

THE EFFECT OF LEARNING MOTIVATION TOWARDS ARABIC LEARNING OUTCOMES AT MA AL-MAHRUSIYAH LIRBOYO KEDIRI

Mu'min Firmansyah
State Islamic Institute (IAIN) Kediri, Indonesia.
E-mail: mumin_firmansyah@yahoo.co.id

Anggia Rahmawati
State Islamic Institute (IAIN) Kediri, Indonesia
E-mail: anggiarachma99@gmail.com

Abstract: This study aims to determine the effect of learning motivation on the learning outcomes of students in Arabic class X MA Al-Mahrusiyah Lirboyo Kediri. This research uses quantitative research. From the results of this study, it was found that based on the analysis of the learning motivation variable using SPSS Statistic 25.0, it was found that the most student motivation category data was in the Very High Arabic Learning Motivation category, namely 52 students (46%). Based on the Value and Category table, it can be seen that the highest number of students in the Arabic Language Learning Outcomes Value Category is 39 students with a percentage of 34.5%. From the results of the Pearson Correlation, it is found that the correlation between the Learning Motivation variable (X) on the Arabic Learning Outcomes (Y) is 0.927. According to the level of closeness, the relationship between the independent variable (Learning Motivation) and Arabic Learning Outcomes (Y) shows a high and strong relationship. While the direction of the relationship is positive. Based on these data it can be concluded that the higher the level of student motivation, the higher the results of learning Arabic for class X MA Al-Mahrusiyah Lirboyo Kediri. From the test results using the Kolmogorov-Smirnov test, it shows that the value of P. value = 0.103 or greater than $\alpha = 0.05$, so it can be concluded that the residual is normally distributed. And the magnitude of the correlation value (R) is 0.959. From this output, a determinant coefficient (R Square) of 0.859 contains the understanding that the influence of the independent variable Learning Motivation (X) on the dependent variable Arabic Learning Outcomes (Y) is 85.9%.

Keywords: Learning Motivation, Arabic Learning Outcomes.

Introduction

Arabic is one of the foreign languages studied in the curriculum of madrasas or schools in Indonesia. In the Arabic learning process, it is inseparable from the development of models, strategies, approaches, methods, techniques, and factors and influences on student achievement. One of the factors that influence student learning outcomes includes learning motivation and the environment where students live.

The influence of learning motivation is very large on the teaching and learning process. Learning motivation is the basic capital to achieve goals so that it must be in a person. Learning motivation must be the starting point in all learning activities. Students who have high learning motivation will always pay attention to what the teacher explains in learning. Without Learning Motivation, concentration will be reduced, so that the material presented cannot be understood by students.

Pesantren is an educational institution that has its own uniqueness compared to other educational institutions, both in terms of infrastructure and education system.¹ As stated by Abdurrahman Wahid, pesantren is a unique education. Pesantren is a complex whose location is generally separated from the surrounding life. Meanwhile, the complex itself consists of several buildings, including the residence of the caregiver (kiyai), a mosque or mosque, a teaching place (madrasah / school), and a dormitory where pesantren students live.²

One of the Islamic boarding schools in Indonesia, which also has a formal school, is the Al-Mahrusiyah Lirboyo Islamic Boarding School. Within the Al-Mahrusiyah Lirboyo Islamic Boarding School Foundation, in addition to learning salaf pesantren, there are also formal institutions, namely: Play Groups, TK, MI, MTs, SMK, and MA. Madrasah Aliyah (MA) Al-Mahrusiyah Lirboyo is a formal school institution at the SMA level (Sekolah Menengah Atas) that applies the 2013 curriculum and is based on Islamic boarding schools.

Arabic among Islamic boarding school students, especially at the Al-Mahrusiyah Lirboyo Islamic boarding school, has become their daily language. Because in addition to learning Arabic at the Islamic boarding

¹ Abdul Rachman Shaleh, *Pendidikan Agama Dan Keagamaan: Visi, Misi, Dan Aksi* (Jakarta: Gemawindu Pancaperkasa, 2000), 85. Basically the pesantren only teaches knowledge from sources studies or subjects written in Arabic. The sources include the Qur'an and tajwīd and tas) rī f, aqā'id and kalā m, fiqh and us) ū l al-fiqh, al-hadī th and mus) t) alah al-hadī th, Arabic with a set of tools as well as nahwu shorof, bayā n, ma'ā nī, badī 'and' arū d), tā rī kh, mantiq and Sufism. The sources of this study are referred to as books yellow. Limas Dodi, "Metode Pengajaran Nahwu Shorof; Ber-Kaca Dari Pengalaman Pesantren," *Tafāqquh: Jurnal Penelitian Dan Kajian Keislaman* 1, no. 1 (June 1, 2013): 114.

