ACTIVE LEARNING AND LEARNING MOTIVATION: RECONSTRUCTION OF ISLAMIC RELIGIOUS EDUCATION LEARNING RESULTS

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ABSTRAK
Tujuan penelitian ini adalah untuk membuktikan pengaruh pendekatan pembelajaran aktif dan motivasi belajar terhadap hasil belajar mata pelajaran Pendidikan Agama Islam (PAI) di SMP Al Muslim Tambun. Pendekatan pembelajaran aktif dan motivasi belajar membantu siswa memahami materi Pendidikan Agama Islam.

Pendekatan makalah ini adalah kuantitatif. Metode penelitian yang digunakan adalah survei. Penelitian ini menggunakan teknik pengumpulan data dengan menggunakan angket dan tes tertulis menggunakan teknik analisis data uji regresi berganda. Instrumen yang digunakan dalam penelitian ini adalah angket, tes tertulis, dan kegiatan pembelajaran Pendidikan Agama Islam.

Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan pendekatan pembelajaran aktif dan motivasi belajar secara bersama-sama terhadap hasil belajar Pendidikan Agama Islam di SMP al Muslim Tambun Kabupaten Bekasi. Hubungan sebab akibat ini dibuktikan dengan Sig. = 0,000 < 0,05 dan Fhitung = 6,950, terdapat pengaruh yang signifikan pendekatan active learning terhadap hasil belajar Pendidikan Agama Islam di SMP Al Muslim Kabupaten Bekasi. Hal ini dibuktikan oleh Sig. = 0,020 < 0,05 dan thitung 2,399, serta terdapat pengaruh yang signifikan motivasi belajar terhadap hasil belajar Pendidikan Agama Islam di SMP Al Muslim Tambun Kabupaten Bekasi. Hal ini dibuktikan oleh Sig. = 0,028 < 0,05 dan thitung 2,248.

Kata Kunci: *Pembelajaran Aktif, Motivasi Belajar, Pendidikan Agama Islam*

ABSTRACK
The purpose of this study was to prove the effect of the active learning approach and learning motivation on the learning outcomes of Islamic Religious Education (PAI) subjects at Al Muslim Junior High School Tambun. The active learning approach and learning motivation help students understand Islamic Religious Education materials.

The approach of this paper is quantitative. The research method used is a survey. This study uses data collection techniques using questionnaires and written tests using multiple regression test data analysis techniques. The instruments used in this study were questionnaires, written tests, and Islamic Religious Education learning activities.

The results showed that there was a significant effect of the active learning approach and learning motivation together on the learning outcomes of Islamic Religious Education at SMP al Muslim Tambun in Bekasi Regency. This causal relationship is proven by Sig. = 0.000 < 0.05 and Fcount = 6.950, there is a

significant effect of active learning approach on learning outcomes of Islamic Religious Education at Al Muslim Junior High School in Bekasi Regency. This is proven by Sig. = 0.020 <0.05 and tcount 2.399, and there is a significant influence of learning motivation on learning outcomes of Islamic Religious Education at Al Muslim Middle School Tambun in Bekasi Regency. This is proven by Sig. = 0.028 < 0.05 and tcount 2.248.

Keywords: *Active Learning, Learning Motivation, Islamic Religious Education*

1. INTRODUCTION

Education is a complex series of events. Education in the scope of values is realized through a good learning process in the classroom and outside the classroom. This process takes place through interaction between teachers and students in educative learning. In education, the learning process is the main key in determining learning outcomes. The learning process is supported by several components such as teachers, students, use of methods, use of media, facilities and infrastructure, learning environment, curriculum, The complexity of teaching Islamic Religious Education in secondary schools in Indonesia is caused by several interrelated factors including those related to personal problems. , teachers and systems. Some of them, the low motivation of students, teachers, teacher skills and views on learning Religion, time allocation, are obstacles to achieving the goals listed in the curriculum.

To measure student success in learning, the teacher conducts an evaluation of Learning Outcomes. Evaluation of learning outcomes is a process to determine student learning scores through assessment and/or measurement of learning outcomes (Dimyati dan Mudjiono, 2013:200). From this understanding, it can be understood that if the learning outcomes obtained by students are low, then their learning achievements are also low. Vice versa, if the learning outcomes obtained by students are high, the learning achievement is also high. Learning outcomes as a measure of the success of the learning process and objectives.

