

The Effect of Islamic Boarding School Environment and Student Learning Interest on Student Learning Outcomes in Social Sciences Subjects

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Abstrak

Hasil belajar siswa merupakan aspek yang sangat penting dalam pendidikan karena merupakan salah satu indikator dan tolak ukur keberhasilan dalam proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan pondok pesantren dan minat belajar siswa terhadap hasil belajar siswa pada mata pelajaran IPS. Berdasarkan tujuan tersebut, penelitian ini menggunakan metode kuantitatif. Peneliti menggunakan analisis regresi linear berganda dengan bantuan SPSS 16.0 for Windows. Pengambilan sampel dalam penelitian ini menggunakan teknik *probability sampling* dengan total sampel berjumlah 129 siswa. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh positif yang signifikan antara lingkungan pondok pesantren dan minat belajar siswa terhadap hasil belajar siswa pada mata pelajaran IPS.

Kata Kunci: lingkungan pondok pesantren, minat belajar, hasil belajar

Abstract

Student learning outcomes is a very important aspect in education because it is one indicator and benchmark of success in the teaching and learning process. Pesantren and students' interest in learning towards student learning outcomes in social studies subjects. Based on these objectives, this research uses quantitative methods. Researchers used multiple linear regression analysis with the help of SPSS 16.0 for Windows. Sampling in this study using probability sampling techniques with a total sample of 129 students. The results of this study indicate a significant fact between the environment of boarding schools and students' interest in learning towards student learning outcomes in social studies subjects.

Keywords: boarding school environment, interest in learning, learning outcomes

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INTRODUCTION

Learning outcomes are one indicator and measure the success of students in the learning process at school in a certain time that has been mutually agreed upon. Students and teachers are considered successful in the learning process if the grades obtained by students or learning outcomes are good and satisfying. A teacher definitely wants his students to achieve good and satisfying learning outcomes. Likewise with students also definitely want the learning outcomes they achieve are very good and satisfying. However, to obtain good learning outcomes is not easy because each student has differences in the form of physical health, intelligence, interests, motivation, maturity and the environment around students. Thus, the learning outcomes of each student have differences depending on these factors so that the results achieved by students vary, some are classified as high, medium, or low.

The researcher is interested in examining the learning outcomes of Grade VIII students in the Islamic Junior high School Darut Taqwa 02 who live in or live in the "Ngalah" boarding school in Sengonagung Purwosari who have higher social studies learning outcomes than students in the same class, VIII students in grade Islamic junior high school Darut Taqwa 02 but not boarding or settling in the "Ngalah" boarding school of Sengonagung Purwosari. As in the following table. As in the following table:

Table 1. Average grade of the Middle Semester Examination and Final Semester Examination for Social Sciences subject for class VIII Academic year 2018/2019

Information	Students who live in boarding schools	Students who do not live in boarding schools
Average grade of the Middle Semester Examination in 2018/2019	66,718	64,079
Average grade of the Final Semester Examination 2018/2019	86,691	83,675

Based on these facts researchers are interested in examining more in depth the factors that influence learning outcomes in grade VIII students of Islamic junior high school Darut Taqwa 02. The high and low learning outcomes of students of Islamic junior high school Darut Taqwa 02 can be influenced by several factors, one of which is a factor boarding school environment and student interest in learning itself.

The environment is one of the factors that affect learning outcomes that are included in external factors or factors from outside the self or individual (Paturhoman, 2012). The environment taken in this study is the environment of the boarding school. Islamic boarding school is an Islamic religious education institution that grows and is recognized by the surrounding community, with a boarding system (complex) in which students receive religious education through the study system or madrasa which is entirely under the direction of a person or several kiai who have characteristics characteristic that is charismatic (Syafe'i, 2017).

Islamic boarding schools are not much different from formal schools in general (Zakaria, 2010). Both institutions have the same goal and mission, namely to provide knowledge and education to all students or students studying at the institution, and the fundamental difference from the two institutions is in terms of the learning system and management system (Wekke, 2013).

The view of Indonesian people who generally consider that Islamic boarding schools are institutions that have the main goal of printing an ulama, namely someone who has a very deep religious knowledge (Asadullah, 2018). Thus, many parents place their children to study at Islamic boarding schools in addition to studying in formal public schools (Srimulyani, 2007). With the aim of parents wanting their children in addition to getting general knowledge that will be obtained in formal public schools will also get in-depth religious knowledge that will be obtained at boarding school institutions, so that both can be balanced for sufficient provisions for their lives in the future (Cockcroft, 2009).

A student who is also a student at a boarding school certainly has a different environment than students who are not students or students who do not live in a boarding school environment (Ferdinan, 2012). In the boarding school environment a student who is at once a student has activities or activities a little more than students who do not live in a boarding school and all that is done with the rules and discipline such as learning activities carried out at school (Amaliah, 2015). Almost the same as the environment at school, if in a boarding school environment creates a conducive atmosphere, the learning outcomes achieved by students will also be good and satisfying too, because the elements in the boarding school are also not much different from the elements in the school. It is necessary to work on a good environment so that it can have a positive influence on children / students so that it can run as well as possible (Slameto, 2003). A good and conducive environment will encourage students to compete with one another in learning. This situation will allow making student learning outcomes will be good and satisfying (Burde, 2015). This also applies in the boarding school environment if a good and conducive environment is created, it is possible that the results of learning in boarding schools and public schools will be good and satisfying.