² Abdurrahman Wahid, *Menggerakan Tradisi: Esai-Esai Pesantren* (Yogyakarta: LKiS, 2001), 5.

school by studying Arabic salaf (yellow book) books, they also learn Arabic in formal schools with the implementation of the 2013 formal curriculum. With Arabic which is already familiar to students of MA Al-Mahrusiyah, is also expected to increase student motivation in learning Arabic and will affect the learning achievement of Arabic lessons. Based on the explanation of this background, the researcher will conduct research and observations on how the influence of learning motivation on the results of learning Arabic for Class X students of MA Al-Mahrusiyah Lirboyo, Kediri.

The research approach used in this article is quantitative research. Quantitative research is research that is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results, in addition to data in the form of numbers in quantitative research, in quantitative research there is also data in the form of qualitative information.³

The location in this research is Madrasah Aliyah (MA) Al-Mahrusiyah Lirboyo, Kediri City, which is located on Jalan. KH. Abdul Karim No. 9 Lirboyo Village, Mojoroto District, Kediri City. This school was chosen as a place for research because it was considered interesting to be researched, related to the location of the school under the auspices of the Islamic Boarding School, in which there is learning Arabic at the Islamic boarding school, namely by studying the salaf (*kitab kuning*) books in Arabic at madrasah diniyah. . This Islamic boarding school and school environment is an ideal place for the Arabic learning process, in theory it can support the teaching and learning process, and increase student motivation for achievement, especially in learning Arabic language learning.

There are two variables in this study, namely the independent variable (X) used in this study, namely learning motivation, while the dependent variable (Y) is the learning outcomes of Arabic for Class X MA Al-Mahrusiyah Lirboyo, Kediri.

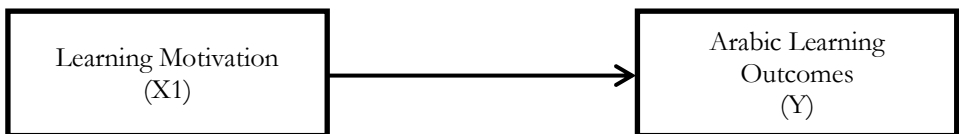


Figure 1. Correlation of Learning Motivation and Arabic Learning Outcomes

³ Husaini Usman and Purnomo Setiady Akbar, *Metodologi Penelitian Sosial* (Jakarta: Bumi Aksara, 2008), 67.

Independent Variable Is a variable that affects or causes changes or the emergence of the dependent variable (dependent).⁴ The independent variable (X) used in this study is Learning Motivation (X). Dependent Variable Is a variable that is affected or that is the result of the independent variable.⁵ The dependent variable (Y) in this study is the Learning Outcomes of Arabic for Class X MA Al-Mahrusiyah Lirboyo, Kediri.

The population in this study were all students of class X MA Al-Mahrusiyah Lirboyo, Kediri City. Population is defined as the overall subject of the study. Population can also be defined as a collection of cases that meet certain conditions related to research problems.⁶ The population in this study were all students of class X MA Al-Mahrusiyah Lirboyo Kediri, totaling 581 students divided into 14 classes, namely 4 Class IPA Program, 4 Class Social Studies Program, 2 Class Language Program, and 4 Class Religious Program.

The sample is part of the number and characteristics of the population. Suharsimi Arikunto in his book Research procedure is a practical approach, giving the following instructions: "If the subject is less than a hundred, it is better to take all of them so that the research is a population study. Furthermore, if the number of subjects is large or more than one hundred, it can be taken between 10% - 15% or 20% - 25% or more."⁷

The sample in this study was the number of class X students at MA Al-Mahrusiyah, namely 581 students. So the researchers took a sample of 20% of the total. So 20% of 581, namely 113 students, consisting of 3 classes, namely Class X Religious 3, X Religious 4, and X Language 1.

The instrument in this study used a questionnaire and tests. A questionnaire is a collection of various questions that are asked in writing to a person or respondent and how to answer them is also done in writing. The questionnaire is a process of collecting data by giving questions to respondents so that they can be answered according to the instructions given. The type of questionnaire used in this study is a direct questionnaire. Direct questionnaire is a list of questions asked to a person to ask for information to himself.⁸

The questionnaire or questionnaire in this study is intended for respondents to measure the X (Learning Motivation) variable of students' Asab Language. In this research questionnaire, respondents chose alternative answers to statements about the motivation to learn Arabic in accordance with the conditions experienced. There are four alternative answers that can

⁴ Ibid., 72.

⁵ Sugiyono Sugiyono, *Statistik Untuk Penelitian* (Bandung: Alfabeta, 2013), 4.

⁶ Mardalis Mardalis, *Metode Penelitian (Suatu Pendekatan Proposal)* (Jakarta: Bumi Aksara, 2006), 53.

⁷ Ibid., 134.

