

Student Perception Relationships about Teacher and Pedagogy Learning Motivation with Education Learning Results Islamic Religion in SMP Negeri 12 Medan

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Abstract

This research aims to determine: (1) relationship between students' perceptions of teacher's pedagogy and learning outcomes of Islamic education, (2) relationship between students' learning motivation and students' learning outcomes of Islamic education?, and (3) relationship in line between students' perceptions of teacher's pedagogy and learning motivation with the learning outcomes of Islamic education. The type of this research is Quantitative Descriptive Correlational, with descriptive analysis. Data collection tools are using a likert scale questionnaire. The questionnaire was compiled based on the indicators of each variable and checked with the thesis supervisor, then the instrument test was carried out on the respondents and not the research sample. The results showed that students' perception about teacher's pedagogy and learning motivation had a relationship with the learning outcomes of Islamic education. In the research hypothesis test, the correlation (1) X_1 and $Y = r$ calculate was greater than the r table value ($0.461 > 0.339$) and the significance value was less than 0.05 ($0.006 < 0.05$). (2) the correlation of X_2 with $Y = r$ calculate is greater than the value of r table ($0.409 > 0.339$) and the significance value is less than 0.05 ($0.016 < 0.05$). (3) The correlation of X_1 and X_2 in line with $Y = F$ calculate is greater than F table ($5.089 > 3.30$) and the significance value is less than 0.005 ($0.012 < 0.05$).

Keywords

students' perception;
teacher pedagogy;
learning motivation and
learning outcomes



I. Introduction

A teacher is expected not only to be able to teach, but in the teaching and learning process must be able to generate motivation, desire, and passion for learning in students. The teacher's job is to motivate students to learn in order to achieve the expected goals in the process of obtaining the desired behavior. To motivate students to try to achieve the desired goals, teachers must be creative and imaginative in using incentives (Soemanto, 1990: 200).

The creation of a good classroom supports the running of teaching and learning activities in an orderly manner, is closely related to efforts to control, control, order, organize and create orderly, safe, peaceful, and harmonious classroom conditions that encourage the implementation of adequate teaching and learning activities (Arikunto, 1990: 2). In order for students to be happy and excited when learning, teachers try to provide a conducive learning environment by utilizing all the potential of the existing class (Djamarah and Zain, 2010: 148).

Learners succeed in learning if from themselves they have the desire and enthusiasm to learn. This desire and drive is called intrinsic motivation. Motivation in this case includes two

things: (1) knowing what to learn, and (2) understanding why it is worth learning based on these two elements of motivation as a good starting point for learning (Sardiman, 1992:39).

II. Review of Literatures

Perception is a process that is preceded by sensing, which is a process in which the individual receives a stimulus through his or her sense organs, but the process is continued to the center of the brain, the nervous system of the brain and a psychological process occurs so that the individual realizes what he sees, hears, and so on (Walgito, 1990:53).

A person can make perceptions with several conditions, namely: (1) the existence of an object that is perceived, namely an object that causes a stimulus to affect the senses or receptors, (2) sense organs or receptors, which are a means to receive a stimulus, (3) attention, which is the first step as a preparation in holding perceptions (Walgito, 1990:54).

Perception includes a complex interaction involving three main components, namely: (1) selection is the process of filtering the senses for stimuli. In this process, the existing cognitive structure in the head will select, distinguish incoming data and choose which data suits its own interests, (2) compilation is the process of reducing organizing, organizing, or simplifying complex information into a meaningful pattern. and (3) interpretation, namely the process of translating or interpreting information or stimuli into behavior as a response (Desmita, 2011:120).

There are three factors that influence a person's perception, namely: (1) the perpetrator of the perception, namely from the person concerned himself when someone sees something and tries to provide an interpretation of what he sees. It is influenced by influential individual characteristics such as attitudes, motives, interests, interests, experiences, and expectations, (2) perceptual target factors, these targets can be people, objects, or events. The characteristics of the target usually affect the perceptions of those who see it, and (3) the situation factor, the perception must be viewed contextually, which means that in a situation where the perception arises, it also needs attention. Situation factors that play a role in fostering one's perception (Siagian, 2004:105).

