Comparison of Learning Outcomes of Islamic Education Subjects Based on Students' Educational Background in State X Padangsidimpuan Middle School

Dr. Syafnan, M.Pd[1]

ABSTRACT

The study was motivated by the large number of students with primary school backgrounds in the school than students with Madrasah Ibtidaiyah backgrounds in Padangsidimpuan Public Middle School so that this would raise the question of whether Islamic Religious Education learning outcomes of students with Madrasah Ibtidaiyah backgrounds decreased and student learning outcomes behind Elementary School is much better.

The formulation of the problem that will be examined in this study is How is the value of learning outcomes of Islamic religious education students graduating from Madrasah Ibtidaiyah at SMP Negeri 5 Padangsidimpuan. What is the value of learning outcomes of Islamic religious education students graduating from Elementary Schools in SMP Negeri 5 Padangsidimpuan. How do you compare the value of learning outcomes of students graduating from Madrasah Ibtidaiyah and students graduating from Elementary Schools at Padangsidimpuan Middle School. The purpose of this study was to determine the comparison of the learning outcomes of students graduating from Madrasah Ibtidaiyah and students graduating from elementary schools in SMP Negeri 5 Padangsidimpuan.

This research is a quantitative, comparative research. The population and sample in this study were all students of SMP Negeri 5 Padangsidimpuan, with a total population of 273 students. The sample taken was 18 students graduating from Madrasah Ibtidaiyah and 18 students graduating from Elementary School. The analysis used is a comparative analysis with the "t" test analysis technique to state the differences in the value of Islamic religious education learning outcomes between students graduating from Madrasah Ibtidaiyah and Elementary Schools in SMP Negeri 5 Padangsidimpuan.

The results of this study are seen from the calculations using the formula (t test) it can be concluded that, the average value of learning outcomes of Islamic Religious Education students with Madrasah Ibtidaiyah background is 90.6666. The average value of learning outcomes of Islamic Religious Education students with an elementary school background is 88.66666, and T test results obtained at 1.22792, at a significance level of 5%: tt = 0.3291, at a significance level of 1%: tt = 0 , 2785. Thus to is far greater than tt namely: 0.2785 <1.2792> 0.3291. Then Ha is accepted and Ho is rejected, meaning that the hypothesis states that there are differences in the value of learning outcomes of Islamic Religious Education grade VII students at SMP Negeri 5 Padangsidimpuan with students based on educational background of Madrasah Ibtidaiyah and Elementary Schools accepted or there is a comparison.

The conclusion of Madrasah Ibtidaiyah student learning outcomes value of 90.6666 while the value of elementary school student learning outcomes of 88.666 with the results of the T test of 1.6539 at a significance level of 5%: tt = 0.3291, at a significance level of 1%: tt = 0.2785. Thus to is far greater than tt, namely: 0.2785 <1.2792> 0.329. Then Ha accepted Ho refused.

Keywords: comparison, student grades, educational background

---

[1] Lektor Kepala, Institut Agama Islam Negeri Padangsidimpuan

PRELIMINARY

Religious education is one of the essential education in human life. Can form the character of a person's behavior starting from a small even starting from birth though, some even say it starts from the womb. Religious education can also form a good association in the family, in the community, and also to the scope of the institution occupied by someone later as an adult.

The urgency of such religious education has caused parents to think about their children's religious education. Parents have taken the early star of their children's religious education starting from elementary school. The desire of such parents is actually demanding elementary schools to hold religious education which has more hours in school. In fact in elementary school, only allowed to teach religious education 2 hours per week.

At Madrasah Ibtidaiyah schools religious subjects still have far more hours than in Elementary Schools, so things like this in the last 9 years parents are more inclined to send their children to Madarsah Ibtidaiyah rather than being put into Primary Schools in the hope that their children's religious behavior they are expected to be better in line with the expectations of the Indonesian National Education System Law No. 20 of 2003 Chapter 1 Article 1:

> "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state" [2].

After Ibtidaiyah Madrasah Education runs a decade, it is necessary to do an accurate research whether the Religious Education of students who come from Ibidaiyah Madrasas is much better in value of religious education than students who come from elementary schools. The results of the comparison of the value of learning religious education is very necessary for parents, and also the Government to design a better Religious Education Program going forward. Regarding the importance of the results of this study, the researchers took the theme of Comparative Learning Outcomes of Islamic Education Subjects Based on Origin Schools in SMP Negeri 5 Padangsidimpuan "

A. Problem Formulation

Based on the background of the above problems that formulate the problems in this study are:

1. What is the value of the learning outcomes of students graduating from Madrasah Ibtidaiyah at SMP Negeri 5 Padangsidimpuan?

2. How is the value of student learning outcomes of elementary school graduates in SMP Negeri 5 Padangsidimpuan?

---

[2]Hasbullah, *Dasar-Dasar Ilmu Pendidikan*, (Jakarta: Rajawali Pers, 2009), hlm. 304-305.

3. How is the comparison of the learning outcomes of students graduating from Madrasah Ibtidaiyah and students graduating from Elementary Schools at SMP Negeri 5 Padangsidimpuan?

B. Theoretical Basis

1. Understanding the Value of Learning Outcomes

Learning outcomes are symbols (numbers, letters or words) that describe the value of considerations related to the quality of students' ability to excel during the teaching period[3]. Values are basically the process of instilling values to students that are expected so students can behave in accordance with the views that are considered good and contrary to applicable norms[4]. The value intended here is the value of student learning outcomes obtained after carrying out the test both values in the form of numbers, letters and words. The value of learning outcomes in this case will be an indicator of success, and to know the success or failure of students' learning, it is necessary to pay attention to the indicators. Research refers to al-Mawardi's theory. Al-mawardi said:

> "Every word contains the spoken pronunciation and the meaning understood. When learning to understand the meaning, it will know its purpose, help him to memorize and stay attached to his brain, because the meanings will disappear because of neglect and knowledge will go wild because it is released from memory. If knowledge is memorized after it is understood, it will be tamed, and if it is recalled after being tamed, it will be anchored or anchored in the brain.

