (b) the contribution of spiritual activities to Islamic Religious Education learning outcomes is in the medium category by reaching an average of 29.72%, (c) the contribution of spiritual activities to the learning outcomes of Islamic Religious Education in the less category by reaching an average of 18.91%, and (d) the contribution of spiritual activities to the learning outcomes of Islamic Religious Education is in the low category with an average of 24.32%. There is a significant contribution of spiritual activities to the learning outcomes of Islamic Religious Education by 10.70% with $t_{count} = 2,528 > t_{table} = 1,690$.
2. There is a positive and significant contribution between interest in reading the Qur'an on learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam: (a) The contribution of moderate interest in reading the Qur'an with Islamic Religious Education learning outcomes reached an average of 64.86%, and (b) The contribution of interest in reading the Qur'an is less with the learning outcomes of Islamic Religious Education reaching an average of 35.14%. There is a significant contribution of Al-Qur'an reading interest to Islamic Religious Education learning outcomes significantly by 22.90% with $t_{count} = 3,591 > t_{table} = 1,690$.

3. There is a positive and significant contribution jointly between spiritual activities and interest in reading the Qur'an on the learning outcomes of Islamic Religious Education for grade IX students of SMP Negeri 2 Lubuk Pakam of $F_{count} = 14.42 > F_{table} = 3.28$. The higher and positive the spiritual activity and interest in reading the Qur'an, the higher and positive the learning outcomes of Islamic Religious Education students by providing an effective contribution (contribution) of 34.70%. This means that 34.70% of the variation that occurs in students' learning outcomes of Islamic Religious Education can be predicted by the two independent variables. In other words, spiritual activities and interest in reading the Qur'an together can improve students' learning outcomes of Islamic Religious Education with the linearity line = $35.56 + 0.09X_1 + 0.24X_2$.

Suggestions that can be taken into consideration for educational progress are as follows:

1. Media or learning resources must be a concern for the Principal, so that students have a wealth of insight that can be discussed in spiritual activities more optimally. In particular, for students who actively participate in spiritual activities.
2. The principal pays special attention to the spiritual activity program so that the objectives of the program can be carried out properly.
3. Students' interest in reading the Qur'an is a special concern for Islamic Religious Education teachers so that in their implementation they use a variety of varied and innovative methods.
4. To other researchers that this research needs to be followed up, especially with regard to the different variables that contribute to the learning outcomes of Islamic Religious Education.

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