The level of student learning outcomes can be influenced by several factors, namely input, process, and output factors. Input factors include raw input or basic input that describes the individual condition of the child with all the physical and psychological characteristics it has, instrumental input or instrumental input which includes: teachers, curriculum, materials and methods, facilities and facilities, and environmental input or environmental input which includes : physical environment, geographical, social, and cultural environment. The process factor describes how the three types of input interact with each other on children's learning activities. While the output factor (output) is a change in behavior that is expected to occur in children after children do learning activities (Agus Taufiq, Hera L. Mikarsa, dan Puji L, 2011:20-21).

One of the instrumental input factors is the teacher. The teacher's role in the learning process helps students understand the material presented, so that learning objectives are achieved. However, in reality there are still many teachers who ignore their role in delivering the material. Teachers still use conventional learning approaches, such as lectures without using other learning methods. And also ignores his role as a leader in the classroom, like a teacher who only gives assignments and then leaves. Even though it was still class time and there were many methods that could be used or combined, such as interactive demonstration

methods, simulations, role playing, Realistic Mathematical Education, case studies, jigsaws, concept maps, and so on. These methods are included in the Active Learning approach.

As a result of using inappropriate learning methods and the lack of a teacher's role, students have difficulty understanding the subject matter. Moreover, the material presented contains many complicated concepts such as memorization, one of which is material in Islamic Religious Education (PAI) lessons.

Islamic Religious Education (PAI) subjects have a role as one of the main subjects in the education curriculum in Indonesia, including at the elementary school level. In addition, Islamic Religious Education (PAI) subjects have a strategic role in the formation of students' morals (behavior) in everyday life, so that students are able to become better individuals. Through this Islamic Religious Education (PAI) subject, students can study religious knowledge in a dynamic and interactive forum.

Concepts in Islamic Religious Education (PAI) subjects that are complex so that they are difficult for students to understand are a challenge for teachers. In order for students to be able to understand the material presented by the teacher, the teacher must provide a concrete picture, for example connecting the material presented with the daily life of students and students are invited to participate in learning which will create a separate experience for students.

Facts in the field teachers still use conventional learning methods (lectures) and ignore their role in learning Islamic Religious Education (PAI). This results in low student learning outcomes. Based on observations made by researchers, information was obtained that the learning outcomes of Islamic Religious Education (PAI) students at Almuslim Tambun Junior High School were still below the KKM (75), while the average score of students in Islamic Religious Education (PAI) subjects was an average of 60 Student learning motivation is also able to influence learning outcomes. For example, low learning motivation affects learning outcomes in the form of relatively low scores of Islamic Religious Education (PAI) subjects. Students with the developmental stages proposed by Piaget, junior high school students are in the formal operational stage, where this stage is characterized by an adult mindset and is able to apply ways of thinking to problems from all categories. Material that contains a lot of memorization will be difficult for students to understand if it is not supported by the use of appropriate learning methods and the role of the teacher.

2. LITERATURE REVIEW

Active learning or active learning is generally defined as a learning method that involves students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell, C.C., and J. A. Eison, 2004: 1). Bonwell and Eison summarized the literature on active learning and concluded that it leads to better student attitudes and improvements in students' thinking and writing. They also cite evidence from McKeachie that discussion, a form of active learning, outperforms traditional lectures for material retention, motivating students for further study and developing thinking skills (Bonwell, C.C., and J. A. Eison, 2004: 3).

An active learning system or active learning is vigorously developing and testing new hypotheses as part of an ongoing, interactive learning process. Another way to think about it is that the learner is actively developing a "line of inquiry," way down the road a scientist will design a series of experiments to help him or her draw conclusions as efficiently as possible.

According to Mitchell in Abdul Majid (2013) states that motivation is a psychological process that causes the emergence, direction, and persistence of voluntary (voluntary) activities directed at certain goals (Abdul Majid, 2013: 307).

According to Gray in Abdul Majid (2013: 307) states that motivation is a number of processes that are internal or external to an individual that causes an attitude of enthusiasm and persistence in carrying out certain activities.

According to Soemanto in Abdul Majid (2013) states that motivation is a change in energy which is characterized by effective encouragement and reactions to achieving goals.

3. METHODOLOGY

The approach used in this research is a quantitative approach. The research method used in this study is a survey research method with multiple regression analysis. According to Kerlinger (1996) stated that survey research is research conducted on large and small populations, but the data studied are data from samples taken from that population, so that relative events, distributions, and relationships between sociological and psychological variables are found (Riduwan, 2004:4).

