

## **The Relationship between Learning Activeness and Student Learning Outcomes in Al-Qur'an Hadith Subject**

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### **Abstract:**

This study aims to determine whether there is a relationship between active learning and student learning outcomes in Al-Qur'an Hadith subject at MIS Al-Ashriyah Banjarmasin. This study uses a correlation research type with a quantitative approach. Data collection using observation sheets, interviews, questionnaires and documentation. Processing data using statistical analysis correlation test to determine the relationship between two variables and determine the correlation coefficient. Based on data processing with the help of SPSS version 26, a correlation coefficient of 0.588 was obtained with the number  $N = 37$  at the 5% level of 0.325. The result showed that  $0.588 > 0.325$  or value of  $r$ -count more than  $r$ -table. It shows a correlation or relationship with the medium category between learning activity and student learning outcomes in Al-Qur'an Hadith subject MIS Al-Ashriyah Banjarmasin. This research hopes to spur enthusiasm to increase active learning to achieve the best learning results.

**Keywords:** learning activity; learning outcomes; Al-Qur'an Hadiths

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## Introduction

Education is a significant investment to advance human resources. Students who participate sufficiently in education will feel modifications in themselves regarding knowledge, insight, skills, behaviour, and values in a better direction (Rahmawati & Sholeh, 2021). Education in this era of globalization does not merely lead students to work only in the fields of technology, information and communication (Honggowiyono, 2015). In the education system, learning should strive to cultivate human resources who have a spirit of nationalism and be able to balance it with religious values so that all actions taken will not conflict with the provisions of religion and the state.

Based on education's goal, religious knowledge is instilled from an early age to shape students into strong and pious individuals. It is intended that students are not only intelligent in science but also moral. In addition, religious knowledge instilled from childhood can also protect students from behaviour that is prohibited by religion. Islamic education contains teachings of faith and charity, covering theory and practice. If it is just theory without practice or practice, it will not produce benefits for yourself and others. In Islamic teachings, the first source of teachings is the Qur'an. The Qur'an is the word of God containing the miracles given to the Prophet Muhammad and the angel Gabriel as his intermediary and is recorded in the mushaf, narrated mutawatir, beginning with surah Al-Fatihah, ending with surah An-Naas, and will be worth a reward when reading it (Khon, 2011). After the Qur'an, the second source of Islamic teachings is Hadith. Hadith originates from the Prophet Muhammad in terms of his words, deeds, determinations, or physical or psychological character. Muslims must make it a guideline and be able to implement the contents of the teachings contained therein.

Knowledge of the Qur'an and Hadith is a must for Muslims because it is the basis of Islamic religious law. As a guide and guide in life, love and enthusiasm in studying the knowledge of the Qur'an and Hadith should be instilled from childhood so that we do not deviate from a path that Allah SWT does not bless. In the field of Islamic education, the Al-Qur'an and Hadith are subjects that have an essential position because remembering the importance of Muslims learning and implementing the Al-Qur'an and Hadith, so that the subjects of Al-Qur'an and Hadith have been studied at the higher education levels. Madrasa Ibtidaiyah.

Al-Qur'an Hadith learning at the Madrasah Ibtidaiyah level focuses on activities to explore knowledge centred on Muslims' basic skills towards the sources of Islamic teachings, namely the Al-Qur'an and Hadith. Therefore, Al-Qur'an-Hadith lessons at Madrasah Ibtidaiyah aim to form basic skills in reading, writing, training, and reading the Al-Qur'an and Hadith, adding explanations, interpretations, absorbing the contents of Al-Qur'an and Hadith verses. -Qur'an and Hadith through habituation and exemplary and directing the behaviour of students who are guided by the two teachings of Islam (Fa'atin, 2017).