⁸ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2019), 135.

be chosen by the respondent, namely: Always (SL), Often (SR), Rarely (JR), and Never (TP). The score calculation for each instrument item has a suitable level for favorable (positive) questions and unfavorable (negative) questions. Score alternative answers are in the following table:

Table 1. Questionnaire Scoring Guidelines

Alternative Answers	Score for Questions	
	Favorable Item	Unfavorable Item
Always (SL)	4	1
Often (SR)	3	2
Rarely (JR)	2	3
Never (TP)	1	4

Meanwhile, to find out the variable Y (Learning Outcomes), the researcher used the Research Instrument with Tests. This test was tested by students in the Middle Semester Assessment (PTS).

Data Analysis Technique

a. Descriptive Analysis

The next data description is to determine the trend of each variable. From these scores are then grouped into several categories, in the study used 5 categories. Categorization is done based on the average value (mean) and ideal standard deviation. The determination of the category of variable tendencies according to Sugiono is as follows:

Table 2. Variable Categorization Guidelines

No.	Interval	Category
1	$X < M - 1,5 SD$	Very Low
2	$M - 1,5 SD < X \leq M - 0,5 SD$	Low
3	$M - 0,5 SD < X \leq M + 0,5 SD$	Medium
4	$M + 0,5SD < X \leq M + 1,5 SD$	High
5	$M + 1,5SD < X$	Very High ⁹

Information :

M = Mean (Average)

SD = Standard Deviation

b. Test Analysis of the relationship between X and Y variables

1) Pearson's correlation test

⁹ Sugiyono, *Statistik Untuk Penelitian*, 43.

Pearson's correlation test is a statistical test that aims to determine the relationship between two or more variables on the Nominal scale. With the formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

X = first variable

Y = second variable

N = amount of data

The correlation coefficient values range from -1 to +1, which have the following criteria for utilization:

- (a) If the value of $r > 0$, it means that there is a positive relationship. The greater the value of the independent variable, the greater the value of the dependent variable.
- (b) If the value of $r < 0$, it means that there is a negative linear relationship. The greater the variable value independent the smaller the value of the dependent variable.
- (c) If the value of $r = 0$, it means that there is no relationship at all between the independent variable and dependent variable.
- (d) If the value of $r = 1$ or $r = -1$, it means that there has been a perfect relationship, namely straight line. For r that is getting closer to 0, the line is getting less straight.

Table 3. Correlation Determination Guidelines

Coefficient Interval	Correlation Level
0,00-0,199	Very Weak
0,20-0,399	Weak
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very Strong

2) Kolmogorov Smirnov Normality Test

One of the tests in the regression model is whether the residuals of the model are normally distributed or can be expressed as: $\epsilon_i \sim N(0, \sigma^2)$. Testing for normality uses the Kolmogorov Smirnov Test (KS). The hypothesis is written as:

H_0 = Residuals are normally distributed

H_1 = Residual not normally distributed

Learning Motivation

Each individual action never stands alone, there is always something that encourages him to achieve something he wants to achieve. Something that drives individual action is called motivation. In the large Indonesian dictionary, motivation is defined as an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose.¹⁰ Meanwhile, according to Sukmadinata, motivation is a force that drives individual activities. The power referred to here is a condition within an individual that encourages or moves the individual to do something.¹¹

Motivation is the internal state of an organism (both human and animal) that encourages it to do something. In this sense, motivation means a power supply (energiter) to behave in a directed manner.¹² In general, motivation can also be defined as the effort made by students or students in learning a second language as a result of their need and desire to learn it. Motivation to learn according to W.S Winkel is the overall driving force within students that creates learning activities that ensure the continuity of learning activities and provides direction for learning activities to achieve certain goals.¹³ Seen from the nature of motivation can be distinguished between intrinsic motivation¹⁴ and extrinsic motivation.¹⁵ Motivation has an important position in achieving learning goals which have been set. The emergence of motivation is not solely from the students themselves but teachers must involve themselves to motivate student learning. There will be motivation give enthusiasm so that students will know the direction of learning. Motivation to learn can arise when students have the desire to learn.

¹⁰ Suharso Suharso, *Kamus Besar Bahasa Indonesia* (Semarang: Widya Karya, 2019), 756.

¹¹ Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: Remaja Rosdakarya, 2019), 61.

¹² Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: Remaja Rosdakarya, 2013), 96.

¹³ M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosdakarya, 2006), 69.

¹⁴ is motivation that comes from within the individual, for example, students learn because they are driven by their own desire to increase knowledge; or someone plays tennis because he loves the sport. So thus, in intrinsic motivation the goal to be achieved is in the activity itself. Amna Emda, "KEDUDUKAN MOTIVASI BELAJAR SISWA DALAM PEMBELAJARAN," *Lantania Journal* 5, no. 2 (March 15, 2018): 178, <https://doi.org/10.22373/lj.v5i2.2838>.

¹⁵ is motivation that comes from outside oneself. Suppose students study with enthusiasm because they want to get good grades; someone sports because they want to be a champion in a tournament. Thus in extrinsic motivation the goals to be achieved are outside that activity. Emda, "KEDUDUKAN MOTIVASI BELAJAR SISWA DALAM PEMBELAJARAN."