The data collection tool used is a questionnaire (questionnaire). With the data collection tool can be obtained data in accordance with the research theme. The research data was collected using a questionnaire developed by the researcher and given to a sample of the population. This method is used to express whether there is an influence between variables, namely the active learning approach variable (X1) and learning motivation (X2) as the independent variable with the Islamic religious education learning outcome variable (Y) as the dependent variable.

A. Research Population and Sample

A.1 Population

The population in this study was a limited population, the study was conducted on 165 students of Almuslim Middle School in Tambun. The reason the research was conducted in junior high school is that students with the developmental stages proposed by Piaget, junior high school age children (12-15) are in the formal operational stage[1], where children are able to think abstractly and logically by using "possible" thinking patterns. While the concepts in Islamic Religious Education subjects that are rote so that they are difficult to understand by students are a challenge for teachers.

A.2 Sample

The sampling technique used in this study is a random sampling technique. Random sampling or random sampling is a technique of taking samples from a population that is carried out randomly without regard to the strata that exist in the population.

B. Data collection technique

In this study, to obtain data with active learning approach variables and learning motivation is to ask respondents to answer the statement items using a questionnaire in the form of a checklist by applying a Likert scale which is used to measure attitudes, opinions, and perceptions of a person or group of people about the phenomenon. Social (Mulyani Sumantri dan Nana Syaodah , 2008:15). In the Likert scale, choices are usually expressed starting from negative with a score range of 1, 2, 3, 4, 5, and the most positive with a score range of 5, 4, 3, 2, 1.

Data was obtained to measure learning outcomes through the value of student learning outcomes with the material of the books of Allah SWT. The data collection is carried out as follows:

B.1 Learning Outcomes of Islamic Religious Education

a. Conceptual Definition

Learning outcomes have the following indicators: cognitive domains C1 (knowledge), C2 (understanding), C3 (application), C4 (analysis), C5 (synthesis), and C6 (evaluation). However, aspects of learning outcomes are focused on the cognitive domain, namely C1 (knowledge), C2 (understanding), C3 (application), C4 (analysis), C5 (synthesis),

b. **Operational definition**

The learning outcomes of Islamic Religious Education (PAI) referred to in this study are the scores obtained by grade VIII students of SMP Almuslim Tambun as measured by a written test with the material of the books of Allah SWT.

c. **Instrument Grille**

Written tests as research instruments or data collection tools are made with a grid of instruments based on the indicators.

d. **Test the Validity of Islamic Education Learning Outcomes Instruments**

As for testing the validity of the instrument in this study using the SPSS application with the Biserial Correlation correlation formula. Biserial Correlation correlation formula:

$$r_{pbis} = \frac{M_P - M_t}{S_t}\sqrt{\frac{p}{q}}$$

Description:

r_{pbis} = biserial point correlation coefficient

Mp = mean score of the subjects who answered correctly the item being sought for correlation with the test

M_t = mean total score (mean score of all test takers)

S_t = standard deviation of total score

p = the proportion of subjects who answered the form of the item

q = 1-p

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Reliability Test of Islamic Religious Education Learning Outcomes

The reliability test used in this study was the Kuder Richardson-20 method. As for testing the reliability of the instrument in this study using the SPPS application with the formula used is Kuder Richardson as follows.

$$r_{pbis} = \frac{M_P - M_t}{S_t}\sqrt{\frac{p}{q}}$$

Description:
r_{pbis} = biserial point correlation coefficient
M_p = mean score of the subjects who answered correctly the item being sought for correlation with the test
M_t = mean total score (mean score of all test takers)
S_t = standard deviation of total score
p = the proportion of subjects who answered the form of the item
q = 1-p

e. Reliability Test of Islamic Religious Education Learning Outcomes

The reliability test used in this study was the Kuder Richardson-20 method. As for testing the reliability of the instrument in this study using the SPPS application with the formula used is Kuder Richardson as follows.

$$r_{11} = \left(\frac{k}{k-1}\right) \cdot \left(\frac{s^2 - \sum pq}{s^2}\right)$$

Where:
r_{11} = coefficient of internal reliability of all items
p = proportion of subjects who answered the item correctly
q = proportion of subjects who answered the item incorrectly (q=1-p)
$\sum pq$ = the sum of the products of p and q
k = number of items
s = standard deviation of the test
Based on the calculation of the validity and reliability of the learning outcomes instrument as many as 35 multiple-choice questions at a significance of 5%, obtained 25 items that are valid and 10 items that are not valid.