Furthermore Sarwono (2014:106) explains things that can cause differences in perceptions between individuals and between groups as follows: (1) attention, (2) mental readiness, (3) needs, (4) regulations (5) personality types, and (6) spiritual temptation.

The theory study with teacher competence explained Asrori (2007:1) that the compulsory and must-have competence of a teacher or as an educator is pedagogical competence. The meaning contained in the pedagogical competence is that an educator or teacher is like a research channel who does not only have the responsibility or task of sending expertise to the subject of his students but can educate to develop all the abilities possessed by the student subject so that he becomes a student who is virtuous and intelligent.

According to Rusman (2013:54) that pedagogical competence includes understanding of students, planning and implementing learning activities, evaluating learning outcomes and developing students to actualize the various potentials of students.

Meanwhile, according to Mulyasa (2008:77-79), in relation to pedagogical competence, there are at least eight abilities that a teacher must have, as follows: (1) understanding educational insights and foundations, (2) understanding students, (3) curriculum development and syllabus, (4) instructional design, (5) educational and dialogical implementation of learning, (6) utilization of learning technology, (7) evaluation of learning outcomes, and (8) student development.

Motivation to learn plays an important role in the teaching and learning process. Its unique role is to foster passion, enjoyment and enthusiasm for learning activities. A person who learns with strong motivation will carry out his learning activities seriously and enthusiastically. Conversely, someone learns with weak motivation, will be lazy and will not even want to do tasks related to the lesson.

Motivation in a person has the following characteristics: (1) persevering in facing tasks, (2) being resilient in facing difficulties, (3) showing interest in various problems, (4) having a future orientation, (5) prefers to work independently, (6) gets bored quickly in routine tasks, (7) can defend his opinion, (8) does not easily let go of what is believed, and (9) likes to find and solve problems (Sardiman, 1992: 83).

Motivation as a process, leads students to experiences that allow them to learn. As a process, motivation has functions including: (1) encouraging and activating students to stay interested and alert, (2) focusing students' attention on certain tasks related to the achievement of learning goals, and (3) helping to meet the need for results. short term and long term (Daradjat, 1995: 141).

III. Research Method

The type of this research is quantitative descriptive correlational. The sample of this study is 15% of the 230 total population in all VIII Grade who are Muslims, it will represent as many as 34 second semester students of SMP Negeri 12 Medan in 2019/2020. Data collection tools are using a likert scale questionnaire. The questionnaire was compiled based on the indicators of each variable and checked with the thesis supervisor, then the instrument test was carried out on the respondents and not the research sample. After testing, the instrument item is known that the X_1 variable consists of 35 items, there are 34 valid items and the X_2 variable consists of 35 items, there are 34 valid items.

IV. Discussion

The first finding of the study shows that there is a relationship between students' perceptions of teacher pedagogy and student learning outcomes, this can be seen from the calculated value greater than the r table, namely ($0.461 > 0.339$) and the classification value less than 0.05 ($0.006 < 0.05$).) which means that if the teacher's pedagogical tendency is getting higher, the student learning outcomes will be higher.

After data analysis was carried out it was known that the data obtained from 34 students were classified into 7 groups, 3 students were at intervals of 99-104 or 8.82%, 2 students were in the interval 105-110 or 5.58%, 3 students were at intervals 111-116 or 8.82%, 10 students are in the 117-122 or 29.41% interval, 10 students are in the 123-128 or 29.41% interval, 5 students are in the 129-134 or 14.70% interval , 1 student is in the interval 135-140 or 2.94%. The results of the analysis used with the product moment correlation obtained a value of 0.461 and can be classified in the moderate category, this is evidenced by the distribution of questionnaires given by students.

Teachers who have pedagogical competence will affect student learning outcomes. Competent teachers will be able to guide their students so that they always get satisfying learning results. Maximum learning outcomes are obtained by students from the way the teacher plans learning and implements learning. Competent teachers will lead to good student perceptions, so that it will have a positive impact on student learning outcomes.