Hence motivation both intrinsic and extrinsic must exist in students so that learning objectives which has been formulated can be achieved optimally.

Motivation to learn is a non-intellectual psychological factor. Its broad role is in terms of cultivating passion, feeling good and eager to learn. Students who have strong motivation will have a lot of energy to carry out learning activities.¹⁶ In terms of learning, especially for students and university students, motivation is very important that will encourage someone to act. In other words, motivation cannot be separated from needs. Because someone who is going to do or do something is more or less related to a need in him or there is something he wants to achieve.

Motivation is the main factor in learning, which functions to generate, underlie, and drive learning actions. According to the results of research through direct observation, that most students with great motivation will try hard, look handsome, do not want to give up, and read actively to improve learning outcomes and solve the problems they face. Conversely, those who have low motivation, seem indifferent, easily give up, their attention is not focused on learning which as a result students will experience learning difficulties. Motivation to move individuals, direct actions and choose learning goals that are considered most useful for individual life. Studying motivation will find why individuals do something because individual motivation cannot be observed directly, while what can be observed is the manifestation of that motivation in the form of behavior that appears to the individual at least to be closer to the truth of what is the motivation of the individual concerned.

With motivation, it will grow the urge to do something in relation to the achievement of goals. Therefore, motivation and goals are closely related. A person does something if he has a goal for his actions, so because of a clear goal there will be an urge to achieve it. Motivation will cause a change in the energy that is in humans, whether related to psychology, feelings and emotions for progress in acting or doing something to achieve goals.¹⁷ In learning a student requires motivation or encouragement from both inside and outside. If students have motivation strong learning, the subject matter will be light and easy and the process learning becomes fun.¹⁸

Technically, the basic motivational process of a person begins with their existence deficiencies in a person (innerdeficiencies) or needs that have

¹⁶ Elly Manizar, "PERAN GURU SEBAGAI MOTIVATOR DALAM BELAJAR," *Tadrib* 1, no. 2 (2015): 204-22.

¹⁷ E. Mulyasa, *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, Dan Implementasi* (Bandung: Remaja Rosdakarya, 2002), 69.

¹⁸ Ifni Oktiani, "Kreativitas Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik," *Jurnal Kependidikan* 5, no. 2 (November 24, 2017): 216, <https://doi.org/10.24090/jk.v5i2.1939>.

not unsatisfied needs. This deficiency will create tension (tension) which drives a person to act (drive). Further encouragement This awakens someone to act (behavior) to achieve goals certain. If this goal is achieved it means a lack or need fulfilled (satisfied need) and at the same time eliminating tension. Otherwise, if this goal has not been achieved, it means that the needs have not been met, then inappropriate behavior will arise in its form assault (aggression) or absence (absenteeism).¹⁹

Learning Outcomes

According to Hilgard and Bower cited by M. Ngalim Purwanto, the notion of learning is a relationship with changes in a person's behavior towards a certain situation caused by repeated experiences in that situation, where changes in behavior cannot be explained or the basis for the tendency of innate responses, maturity, or a person's momentary states (for example, fatigue, the effects of drugs, etc.)²⁰ Meanwhile, Slameto stated that learning is a process of effort undertaken to obtain a whole new change in behavior, as a result of his own experiences in his interactions with his environment.²¹

The two expert opinions indicate that learning can be interpreted as a process that produces permanent and comprehensive changes as a result of an individual's response to certain situations, but also in the form of skills, abilities, attitudes, behavior, patterns of thought, personality, and so on. other. Learning outcomes come from the Dutch language "prestatie", in Indonesian it is an achievement which means the result of an effort. In literature, achievement is always associated with certain activities, as stated by Robert M. Gagne in an article by Triyono that in every process there will always be tangible results that can be measured and expressed as one's learning outcomes.²²

Muhibbin Syah explained that: Learning achievement is the level of success of a teaching-learning process or the level of success of a learning program / material presentation, and class promotion.²³ Learning is an activity to gain knowledge, well done individually, in groups, as well as with

¹⁹ Damis Damis and Muhajis Muhajis, "ANALISIS HUBUNGAN ANTARA MOTIVASI BELAJAR DENGAN HASIL BELAJAR SISWA PADA SEKOLAH DASAR NEGERI 3 ALLAKUANG KECAMATAN MARITENGGAE KABUPATEN SIDENRENG RAPPANG," *Idaarrah: Jurnal Manajemen Pendidikan* 2, no. 2 (January 7, 2019): 226, <https://doi.org/10.24252/idaarah.v2i2.7005>.

²⁰ Purwanto, *Psikologi Pendidikan*, 84. Ngalimi Purwanto, *Psikologi Pendidikan*, (Bandung: PT. Raja Rosda Karya, 1996), 84.

²¹ Slameto Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2003), 2.

²² Ari Joko Triyono, "UPAYA MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR IPA BIOLOGI MELALUI METODE CERAMAH PLUS TANYA JAWAB DAN TUGAS (CPTT)," *BIOEDUKASI* 4, no. 2 (November 1, 2013), <https://doi.org/10.24127/bioedukasi.v4i2.248>.