A.2 Active Learning Approach
a. Conceptual Definition
The active learning approach has the following indicators: material understanding, active learning, high-level thinking or HOTS (High Over Thinking Skill), related to real life, student center (student-centered), learning environment, and facilitator.
b. Operational definition
The active learning approach referred to in this study is an application of learning that invites students to take an active role (student center) in learning activities to think, interact, try, find new ideas, and even produce a work while the teacher is only a facilitator. Through active learning, students get their own experience with the learning process that has been carried out.
c. Instrument Grille
Questionnaires in the form of questionnaires as research instruments or data collection tools are made with an instrument grid based on the indicators.
d. Active Learning Approach Instrument Validity Test
With the decision rules used:
a. If r-count r-table, then the item is valid
b. If r-count < r-table, then the item is invalid

An instrument can be said to be valid if the results of the calculation obtained the number of correlation coefficient rcount>rtable that was consulted at a significance level of 0.05.

e. Active Learning Approach Reliability Test
C. Learning Motivation
C.1 Operational definition

The learning motivation referred to in this study is a change in action in the form of the power contained in each individual that arises because of the sense and goals to be achieved by the individual and the driving force that comes from within the individual and from outside the individual which causes an enthusiastic attitude. to carry out certain activities in order to achieve a goal.

C.2 Instrument Grille

Questionnaires in the form of questionnaires as research instruments or data collection tools are made with an instrument grid based on the indicators.

C.3 Test the Validity of Learning Motivation Instruments

Validity is a measure that shows the level of reliability or validity of a measuring instrument. If the instrument is declared valid, it means that the measuring instrument used to obtain the data is valid, so valid means that the instrument can be used to measure what should be measured.

As for testing the validity of the instrument in this study using the SPPS 16 application with the Biserial Correlation correlation formula. Biserial Correlation correlation formula:

$$r_{pbis} = \frac{M_P - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Description:
r_{pbis} = biserial point correlation coefficient
M_p = mean score of the subjects who answered correctly the item being sought for correlation with the test
M_t = mean total score (mean score of all test takers)
S_t = standard deviation of total score
p = the proportion of subjects who answered the form of the item
$q = 1-p$

D. Learning Motivation Reliability Test

The reliability test used in this study was the Kuder Richardson-20 method. As for testing the reliability of the instrument in this study using the SPPS application with the formula used is Kuder Richardson as follows[2].

$$r_{11} = \left(\frac{k}{k-1}\right) \cdot \left(\frac{s^2 - \Sigma pq}{s^2}\right)$$

Where:

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[2] Riduwan,*Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung:Alfabeta,2004), 180

r_{11} = coefficient of internal reliability of all items
p = proportion of subjects who answered the item correctly
q = proportion of subjects who answered the item incorrectly (q=1-p)
$\sum pq$ = the sum of the products of p and q
k = number of items
s = standard deviation of the test

E. Data analysis technique

In order for hypothesis testing to be carried out, it is necessary to test the analytical requirements, namely normality and homogeneity tests. Existing data is processed so that it has meaning that is useful for answering problems in research and for testing hypotheses. The data in question is analyzed through several stages as follows:

1. Descriptive Statistics

In descriptive analysis, data presentation techniques will be carried out in the form of frequency distribution tables, graphs/bar charts for each variable. In addition, each variable will be processed and analyzed for measures of concentration and location such as mean, mode, and median as well as deviation measures such as range, variance, standard deviation, skewness and kurtosis.

2. Test Data Analysis Requirements

a. Normality test

Normality test aims to determine whether the data collected is normally distributed or not. This will affect the further process of statistical analysis, if the data is normally distributed, then the analysis is continued using parametric statistics, whereas if the data is not normally distributed, then the analysis is continued using non-parametric statistics. The normality test in this study was carried out using Kolmogorov Smirnov analysis in a computer application program for statistics, namely SPSS. The results of calculations and tests with SPSS are shown by the Tests of Normality table in the Sig column for testing the Kolmogorov Smirnov technique. The normality criterion is if the sig KS value > 0.05 then the data is said to be normally distributed.

b. Linearity Test

Testing the linearity of the regression line in this study used the F test, the formula is as follows:

In practice, the SPSS program will be used to calculate the linearity test, by looking at the magnitude of the sig coefficient on Deviation from Linearity.