The active learning of Al-Qur'an Hadith is very much needed in order to realize active and directed learning to obtain optimal results. Active learning has a significant contribution to learning, marked by the involvement of students in asking questions, doing assignments, working with friends, conveying ideas or opinions and answering teacher questions. The liveliness of learning does not only come from one direction but also the teacher must provide a comfortable and conducive atmosphere and provide a stimulus so that students are maximally active both intellectually, emotionally and physically. (Savriani, 2020); (Sholeh et al., 2021). Thus, the active learning that students have dramatically affected their level of success in learning. Students with significant learning activities will quickly succeed in the process or learning outcomes.

Based on the results of initial observations in the form of interviews with teachers of the Al-Qur'an Hadith subject at MIS Al-Ashriyah Banjarmasin, the authors obtained data on the activeness of various students. Some students are active, and some are still passive. From the documentation data in the form of Al-Qur'an Hadith teacher assessment books, student scores varied quite a bit, some got low scores, and some got high scores. He also added that many students were less active in learning Al-Qur'an Hadith online during the pandemic. The absence of face-to-face learning for almost two years made the students less intensive in studying Al-Quran Hadith, and it was even found that some students were not fluent in reading the Al-Qur'an, even though they attended madrasah ibtidaiyah. It significantly impacted the learning outcomes of Al-Qur'an Hadith students at MIS Al-Ashriyah Banjarmasin.

Active student learning is often associated with student learning outcomes. Teachers must present a learning atmosphere that can activate students in class. The passivity of students in the Al-Qur'an Hadith learning process is a problem that must be addressed immediately because the teacher will find it difficult to assess and know whether the student has understood the lesson that has been taught. According to (Sholeh, 2019); (Najiah et al., 2022) learning activeness is a factor that significantly influences learning outcomes.

From this description, this study aims to determine the relationship between learning activity and student learning outcomes in the Al-Quran Hadith MIS Al-Ashriyah Banjarmasin subject.

### **Research Methods**

This study applies a type of field research using a quantitative correlational approach which intends to analyze the relationship between active learning and student learning outcomes in the Al-Qur'an Hadith Subject at MIS Al-Ashriyah Banjarmasin in the 2021/2022 Academic Year.

This research was conducted at MIS Al-Ashriyah, on Jalan Sulawesi RT. 16 No. 15 Banjarmasin. The population in this study were students in grades IV and V of MIS Al-Ashriyah Banjarmasin, each of which consisted of 19 students and 18 students. The total number of members of the population is 37 students. For sample selection in this study using the Non-Probability Sampling technique, the sample type is saturated, taking all population members as a sample.

The data were obtained through observation, interviews with teachers of the Al-Qur'an Hadith subject, learning activity questionnaires distributed to students in grades IV and V and data obtained from the documentation. After obtaining data on active learning and student learning outcomes for the Al-Qur'an Hadith subject, the data is then analyzed using Bivariate Correlation analysis, often called Product Moment Pearson correlation, with the help of SPSS version 22. The analysis aims to determine the relationship between the two variables (Sugiyono, 2013).

However, previously the instrument was tested by passing two stages of testing, the first is the validity test, and the second is the reliability test. In the validity test using SPSS Version 26, the result is that there are 17 valid statements in the questionnaire. As for the reliability test using SPSS Version 26, the Cronbach's Alpha value was 0.856 or above 0.7; the instrument can be declared reliable, by the opinion (Tony Wijaya, 2013) that reliability can be seen from Cronbach's Alpha value. If the result is more significant than 0.7, then it is declared reliable.

Then test the prerequisite analysis by carrying out normality and linearity tests using SPSS Version 26. For the normality test, the acquisition of values can be seen from the results of Shapiro Wilk in SPSS (Duwi Priyatno, 2010). After the results of each variable were obtained, namely variable X (Learning Activeness) of

0.139 > 0.05 and variable Y (Learning Outcomes) of 0.385 > 0.05. Each variable has a significance value of more than 0.05, so it can be seen that the two variables are normally distributed. As for the linearity test, the result is a sig. Linearity 0.001 < 0.05 and sig. Deviation from Linearity of 0.966 > 0.05. This way, the relationship between learning activity and learning outcomes is linear.