²³ Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, 196.

teacher guidance so that their behavior changed. Behavior is a person's habit, both in the form of knowledge, attitude, understanding, as well as skills. And someone's behavior can be behavioral performance (observable appearance) or behavioral tendency (no unobserved looks). next is Learning; is a process where there is a positive interaction between teachers with students in an effort to achieve learning goals. The achievement of goals learning is one of the factors that determine the success of learning teach. Learning is the main activity in the whole educational process in school. The success of achieving educational goals is very dependent on the effectiveness of the learning process takes place. While learning can be interpreted as changes in individual behavior that are relatively fixed caused by experience and involve cognitive skills and attitudes in achieving goals education. Learning is effective when the interaction between educators and students take place actively and the goals that are expected to be achieved within a span of time has been determined.

Based on the above understanding, it can be concluded that learning achievement is the level of success of a learning process (the teaching-learning process) achieved by a person after carrying out learning activities and stated in a report card. Learning achievement is indicated by scores or numbers that indicate the values of the number of subjects that describe the knowledge and skills acquired by students, and to be able to obtain scores, tests are used on subjects first. These test results indicate the high and low level of achievement achieved by students.

Description of Learning Motivation Category

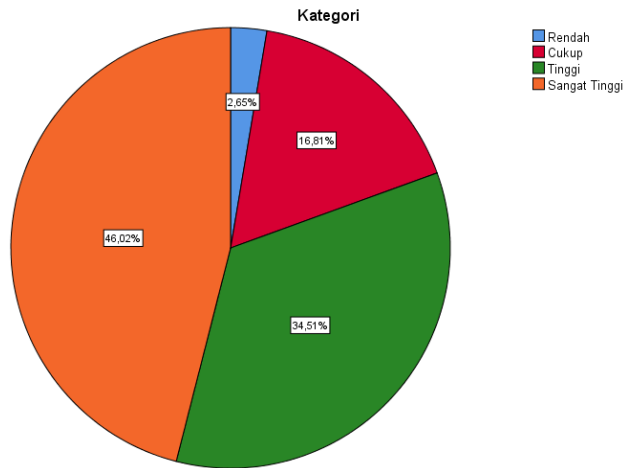
The table of the tendency of learning motivation variables was carried out to categorize the scores obtained from each variable using the mean and standard deviation. The determination of variable needs is based on the classification of the ranking with the conditions described in Table 2 previously. Based on the results of the analysis of learning motivation variables using SPSS Statistic 25.0, the following data were obtained:

Table 4. Category of Arabic Learning Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	2,7	2,7	2,7
	Medium	19	16,8	16,8	19,5
	High	39	34,5	34,5	54,0
	Very High	52	46,0	46,0	100,0
	Total	113	100,0	100,0	

Based on the table, it can be seen that the category of motivation to learn Arabic in the Low category is 3 students (2.7%), the Enough category is 19 students (16.8%), the high category is 39 students (34.5%), and the very high as many as 52 students (46%), it can be concluded that the most students are in the category of Very High Motivation to Learn Arabic, namely 52 students (46%).

Based on the table for the category of Arabic Learning Motivation, Class X Students of MA Al-Mahrusiyah Lirboyo Kediri can be described in the pie chart as follows:



Description of Learning Outcomes Category

Based on the results of the analysis of the Arabic Learning Outcomes variables tested in the Middle Semester Assessment (PTS) in class X MA Al-Mahrusiyah Lirboyo Kediri using SPSS Statistics 25.0, the following data were obtained:

Table 5. Arabic Learning Outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 71	3	2,7	2,7	2,7
72	5	4,4	4,4	7,1
73	6	5,3	5,3	12,4
74	8	7,1	7,1	19,5
75	14	12,4	12,4	31,9
76	10	8,8	8,8	40,7
77	16	14,2	14,2	54,9
78	12	10,6	10,6	65,5

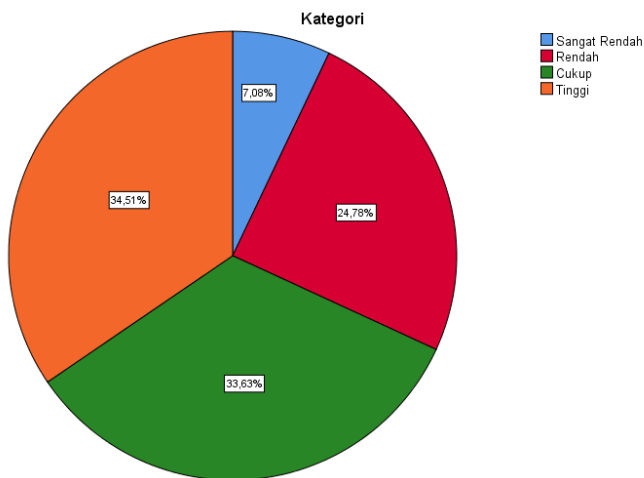
79	11	9,7	9,7	75,2
80	16	14,2	14,2	89,4
81	12	10,6	10,6	100,0
Total	113	100,0	100,0	