The linearity test criteria are as follows
if sig> 0.05 then the regression line is linear and,
if sig 0.05 then the regression line is not linear

c. Multicollinearity Test

The multicollinearity test was carried out to determine the existence of a perfect or definite relationship between some or all of the independent variables that explained the regression model. A good regression model is that there should be no correlation between the independent variables. To see the symptoms of multicollinearity can be seen from the amount of VIF (variance inflation factor) and tolerance. Guidelines for a regression model that is free of multicollinearity is one that has a VIF value around 1 and has a tolerance close to 1.

a. Regression Analysis
1) Calculation of the Regression Line Equation

The results of the calculation of the regression line can be seen from the output of the SPSS version 16 program through regression analysis, namely the Coefficientsa table. The coefficients of the regression line equation are indicated by the numbers in column B for Unstandardized Coefficients.

Table
Regression Analysis
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	56.890	8.134		6.994	.000
Pendekatan Active Learning	.134	.056	.288	2.399	.020
Motivasi Belajar	.135	.060	.270	2.248	.028

a. Dependent Variable: Learning Outcomes

From the table above, the regression equation is $\hat{Y}= 56.890 + 0,134\ X_1 + 0,135\ X_2$.

4. RESULTS AND DISCUSSION

The description of the research data will describe three variables, namely X1 (Active Learning Approach), X2 (Learning Motivation), and Y (Learning Outcomes of Islamic Religious Education. Descriptive statistics are methods related to collecting and presenting a cluster of data so as to provide useful information and without drawing conclusions that apply to the public.

A. Description of Active Learning Data (X1)

Active Learning data was obtained from the value of the statement questionnaire given to the respondents who became the research sample as many as 62 students. The value of the statement questionnaire obtained is the lowest 57, the highest score is 127, the average score is 106.90, the median is 110.50, the mode is 119 and the standard deviation is 18.371.

From the histogram and frequency polygons, it can be concluded that active learning in Islamic Religious Education learning for students of SMP Al Muslim Tambun in Bekasi Regency has a fairly normal distribution.

B. Description of Learning Motivation Data (X2)

Learning motivation data was obtained from the value of the statement questionnaire given to the research sample of 62 students. The value of the statement questionnaire obtained is the lowest 56, the highest score is 147, the average score is 115.21, the median is 119, the mode is 119 and the standard deviation is 17.023.

When viewed from the results of the calculation above, it can be said that the learning motivation of the students of Almuslim Tambun Junior High School in Bekasi Regency is quite good. This is indicated by the acquisition of an average score of 115.21.

From histograms and frequency polygons, it can be concluded that the learning motivation of students at Almuslim Tambun Junior High School in Bekasi Regency has a fairly normal distribution.

C. Description of Islamic Education Learning Outcomes Data (Y)

Data on learning outcomes of Islamic Religious Education was obtained from cognitive test scores with the material of the books of Allah SWT. the respondents who became the research sample were 62 students. The score obtained is the lowest 56, the highest score is 100, the average score is 86.67, the median is 88, the mode is 88 and the standard deviation is 8.527.

D. Description of Research Data on Islamic Religious Education Learning Outcomes

When viewed from the results of the calculations in advance, it can be said that the learning outcomes of Islamic Religious Education students at SMP Al Muslim Tambun in Bekasi Regency are classified as good. This is indicated by the acquisition of an average score of 86.77.

From the histogram and frequency polygon, it can be concluded that the learning outcomes of Islamic Religious Education at the Tambun Almuslim Junior High School in Bekasi Regency have a fairly normal distribution.

E. Description of Islamic Education Learning Outcomes Data (Y)

Data on learning outcomes of Islamic Religious Education was obtained from cognitive test scores with the material of the books of Allah SWT. the respondents who became the research sample were 62 students. The score obtained is the lowest 56, the highest score is 100, the average score is 86.67, the median is 88, the mode is 88 and the standard deviation is 8.527.

F. Description of Research Data on Islamic Religious Education Learning Outcomes

When viewed from the results of the calculations in advance, it can be said that the learning outcomes of Islamic Religious Education students at SMP Al Muslim Tambun in Bekasi Regency are classified as good. This is indicated by the acquisition of an average score of 86.77.

From the histogram and frequency polygon, it can be concluded that the learning outcomes of Islamic Religious Education at the Tambun Almuslim Junior High School in Bekasi Regency have a fairly normal distribution.

G. Testing Data Analysis Requirements

Testing the requirements of data analysis carried out in this study is testing the normality and linearity of the partial regression line between the independent variable and the dependent variable.