## Results and Discussion

### 1. Analysis of Student Learning Activeness

Data for learning activeness variables were obtained from instruments in questionnaires or questionnaires. The instrument is filled with 37 respondents and has 17 valid statements. Each statement has four alternative answers that the respondent freely chooses. The highest score on each item statement can be achieved in four, and the lowest score is 1. Therefore, the maximum score obtained from the learning activity questionnaire is  $17 \times 4 = 68$ , and the minimum score is  $17 \times 1 = 17$ .

Data on students' learning activeness in grades IV and V at MIS Al-Ashriyah Banjarmasin were calculated using SPSS version 26. The mean of student learning activeness was 59.22, with a median of 60.00, a mode of 52 and a standard deviation of 5.836. The maximum score obtained by respondents was 68, and the minimum score was 47. The frequency distribution of student learning activeness data can be observed in Table 1.

**Table 1 1. Frequency Distribution of Learning Activeness**

Interval Class	Frequency	Frequency in percentage %
46 – 49	2	5,4
50 – 53	5	13,5
54 – 57	6	16,2
58 – 61	9	24,3
62 – 65	10	27
66 – 69	5	13,5
<b>Total</b>	<b>37</b>	<b>100</b>

Based on Table 1, it can be seen that class intervals 62 – 65 are the intervals that have the highest student frequency, namely ten students with a percentage of 27%. In contrast, the interval with the lowest frequency is 46-49, with a frequency of 2 students with a percentage of 5.4%. This way, learning activity data can be arranged into three categories, namely high, medium and low.

**Table 2. Learning Activeness Score Category**

Score Interval	Category	Frequency	Frequency in percentage %
>65	High	7	18,9
53 – 65	Medium	25	67,5
<53	Low	5	13,5

Based on Table 2, it was found that seven students scored in the high category with a percentage of 18.9%. Respondents who scored in the medium category were 25 students, with a percentage of 67.5%. Meanwhile, respondents who scored in the low category were five students with a percentage of 13.5%. In this way, the activeness of student learning lies in the medium category, with a percentage of 67.5% referring to the most respondent data. It is in line with the results of observations or observations in the field that when learning the Al-Qur'an

Hadith took place, most of the students were active, and a few others were less active, thus making the category of active learning included in the medium category.

The results of interviews with teachers of the Al-Qur'an Hadith subject are the cause of students' inactivity apart from internal and external factors. External factors include the lack of attention, support and motivation of parents of students at home due to busy work matters so that parents these parents do not supervise and monitor their children's education. There are even children who often do not attend school because they participate in helping the family economy by helping their mothers trade. It dramatically affects the activeness of learning.

In addition, when making observations in class, the researcher still found that some students were not paying attention when the teacher explained the lesson. It is a problem that must be addressed immediately. Therefore the teacher must choose a method suitable for learning the Al-Qur'an Hadith so that students pay more attention and are more active in following the class lessons; it will improve their learning outcomes. In a lesson, using the proper method is needed by an educator. The method is a technique that the teacher should master in the teaching and learning process or in providing learning materials for students. According to opinion (Najiah et al., 2022), with the teaching method, it is the fastest and most appropriate way of conveying something. Therefore, learning methods can be planned before learning the Al-Qur'an Hadith so that learning objectives can be realized to the fullest.

As for forming student activity in learning Al-Qur'an Hadith in class, the subject teacher of Al-Qur'an Hadith takes a solution in this case, namely applying active learning methods or also called active learning, which means learning that requires all students to play a role. Entirely in the learning mechanism. The goal is to make students more active and optimize their abilities that students have so that they can get the best learning results.