Table 6. Arabic Learning Outcomes Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	7,1	7,1	7,1
	Medium	28	24,8	24,8	31,9
	High	38	33,6	33,6	65,5
	Very High	39	34,5	34,5	100,0
	Total	113	100,0	100,0	

Based on the Value and Category table, it can be seen that in the Very Low category there were 8 students (7.1%), the Low category was 28 students (24.8%), the Enough category was 38 students (33.6%), and the high as many as 39 students (34.5%). It can be concluded that the highest number of students was in the Arabic Learning Outcomes Score Category, namely as many as 39 students with a percentage of 34.5%.

Based on the category table of Arabic learning outcomes for class X students of MA Al-Mahrusiyah Lirboyo Kediri, it can be described in the pie chart as follows:



Pearson Correlation Test Learning Motivation (X) on Learning Outcomes (Y)

Based on the results of the correlation of the Learning Motivation variable (X) to the Arabic Learning Outcomes (Y) which were tested in the Mid-Semester Assessment (PTS) in class X MA Al-Mahrusiyah Lirboyo Kediri using the Pearson Correlation Test on SPSS Statistics 25.0, the data were obtained as the following:

Table 7. Correlations

		Motivasi	Hasil Belajar
Motivasi	Pearson Correlation	1	,927**
	Sig. (2-tailed)		,000
	N	113	113
Hasil Belajar	Pearson Correlation	,927**	1
	Sig. (2-tailed)	,000	
	N	113	113

** . Correlation is significant at the 0.01 level (2-tailed).

From the results of the Pearson Correlation, it was found that the correlation between the Learning Motivation variable (X) and the Arabic Learning Outcomes (Y) was 0.927. According to the level of closeness of the relationship between the independent variable (Learning Motivation) and Arabic Learning Outcomes (Y) shows a high and strong relationship. While the direction of the relationship is positive. Based on these data it can be concluded that the higher the level of student motivation, the higher the results of learning Arabic for class X MA Al-Mahrusiyah Lirboyo Kediri.

Kolmogorov Smirnov Normality Test Learning Motivation (X) on Learning Outcomes (Y)

Berdasarkan hasil Uji Normalitas Kolmogorov Smirnov variabel Motivasi Belajar (X) terhadap Hasil Belajar Bahasa Arab (Y) yang diujikan dalam Penilaian Tengah Semester (PTS) Pada Siswa kelas X MA Al-Mahrusiyah Lirboyo Kediri dengan menggunakan Uji Normalitas Kolmogorov Smirnov pada *SPSS Statistic 25.0*, maka diperoleh data sebagai berikut :

Table 8. One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		113
Normal Parameters ^{a,b}	Mean	,0000000

	Std. Deviation	1,04033274
Most Extreme Differences	Absolute	,103
	Positive	,082
	Negative	-,103
Test Statistic		,103
Asymp. Sig. (2-tailed)		,005 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the test results using the Kolmogorov-Smirnov test, it shows that the value of P. value = 0.103 or greater than $\alpha = 0.05$, so it can be concluded that the residual is normally distributed. Learning outcomes can be defined as something students can do that they previously could not do,²⁴ as a reflection of student competence.²⁵

ANOVA Linear Regression Test Learning Motivation (X) on Learning Outcomes (Y)

Based on the results of the ANOVA Linear Regression Test, the Learning Motivation variable (X) on the Arabic Learning Outcomes (Y) was tested in the Mid-Semester Assessment (PTS) in class X MA Al-Mahrusiyah Lirboyo Kediri using the ANOVA Linear Regression Test on SPSS Statistics 25.0, then obtained the following data:

Table 9. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	737,774	1	737,774	675,591	,000 ^b
	Residual	121,217	111	1,092		
	Total	858,991	112			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Motivasi

²⁴ Paul Watson, "The Role and Integration of Learning Outcomes into the Educational Process," *Active Learning in Higher Education* 3, no. 3 (November 1, 2002): 205–19, <https://doi.org/10.1177/1469787402003003002>.

²⁵ Siti Nurhasanah and A. Sobandi, "MINAT BELAJAR SEBAGAI DETERMINAN HASIL BELAJAR SISWA," *Jurnal Pendidikan Manajemen Perkantoran (JPManper)* 1, no. 1 (August 18, 2016): 128–35, <https://doi.org/10.17509/jpm.v1i1.3264>.