1. Data Normality Test

Testing the normality of the data for each sample is tested through the following hypotheses:

H_0 : the data in the sample is normally distributed

H_1: the data in the sample is not normally distributed

Calculations are carried out with the help of a computer through the SPSS application program. According to the existing provisions in the program, the criteria for data normality are "if p value (sig)> 0.05 then H_0 is accepted", which means that the data in the sample is normally distributed. The p value (sig) is the number listed in the sig column in the table of results/outputs for calculating normality tests by the SPSS program. In this case, the Kolmogorov-Smirnov method is used.

It can be seen that the value in the Sig column in the Kolmogorov-Smirnov method for all samples is greater than 0.05 (active learning 0.140, learning motivation 0.078, and learning outcomes 0.190) so that H_0 is accepted and H_1 is rejected, in other words that data from all samples in this study is normally distributed. Based on this, one of the test requirements for data analysis to test the hypothesis has been fulfilled, where all data from each variable are normally distributed.

2. Linearity Test of Regression Line

Testing linearity in this study used the following hypothesis:

H_0 : the regression line of the relationship between variable X and variable Y is linear

H_1 : the regression line of the relationship between variable X and variable Y is not linear

Calculations were carried out with the help of a computer through the SPSS version 16.0 application program. According to the existing provisions in the program, the criteria for data normality are "if Sig> 0.05 then H_0 is accepted", which means that the regression line is linear. The value of Sig is the number listed in the column Sig line Deviation from Linearity in the ANOVA table the results of the calculation of the linearity test of the regression line by the SPSS program.

a. Linearity of Regression Lines Between Variable X_1 (Actice Learning Approach) and Variable Y

Recapitulation of Test Results for Linearity of Regression Lines Between Variable X_1 (Active Learning Approach) and Variable Y (Learning Outcomes of Islamic Religious Education)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar PAI * Active Learning	Between Groups	(Combined)	1286.039	24	53.585	.630	.882
		Linearity	538.187	1	538.187	6.324	.016
		Deviation from Linearity	747.852	23	32.515	.382	.991
	Within Groups		3148.800	37	85.103		
	Total		4434.839	61			

In the table, it can be seen that the value in the column Sig line Deviation from Linearity is 0.991 greater than 0.05 so H_0 is rejected H_1 is accepted, in other words that the regression line between the X1 variable and the Y variable is linear.

b. Linearity of Regression Lines Between Variable X_2 (Learning Motivation) and Variable Y (Learning Outcomes of Islamic Religious Education)

The results of the calculation of the linearity test of the relationship between the X_2 variable (learning motivation) and the Y variable (Islamic education learning outcomes) can be seen in Table

Recapitulation of Test Results for Linearity of Regression Lines Between Variable X_2 (Learning Motivation) and Variable Y (Learning Outcomes of Islamic Religious Education)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar PAI * Motivasi Belajar	Between Groups	(Combined)	2466.039	31	79.550	1.212	.300
		Linearity	495.648	1	495.648	7.553	.010
		Deviation from Linearity	1970.390	30	65.680	1.001	.499
	Within Groups		1968.800	30	65.627		
	Total		4434.839	61			

Sumber: Hasil Penelitian 2018

In the table above, it can be seen that the value in the column Sig line Deviation from Linearity is $0.499 > 0.05$, so H_0 is accepted, in other words that the regression line between the X_2 variable and the Y variable is linear.

3. Multicollinearity Test

The multicollinearity test was conducted to determine the existence of a perfect or definite relationship between some or all of the independent variables that explained the regression model. A good regression model is that there should be no correlation between the independent variables. To see the symptoms of multicollinearity can be seen from the amount of VIF (variance inflation factor) and tolerance. Guidelines for a regression model that is free of multicollinearity is one that has a VIF value < 10.

Table
Multicollinearity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	56.890	8.134		6.994	.000					
	Active Learning	.134	.056	.288	2.399	.020	.348	.298	.281	.950	1.052
	Motivasi Belajar	.135	.060	.270	2.248	.028	.334	.281	.263	.950	1.052

a. Dependent Variable: Hasil Belajar PAI

The large VIF for X1 and X2 = 1.052 and a tolerancethat X1 and X2 do not have multicollinearity problems. Based on the number shown by the VIF of 1.052, it can be concluded that this value can be considered as no multicollinearity. Thus, the research hypothesis testing was carried out using multiple regression analysis.