In addition to external factors in the form of the environment that has been described previously, the factors that influence learning outcomes are internal factors, namely factors that exist in themselves or individuals and one of them is interest in learning. Simply put, if a student does not have an interest in the lessons he follows, the student will be lazy and tend not to pay attention to what is conveyed and explained by the teacher, so that it will get less good learning outcomes and will have an impact on the learning outcomes achieved will be less good and satisfying.

Learning interest in students can be seen during the learning process, An interest can be expressed through a statement that shows that students prefer one thing to another, it can also be manifested through participation in an activity (Slameto, 2003). Students who have an interest in a particular subject tend to give greater attention to the subject. Thus, interest in learning is a very important factor to support and enhance student learning (Djamarah, 2012). The greater the student's interest in a subject, then the possibility of student learning outcomes in the subject will be better and satisfying.

The purpose of this research is to determine the influence of the Islamic Boarding School Environment and Student Learning Interest on Student Learning Outcomes in social studies subjects. Based on the theoretical basis and previous studies that have been proposed, the researcher proposes a hypothesis that there is a significant positive effect. between the boarding school environment and student interest in learning outcomes of students in social studies subjects.

METHOD

This study uses quantitative research, the purpose of this study is to determine the relationship between two or more variables, or the relationship between independent variables and the dependent variable (Iskandar, 2009). The population in this study were students of grade VIII Darut Taqwa who received social studies subjects and lived in boarding schools totaling 190 students with a sample of 129 students. Sampling in this study using probability sampling techniques. The instrument used to measure the variables examined in this study was to use a questionnaire or questionnaire. Data analysis uses multiple linear regression analysis..

RESULT AND DISCUSSION

Multiple linear regression test was used to determine the magnitude of the influence of the cottage environment (X1) and learning interest (X2) on learning outcomes (Y). Following are the results of multiple linear regression tests produced through SPSS 16.0 For Windows.

Tabel 2. Results of Multiple Linear Regression Analysis

Variabel	Unstandarized Coefficients (B)	t count	Sig.	Information
Constant	67,038	21,225	0,000	significant
boarding school environment	0,109	5,111	0,000	significant
interest to learn	0,038	2,100	0,038	significant
R	0,499			
R square	0,249			
Adjusted R square	0,237			
F _{count}	20,864			
Sig f	0,000			
T _{tabel}	3,07			
F _{tabel}	1,97			

Based on the results of these calculations, the multiple linear regression equation can be obtained as follows: $Y = 67,038 + 0,109 X1 + 0,038 X2$. 1) Constant 67,038 means that learning outcomes will be constant at 67.038% if not influenced by the environment variables cottage (X1) and interest in learning (X2). 2) b1 (0,109) cottage environment (X1) influences learning outcomes (Y) by 10.9% or a positive effect which means that if (X1) is increased by only 1%, then learning outcomes (Y) will increase by 10.9% and vice versa if (X1) is reduced by 1%, the learning result (Y) will decrease by 10.9%. 3) b2 (0.038) interest in learning (X2) affects learning outcomes (Y) by 3.8% or a positive effect which means that if (X2) is increased by 1% only, then learning outcomes (Y) will increase 3.8% and vice versa if (X2) is reduced by 1%, the learning result (Y) will decrease by 3.8%.

H₀ testing criteria are accepted if $f_{count} \leq f_{tabel}$ or significant value > 0.05 and H₀ is rejected if $f_{count} \geq f_{tabel}$ or significant value < 0.05. The calculated value (20,864) and the significance is 0,000. Conclusions, f_{count} (20.864) > f_{tabel} (3.13) and the significance value is 0.000 < 0.05. So, from the above analysis it can be concluded that H₀ is rejected and H_a is accepted. This shows that the cottage environment (X1) and learning interest (X2) have a significant effect on learning outcomes (Y) simultaneously.

From the results of the analysis carried out simultaneously in the previous chapter, f_{count} data (20,864) > f_{tabel} (3.13) were obtained and the significance value was 0,000 < 0.05. These data

indicate that the null hypothesis is rejected. This explains that simultaneously there is a significant positive effect of the boarding school environment and interest in learning towards student learning outcomes in social studies subjects for eighth grade students of Islamic junior high school Darut Taqwa 02 Sengonagung.

A good boarding school environment has a great influence on learning outcomes, because a good boarding school environment can create conditions and a good atmosphere and comfortable for learning so that learning outcomes will be good. In addition to the boarding school environment, interest also has an influence on learning outcomes, if a student has an interest in the lessons he follows the student will be enthusiastic and enthusiastic and pay attention to what is conveyed and explained by the teacher, so the teaching and learning process goes well and will have an impact on the results learning achieved will be good and satisfying.

Thus, a good boarding school environment so that students feel comfortable and motivated in learning and high learning interest of students so that students feel enthusiasm and enthusiasm in learning will affect student learning outcomes.

CONCLUSION

Based on the results of research and discussion, it can be concluded that there is a significant positive effect between boarding school environment and student interest in learning outcomes of students in social studies subjects. This means that if a good boarding school environment and is supported by high student learning interest can improve student learning outcomes.

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