From the output it is known that the value of F count = 675.591 with a significance level of $0.000 < 0.05$, then the regression model can be used to identify variables or in other words, there is an influence of the Learning Motivation variable (X) on Arabic Learning Outcomes (Y). This study agrees with the results of the Riconscente study; This means that motivation to learn also refers to expectations and values, where expectations show that students are able to complete the assigned task and grades show strong student confidence to succeed in learning.²⁶

Table 10. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,927 ^a	,859	,858	1,045

a. Predictors: (Constant), Motivasi

b. Dependent Variable: Hasil Belajar

The table above explains that the value of the Correlation (R) is 0.959. From this output, a determinant coefficient (R Square) of 0.859 contains the understanding that the influence of the independent variable Learning Motivation (X) on the dependent variable Arabic Learning Outcomes (Y) is 85.9%.

In relation to the object of this research, what is meant Achievement is a value step that shows the quality of success, already of course all students succeed by first following evaluation organized by the teacher or school. To achieve that achievement required the nature and behavior such as: high aspirations, active work assignments, high trust, good interaction, readiness to learn etc. The nature and characteristics that are required in learning activities are only there are individuals who have high motivation, while those have low motivation and do not exist so that it will hinder activities learn it. So theoretically motivation will be related to achievement learning achieved by students in the educational process and in the process of improvement achievement. With motivation, it is hoped that every job will be carried out in an effective and efficient, because motivation will create a willingness to learn Arabic regularly, therefore students must be able to take advantage of the situation with the best. Many students learn but the results are not in

²⁶ Michelle M. Riconscente, "Effects of Perceived Teacher Practices on Latino High School Students' Interest, Self-Efficacy, and Achievement in Mathematics," *The Journal of Experimental Education* 82, no. 1 (January 1, 2014): 51-73, <https://doi.org/10.1080/00220973.2013.813358>. Thus, increased motivation is proven to positively affect student learning outcomes. Zane Taurina, "Students' Motivation and Learning Outcomes: Significant Factors in Internal Study Quality Assurance System," *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)* 5, no. 4 (2015): 2625-30.

accordance with which is expected, because it needs a motivational soul, with a motivation of a person students will have a way of learning well. Thus how the large role of motivation in supporting students' success in learning Arabic in school.

However, the results of this study certainly do not mean that the influence of other factors such as socioeconomic factors, gender, IQ level, and others can simply be ignored. Because of the results of several studies research on learning achievement also proved that social status economy and gender also greatly influence learning achievement students.²⁷

Students who have strong motivation in following the process learning in the classroom is full of enthusiasm, enthusiasm, and curiosity who are tall, active in learning, diligent in doing assignments given the teacher, so that they have a long enough endurance complete the study, compared to students who are less motivated. Students with low motivation usually show attitudes lazy, sleepy, and distracted everywhere in the process learning is ongoing. This willingness appears in one's efforts to grind. Someone who is highly motivated will be more try harder than someone who is lowly motivated. But motivation is not behavior. It is a complex internal process that cannot observed directly, but can be understood through the hard work someone doing something. As one of the benchmarks for measuring the success of the learning process, learning outcomes reflect the results of the learning process which show the extent to which students, teachers, learning processes, and educational institutions have achieved predetermined educational goals.²⁸

Conclusion

The conclusion of this study is that based on the results of the analysis of learning motivation variables using SPSS Statistic 25.0, the data for the Arabic learning motivation category in the Low category were 3 students (2.7%), the Enough category was 19 students (16.8%), The high category is 39 students (34.5%), and the very high category is 52 students (46%). It can be concluded that the most students are in the Very High Motivation category for Learning Arabic Language, namely 52 students (46%).

²⁷ Damis and Muhajis, "ANALISIS HUBUNGAN ANTARA MOTIVASI BELAJAR DENGAN HASIL BELAJAR SISWA PADA SEKOLAH DASAR NEGERI 3 ALLAKUANG KECAMATAN MARITENGGAE KABUPATEN SIDENRENG RAPPANG," 225.

²⁸ Peter James Kpolovie, Andy Igho Joe, and Tracy Okoto, "Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School," *International Journal of Humanities Social Sciences and Education (IJHSSE)* 1, no. 11 (2014): 73–100.

Based on the Value and Category table, it can be seen that in the Very Low category there were 8 students (7.1%), the Low category was 28 students (24.8%), the Enough category was 38 students (33.6%), and the High category as many as 39 students (34.5%). It can be concluded that the highest number of students was in the Arabic Learning Outcomes Score Category, namely as many as 39 students with a percentage of 34.5%.

From the results of the Pearson Correlation, it is found that the correlation between the Learning Motivation variable (X) on the Arabic Learning Outcomes (Y) is 0.927. According to the level of closeness, the relationship between the independent variable (Learning Motivation) and Arabic Learning Outcomes (Y) shows a high and strong relationship. While the direction of the relationship is positive. Based on these data it can be concluded that the higher the level of student motivation, the higher the results of learning Arabic for class X MA Al-Mahrusiyah Lirboyo Kediri.