The active learning of a student can indeed be observed. By the opinion of Oemar Hamalik (Hamalik, 2015), that student activity varies and can be observed, which are mutually sustainable in a learning process. According to Mulyasa, learning can be of high quality and achieve success if most students can be actively involved in the learning process. (Mulyasa, 2009).

Therefore, in a learning process, there is a great emphasis on active learning in students, so that active, conducive learning conditions will be created, as well as learning objectives that are expected to be realized optimally.

## **2. Analysis of Student Learning Outcomes**

Data on students' cognitive learning outcomes in Al-Quran Hadith subject matter for class IV surah Al-Zalzalah and material for class V surah Al-Bayyinah MIS Al-Ashriyah Banjarmasin have a mean of 82.51, median 81.00, mode 80, the standard deviation of 5.316. While the maximum score achieved by students is 93 and the minimum score is 70. The frequency distribution of learning outcomes data can be observed on Table 3.

**Table 3. Frequency Distribution of Student Learning Outcomes**

<b>Interval Class</b>	<b>Frequency</b>	<b>Frequency in percentage %</b>
70 – 73	1	2,7
74 – 77	4	10,8
78 – 81	14	37,8
82 – 85	6	16,2
86 – 89	7	18,9
90 – 93	5	13,5
<b>Total</b>	<b>37</b>	<b>100</b>

Data on students' cognitive learning outcomes in Al-Quran Hadith subject matter for class IV surah Al-Zalzalah and material for class V surah Al-Bayyinah MIS Al-Ashriyah Banjarmasin have a mean of 82.51, median 81.00, mode 80, the standard deviation of 5.316. While the maximum score achieved by students is 93 and the minimum score is 70. The frequency distribution of learning outcomes data can be observed on Table 4.

**Table 4. Learning Outcome Score Category**

Score Interval	Category	Frequency	Frequency in percentage %
>88	High	5	13,5
77 – 88	Medium	27	72,9
<77	Low	5	13,5

From the Table 4, it is known that those with high-category learning outcomes are five students with a percentage of 13.5%, and those with medium-category learning outcomes are 27 students with a percentage of 72.9%. Five students, with a percentage of 13.5%, are in a low category. Thus, the highest frequency of data for learning outcomes is in the medium category. So, it can be seen that the cognitive learning outcomes of students in the Al-Qur'an Hadith subject in grades IV and V at MIS Al-Ashriyah Banjarmasin are in the medium category.

The results of observations and supported by documentation data show that children who are less active in learning Al-Quran Hadith get lower grades or learning outcomes than their classmates active in learning Al-Qur'an Hadith. Active learning is essential and influences the expected learning process and results.

To realize an increase in knowledge, attitude and psychomotor aspects, each student must have high learning activity in learning so that later will achieve the expected final results (Sari, 2018). In addition, students with great concern for learning certainly have high learning activity and enthusiasm to learn something to obtain maximum learning results (Rahmawati & Sholeh, 2021); (Sholeh, 2017). In line with Indah Mentari Siholaho's opinion in her article that in a learning activity, student activity in class is what determines student learning outcomes (Sihaloho & Azainil, 2021).

### 3. Analysis of Relationship between Learning Activeness and Learning Outcomes

Before testing the hypothesis, it is necessary first to test the prerequisite analysis, namely the normality test and linearity test, using SPSS version 26 with the following results.

**Table 5. Result of Normality Test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Learning Activeness	0.121	37	0.189	0.955	37	0.139
Learning Outcomes	0.133	37	0.096	0.969	37	0.385

a. Lilliefors Significance Correction

Based on Table 5, shows the significant value of Shapiro Wilk for each variable, namely variable X (learning activity) of 0.139 > 0.05 and variable Y (learning outcomes) of 0.385 > 0.05. Each variable has a significance value of more

than 0.05, so it can be seen that the two variables are normally distributed. Then a linearity test was carried out to test the linearity of the relationship between the two variables.