The second research finding is that there is a relationship between learning motivation and student learning outcomes, this can be seen from the calculated value is greater than r table, namely $(0.409 > 0.339)$ and the classification value is less than 0.05 $(0.016 < 0.05)$ which means that if the higher the learning motivation tendency, the higher the student learning outcomes.

After the data analysis was carried out, it was known that the data obtained from 34 students were classified into 7 groups, 11 students were at intervals of 100-105 or 32.35%, 2 students were in the interval 106-111 or 5.58%, 7 students were at intervals. 112-117 or 20.58%, 6 students are in the 118-123 or 17.64% interval, 5 students are in the 124-129 or 17.64% interval, 2 students are in the 130-135 or 2.94% interval, and 1 student is in the interval 136-141 or 2.94%. The results of the analysis used with the product moment correlation obtained a value of 0.409 and can be classified in the moderate category, this is evidenced by the distribution of questionnaires given by students.

Motivation is very influential when learning, the factors that affect learning outcomes consist of two factors, namely factors from within and factors from outside oneself. Motivation to learn in students must be grown. Motivation to learn in students must continue to be grown so that students can focus on learning and master the learning material well in order to obtain satisfactory learning outcomes. A teacher should always motivate his students by providing awareness and importance of the purpose of learning that is useful for students. Students who are motivated and motivated while studying will be diligent and tenacious in learning.

The findings of the third study indicate that there is a relationship between students' perceptions of teacher pedagogy and learning motivation with student learning outcomes seen from the calculated F value $(5.089 > 3.30)$ and the significance value is less than 0.005 $(0.012 < 0.05)$, which means that the pedagogical tendency teachers and the higher the learning motivation, the higher the student learning outcomes. After data analysis was carried out, it was known that the data obtained from 34 students were classified into 8 groups, 3 students were in the 80-81 or 8.82% interval, 2 students were found at the interval 82-83 or 5.88%, 6 students were found in interval 84-85 or 17.64%, 5 students were found at intervals of 86-87 or 14.70%, 5 students were found at intervals of 88-89 or 14.70%, 4 students were found at intervals of 90-91 or 11.76 %, 5 students were found at the interval 92-93 or 14.70%, 4 students were found at the interval 94-95 or 11.76%,

The results of the analysis used with the product moment correlation obtained a value of 0.497 and can be classified in the moderate category, this is evidenced by the distribution of questionnaires given by students. The results of this study indicate that there is a positive relationship between each variable. A teacher who has good competence will bring good student perceptions about his teacher. This will bring and motivate students to learn. Students' perceptions are the first step to generate learning motivation and this will bring maximum learning outcomes to students.

V. Conclusion

The conclusions that can be drawn are: (1) there is a relationship between students' perceptions of teacher pedagogy and students' religious education learning outcomes, this relationship is shown by the calculated r value greater than the r table value ($0.461 > 0.339$) and the classification value less than 0, 05 ($0.006 < 0.05$), (2) there is a relationship between learning motivation and student learning outcomes of Religious Education, the relationship is shown from the calculated r value greater than the r table value ($0.409 > 0.339$) and the classification value less than 0, 05 ($0.016 < 0.05$), and (3) there is a relationship between student perceptions of teacher pedagogy and learning motivation with student learning outcomes of religious education, this relationship is shown by the calculated F value greater than F table ($5.089 > 3.30$) and the classification value is less than 0.005 ($0.012 < 0.05$). This is also shown by the correlation value or R of 0.497, which is greater than the r table ($0.497 > 0.339$). This means that the results of data analysis have a relationship between the three variables with a specific level of 95%.

Suggestions that can be conveyed are: (1) for educational institutions, this research is expected to be taken into consideration to improve the improvement of teacher pedagogical competencies. Continue to pay attention to the competencies possessed by a teacher, because the competence of a teacher influences the learning process in order to achieve the desired goals, and (2) for teachers, this study is known that teacher pedagogy and learning motivation have a relationship with learning outcomes, therefore it is expected teachers further enhance and develop pedagogical competences. Pedagogical competence is an initial ability that must be possessed by teachers for that, even though you have become a teacher, there is nothing wrong with continuing to train yourself in learning to become a great teacher.

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