From the test results using the Kolmogorov-Smirnov test, it shows that the value of P. value = 0.103 or greater than $\alpha = 0.05$, so it can be concluded that the residual is normally distributed. And the magnitude of the correlation value (R) is 0.959. From this output, a determinant coefficient (R Square) of 0.859 contains the understanding that the influence of the independent variable Learning Motivation (X) on the dependent variable Arabic Learning Outcomes (Y) is 85.9%.

References

- Arikunto, Suharsimi. *Prosedur Penelitian*. Jakarta: Rineka Cipta, 2019.
- Damis, Damis, and Muhajis Muhajis. "ANALISIS HUBUNGAN ANTARA MOTIVASI BELAJAR DENGAN HASIL BELAJAR SISWA PADA SEKOLAH DASAR NEGERI 3 ALLAKUANG KECAMATAN MARITENGGAE KABUPATEN SIDENRENG RAPPANG." *Idaarab: Jurnal Manajemen Pendidikan* 2, no. 2 (January 7, 2019): 216–28. <https://doi.org/10.24252/idaarah.v2i2.7005>.
- Dodi, Limas. "Metode Pengajaran Nahwu Shorof; Ber-Kaca Dari Pengalaman Pesantren." *Tafáqqub: Jurnal Penelitian Dan Kajian Keislaman* 1, no. 1 (June 1, 2013): 100–122.
- Emda, Amna. "KEDUDUKAN MOTIVASI BELAJAR SISWA DALAM PEMBELAJARAN." *Lantamida Journal* 5, no. 2 (March 15, 2018): 172–82. <https://doi.org/10.22373/lj.v5i2.2838>.

- Kpolovie, Peter James, Andy Igho Joe, and Tracy Okoto. "Academic Achievement Prediction: Role of Interest in Learning and Attitude towards School." *International Journal of Humanities Social Sciences and Education (IJHSSE)* 1, no. 11 (2014): 73–100.
- Manizar, Elly. "PERAN GURU SEBAGAI MOTIVATOR DALAM BELAJAR." *Tadrib* 1, no. 2 (2015): 204–22.
- Mardalis, Mardalis. *Metode Penelitian (Suatu Pendekatan Proposal)*. Jakarta: Bumi Aksara, 2006.
- Mulyasa, E. *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, Dan Implementasi*. Bandung: Remaja Rosdakarya, 2002.
- Nurhasanah, Siti, and A. Sobandi. "MINAT BELAJAR SEBAGAI DETERMINAN HASIL BELAJAR SISWA." *Jurnal Pendidikan Manajemen Perkantoran (JPManper)* 1, no. 1 (August 18, 2016): 128–35. <https://doi.org/10.17509/jpm.v1i1.3264>.
- Oktiani, Ifni. "Kreativitas Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik." *Jurnal Kependidikan* 5, no. 2 (November 24, 2017): 216–32. <https://doi.org/10.24090/jk.v5i2.1939>.
- Purwanto, M. Ngalm. *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya, 2006.
- Riconscente, Michelle M. "Effects of Perceived Teacher Practices on Latino High School Students' Interest, Self-Efficacy, and Achievement in Mathematics." *The Journal of Experimental Education* 82, no. 1 (January 1, 2014): 51–73. <https://doi.org/10.1080/00220973.2013.813358>.
- Shaleh, Abdul Rachman. *Pendidikan Agama Dan Keagamaan: Visi, Misi, Dan Aksi*. Jakarta: Gemawindu Pancaperkasa, 2000.
- Slameto, Slameto. *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta, 2003.
- Sugiyono, Sugiyono. *Statistik Untuk Penelitian*. Bandung: Alfabeta, 2013.
- Suharso, Suharso. *Kamus Besar Bahasa Indonesia*. Semarang: Widya Karya, 2019.
- Sukmadinata, Nana Syaodih. *Landasan Psikologi Proses Pendidikan*. Bandung: Remaja Rosdakarya, 2019.
- Syah, Muhibbin. *Psikologi Pendidikan Dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya, 2013.
- Taurina, Zane. "Students' Motivation and Learning Outcomes: Significant Factors in Internal Study Quality Assurance System." *International*

Journal for Cross-Disciplinary Subjects in Education (IJCDSE) 5, no. 4
(2015): 2625–30.

Triyono, Ari Joko. “UPAYA MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR IPA BIOLOGI MELALUI METODE CERAMAH PLUS TANYA JAWAB DAN TUGAS (CPTT).” *BIOEDUKASI* 4, no. 2 (November 1, 2013).
<https://doi.org/10.24127/bioedukasi.v4i2.248>.

Usman, Husaini, and Purnomo Setiady Akbar. *Metodologi Penelitian Sosial*. Jakarta: Bumi Aksara, 2008.

Wahid, Abdurrahman. *Menggerakkan Tradisi: Esai-Esai Pesantren*. Yogyakarta: LKiS, 2001.

Watson, Paul. “The Role and Integration of Learning Outcomes into the Educational Process.” *Active Learning in Higher Education* 3, no. 3 (November 1, 2002): 205–19.
<https://doi.org/10.1177/1469787402003003002>.