**Table 6. Result of Linearity Test**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes * Learninv Activeness	Between Groups	(Combined)	502.660	16	31.416	1.221	0.332
		Linearity	351.886	1	351.886	13.677	0.001
		Deviation from Linearity	150.774	15	10.052	0.391	0.966
	Within Groups		514.583	20	25.729		
	Total		1017.243	36			

Based on calculations performed using SPSS version 26, the sig. Linearity 0.001 < 0.05 and sig. Deviation from Linearity of 0.966 > 0.05. This way, the relationship between learning activity and learning outcomes is linear.

After the prerequisite analysis test is carried out, the next step is to be able to test the hypothesis. This study applies the Pearson Product Moment Correlation formula with the help of SPSS version 26. The benchmark for deciding whether to reject or accept the hypothesis is by paying attention to the results of the rcount and rtable values at the 5% significance level. If rcount > rtable then Ha is accepted, and H0 is rejected. The results of hypothesis testing in this study can be observed on Table 7.

**Table 7. Result of Correlation Test**

Correlations			
		Learning Activeness	Learning Outcomes
Learning Activeness	Pearson Correlation	1	0.588**
	Sig. (2-tailed)		0.000
	N	37	37
Learning Outcomes	Pearson Correlation	0.588**	1
	Sig. (2-tailed)	0.000	
	N	37	37

Based on the Pearson Product Moment Correlation analysis results with the help of SPSS version 26, a rcount of 0.588 was obtained. The rtable value with N = 37 at the 5% level is 0.325. It is observed from the output results that it is found that 0.588 > 0.325 or rcount > rtable, it can be said that H0 is rejected and Ha is accepted.

Based on the test results with the help of SPSS version 26, it can be seen that the relationship between learning activity and student learning outcomes in Al-Qur'an Hadith subject has a significance value of 0.588 > 0.325 or rcount > rtable, which means H0 is rejected, and Ha is accepted. That way, active learning with student learning outcomes in the Al-Qur'an Hadith subject has a positive and significant relationship with the medium category. It means that there is a relationship between learning activity and student learning outcomes in Al-Qur'an Hadith subject MIS Al-Ashriyah Banjarmasin. If a student's active learning is high, the learning outcomes obtained will also increase, and vice versa (Maslianiwati,

2018). It is in line with Yenny Kurniawati's opinion in her journal, which states that if a student plays an active role in a lesson, the learning outcomes obtained will be maximized. (Kurniawati et al., 2017). Therefore, students' active learning greatly influences their learning outcomes in the classroom. Nana Sudjana also said that among the assessment of the process of learning is by looking at the activeness of student learning, and later it will be a reflection of learning outcomes (Nana Sudjana, 2010). It can be concluded that learning activeness is closely related to learning outcomes.

Many factors influence learning outcomes. In this study, the primary role is learning activity. Liveliness is included in the category of psychological factors. In her opinion Shimatul Ula, in her book, states that psychological factors significantly impact an individual's learning outcomes. (Ula, 2013).

### Conclusion

The activeness of student learning at MIS Al-Ashriyah Banjarmasin is in the moderate category. Evidenced by the respondents are 25 students and a percentage of 67.5%. Thus, the data with the most respondents are in the medium category. In contrast, the learning outcomes of Al-Qur'an Hadith students of MIS Al-Ashriyah Banjarmasin are also included in the medium category. As evidenced by the learning outcomes in the medium category, there are 27 students and a percentage of 72.9%.

Therefore, the relationship between learning activeness and student learning outcomes in Al-Qur'an Hadith subjects is also included in the medium category. Based on the Pearson Product Moment Correlation analysis using SPSS version 26, a rcount of 0.588 was obtained. The rtable value with  $N = 37$  at the 5% level is 0.325. From these results, it can be seen that  $0.588 > 0.325$  or  $r_{count} > r_{table}$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It shows a correlation or relationship with the medium category between learning activity and student learning outcomes in Al-Qur'an Hadith subject MIS Al-Ashriyah Banjarmasin.

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