Hypothesis test

Hypothesis testing is carried out according to the provisions. The results of calculations and testing can be seen in the following table:

Recapitulation of Calculation Results of Regression Line Equations Influence of Variables X1 (Active Learning Approach) and X2 (Learning Motivation) on Variable Y (Learning Outcomes of Islamic Religious Education)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	845.633	2	422.817	6.950	.002[b]
	Residual	3589.205	59	60.834		
	Total	4434.839	61			

a. Dependent Variable: Hasil Belajar PAI

b. Predictors: (Constant), Motivasi Belajar, Active Learning

Recapitulation of the Calculation Results of the Significance Testing of the Regression Coefficient of the Effect of Variable X_1 (Active Learning Approach) with Variable Y (Learning Outcomes of Islamic Religious Education)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.890	8.134		6.994	.000
	Active Learning	.134	.056	.288	2.399	.020
	Motivasi Belajar	.135	.060	.270	2.248	.028

a. Dependent Variable: Hasil Belajar PAI

Calculation of the Correlation Coefficient Effect of Variable X_2 (Learning Motivation) on Variable Y (Learning Outcomes of Islamic Religious Education)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437[a]	.191	.163	7.800

a. Predictors: (Constant), Motivasi Belajar, Active Learning

1. **The Effect of Active Learning Approach (X1) and Learning Motivation (X2) Together on Learning Outcomes of Islamic Religious Education (Y)**

The hypotheses of this effect are:

$H_0 : \beta y_2 = 0$

$H_1 : \beta y_2 \neq 0$

it means :

H_0 : there is no significant effect of active learning approach (X_1) and learning motivation (X_2) together on student learning outcomes (Y)

H_1: there is a significant effect of the active learning approach (X_1) and learning motivation (X_2) together on student learning outcomes (Y)

From the table it can be seen that the double correlation coefficient of the influence of the independent variables on the active learning approach (X1) and learning motivation (X_2) together on student learning outcomes (Y) is 0.437. Based on this value, it can be understood that the influence of the active learning approach and learning motivation on the learning outcomes of Islamic Religious Education. The calculation of the significance of this multiple correlation coefficient can be seen in the table. From these calculations, it is found that the correlation coefficient is significant, in other words that there is a significant effect of the independent variables on the active learning approach (X_1) and learning motivation ($_{X2}$) together on the learning outcomes of Islamic Religious Education (Y).

While the coefficient of determination of 19.9% indicates that the contribution of the active learning approach and learning motivation together on understanding mathematical concepts is 19.9%, the rest is due to the influence of other factors. Meanwhile, for hypothesis testing through regression analysis, the calculation results are shown in the table. obtained the regression line equation

that represents the effect of variables X1 and X2 on variable Y, namely **Y = 56,890 + 0.134 X_1 + 0.135 X_2**

While testing the significance of the regression line is by paying attention to the results of the calculations in the table. According to existing provisions, the regression significance criteria are "if Sig < 0.05 then H_0 is rejected" or "if Fcount>Ftable then H_0 is rejected", which means that the regression coefficient is significant, in other words there is a significant influence on the independent variable X_1 and X_2 to the dependent variable Y. The value of Sig is the number listed in the column Sig in the table. The value of Fcount is the number listed in column F in the table. While the Ftable value is the value of the F distribution table for the 5% significance level with the numerator degree (k) = 2 and the denominator degree (n – k – 1) = 62 – 2 – 1 = 59 where n is the number of respondents, and k is the number of variables. free.

From Table. it can be seen that the value of Sig = 0.000 and Fcount = 6.950; while F_{table} = 3.15. Because the value of Sig = 0.000 < 0.05 and F_{count} = 6.950 > F_{table} = 3.21 then H_0 is rejected, which means that the regression coefficient is significant. In other words, there is a significant effect of the independent variables of active learning approach (X_1) and learning motivation (X_2) together on learning outcomes of Islamic Religious Education (Y).

From the results of the correlation and regression tests, it can be concluded that there is a significant effect of the independent variables on the active learning approach (X_1) and learning motivation (X_2) together on PAI learning outcomes (Y).

 2. **The effect of students' active learning (X_1) on PAI learning outcomes (Y)**

The statistical hypotheses tested are:

$H_0 : \beta y_1 = 0$

$H_1 : \beta y_1 \neq 0$

it means :

H_0 : there is no effect of active learning approach (X1) on learning outcomes of Islamic Religious Education (Y).

H_1: there is an effect of the active learning approach (X_1) on the learning outcomes of Islamic Religious Education (Y).

To prove the hypothesis is to pay attention to the values / numbers listed in column t or column Sig for the row of student learning attitudes (Variable X1) in the table. According to existing provisions, the regression significance criteria are "if t_{count} > t_{table} then H0 is rejected" or " if Sig < 0.05 then H_0 is rejected", which means that there is a significant effect of the independent variable $_{X1}$ on the dependent variable Y. The value of Sig is the number listed in the column Sig for the learning attitude row (Variable X_1) in the table The value of tcount is a number that listed in column t for the row of student learning attitudes (Variable X_1) in the table. While the ttable value is the value of the t distribution table for a 5% significance level with a degree of confidence (df = n – 2) = 59 where n is the number of respondents.

From the table it can be seen that the value of Sig = 0.000 and t_{count} = 2,599 Because the value of Sig <0.05 and t_{count}> t_{table}, H0 is rejected, which means that there is a significant effect of the independent variable X1 (students' active learning) on the dependent variable Y (PAI learning outcomes).

From the results of correlation testing, regression testing and by looking at the line model, it can be concluded that there is a significant effect of the independent

variable X1 (active learning) on the dependent variable Y (PAI learning outcomes).

3. The Influence of Learning Motivation (X_2) on Learning Outcomes of Islamic Religious Education (Y)

The statistical hypotheses tested are:

$H_0 : \beta y_2 = 0$

$H_1 : \beta y_2 \neq 0$

  it means :

H_0 : there is no learning motivation (X_2) on learning outcomes of Islamic Religious Education (Y)

H_1 : there is learning motivation (X_2) on learning outcomes of Islamic Religious Education (Y)

To prove the hypothesis is to pay attention to the values / numbers listed in column t or column Sig for the row of learning motivation (Variable X_2) in the table. According to existing provisions, the regression significance criteria are "if $t_{count} > t_{table}$ then H_0 is rejected" or "if Sig < 0.05 then H_0 is rejected", which means that there is a significant effect of the independent variable X_2 on the dependent variable Y. The value of Sig is the number listed in the column Sig for the row of learning motivation (Variable X_2) in the table. The value of tcount is the number listed in column t for the row of learning motivation (Variable X_2) in the table. While the ttable value is the value of the t distribution table for a 5% significance level with a degree of confidence (df = n − 2) = 59 where n is the number of respondents.

From the table, it can be seen that the value of Sig = 0.000 and tcount = 2.289. Because the value of Sig <0.05 and $t_{count} > tt_{able}$, H_0 is rejected, which means that there is a significant effect of the independent variable X_2 (learning motivation) on the dependent variable Y (Islamic education learning outcomes).

From the results of correlation testing, regression testing and by looking at the line model, it can be concluded that there is a significant effect of the independent variable X_2 (learning motivation) on the dependent variable Y (Islamic education learning outcomes).

5. CONCLUSION

Based on the results of this study, it includes the effect of active learning approach and learning motivation on learning outcomes of Islamic Religious Education (PAI) in Almuslim Tambun Junior High School as follows:

a. There is a significant effect of active learning approach and learning motivation together on learning outcomes of Islamic Religious Education at SMP al Muslim Tambun in Bekasi Regency. This is proven by Sig. = 0.000 < 0.05 and Fcount = 6.950. Based on the calculation of hypothesis testing, it can be concluded that there is a significant effect of using the active learning approach and learning motivation on the learning outcomes of Islamic Religious Education class VIII students at SMP Almuslim Tambun, meaning that in the learning process, classes that use an active learning approach have higher results compared to classes that only use an active learning approach. using conventional methods and high motivation can affect the learning outcomes of Islamic Religious Education class VIII students at SMP Almuslim Tambun.

b. There is a significant effect of the active learning approach on the learning outcomes of Islamic Religious Education at Al Muslim Junior High School in Bekasi Regency. This is proven by Sig. = 0.020 < 0.05 and tcount 2.399. Based on the calculation of hypothesis testing, it can be concluded that there is a significant effect of the use of an active learning approach on the learning outcomes of Islamic Religious Education class VIII students at SMP Almuslim Tambun, meaning that an attractive learning approach can improve student learning outcomes, especially in Islamic Religious Education subjects.

c. There is a significant influence of learning motivation on learning outcomes of Islamic Religious Education at SMP al Muslim Tambun in Bekasi Regency. This is proven by Sig. = 0.028 < 0.05 and tcount 2.248. Based on the calculation of hypothesis testing, it can be concluded that there is a significant influence of learning motivation on learning outcomes of Islamic Religious Education students in grade VIII at SMP Almuslim Tambun, meaning that the learning motivation created is able to improve student learning outcomes, especially in rote subjects such as Islamic Religious Education.

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