According to al-Mawardi's explanation above, there are at least four indicators of student's learning success, namely:

1. Memorize
   Memorizing is an attempt to absorb certain theories or concepts into the mind to always remember. Because memorizing can help students succeed in mastering science.
2. Understanding
   Understanding is the effort made to master something that is already known with the mind.
3. Knowing the learning objectives
   Learning also has an expected goal. Therefore every student must know what he is learning, so that it is truly beneficial for himself and others.
4. Practicing knowledge
   The application of knowledge is a demand that must be carried out by students, because their knowledge will increase and be more useful for themselves and others[5].

---

[3] Sukardi, *Evaluasi Pendidikan Prinsip dan Operasionalnya,* (Jakarta: PT. Bumi Aksara, 2008), hlm. 214.

[4] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* (Jakarta: Prenada Media Group, 2007), hlm. 272.

[5] AR Nurhayati, S Syahrizal- Ulumuna, and undefined 2014, "Teori Belajar Al-Mawardi studi Analisis Tjuan Dan Indikator Keberhasilan Belajar," *Ulumuna.or.id,* accessed Juli 30, 2019, http://ulumuna.or.id/index.php/ujis/article/view/251, hlm. 41-58.
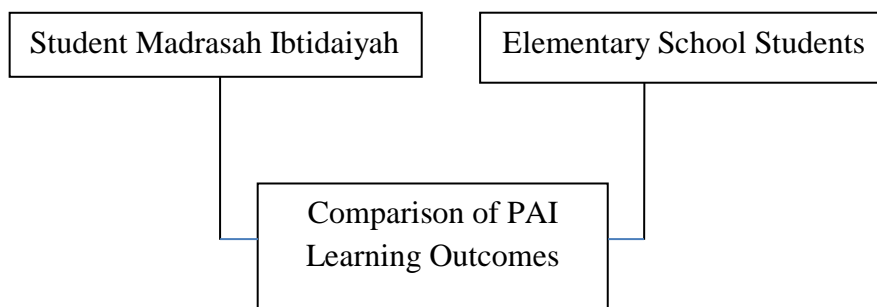
The four indicators of students' learning success can be classified into indicators of learning success in cognitive, affective, and psychomotor aspects. The criteria for the success of learning outcomes can be seen as follows:

Tabel. 1
Learning Outcomes Criteria

Learning Outcomes Criteria	Pecentage Value
Special/Maximum	100%
Excellent/Optimum	76-99%
Good/Minimum	60-75%
Less	0-59%

The indicator of the achievement of the results of this study is if the percentage of students' scores individually and classically is included in the minimum / good category[6].

2. Scheme Of Thinking Framework

Gambar 1: Alur Prestasi Belajar Berdasarkan Asal Sekolah

3. Hypothesis

As for this research there is a hypothesis:

1. H0 = Ha: there is a difference in the value of learning outcomes in Islamic education subjects based on the educational background of students in SMP Negeri 5 Padangsididpuan.
2. Or: H0 ≠ Ha

C. Research Methodology

A. Research Location and Time

1. Research Location

In this study, the writer took the location of the study at SMP Negeri 5 Padangsidimpuan, precisely at Jln. Pioneer of Independence No. 61 Padangmatinggi, kec. South Padangsidimpuan, Padangsidimpuan city, North Sumatra Province.

2. Research Time

The time of this research began on May 25, 2019 until completion.

---

[6] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: PT. Rinek Cipta, 2006), hlm. 107

B. Types and Research Methods

This study discusses quantitative (comparative) research that discusses facts or facts and facts and characteristics of the object of research that discusses the comparison and differences of two more precise facts that are discussed[7].

Data approved by quantitative data are data that can be valued and expressed in numerical form. Quantitative data in this study were published:

1. Number of students of Grade VII Padangsidimpuan Middle School with a background in Madrasah Ibtidaiyah
2. The number of students of Grade VII Padangsidimpun Middle School who have an elementary school background
3. Value of learning outcomes of students of SMP Negeri 5 Padangsidimpuan grade VII

C. Population and Samples

1. Population

All who participated in this study were students of class VII 2018/2019 school year at SMP Negeri 5 Padangsidimpuan with a total of 273 students.

Table. 2
List of Research Population Based on Educational Background

No	Class	Students from Madrasah Ibtidaiyah	Students from Elementary School	Total
1	VII 1	2	30	32
2	VII 2	3	29	32
3	VII 3	3	29	32
4	VII 4	3	28	31
5	VII 5	2	28	30
6	VII 6	2	27	29
7	VII 7	0	29	29
8	VII 8	1	28	29
9	VII 9	2	27	29
	Total	18	255	273

Source: Documentation of Padangsidimpuan Public Middle School 5

2. Samples

The sample in this study researchers used Probability sampling for MI data collection where Probability is a sampling technique that provides equal opportunities for each member of the population to be selected as a sample. And Proportional random sampling for elementary data, where Proportional Stratifet random Sampling is taking a random sample by giving equal opportunities to all students to be sampled. Thus this study was conducted in class VII who will take a sample of 36 students.

---

[7] Sugiyono, *Memahami Penelitian Kuantitatif,* (Bandung: Alfabeta, 2012). Hlm. 92

Table. 3
List of Research Samples Based on Educational Background

No	Class	Students MI	Taken	Students Elementary School	Taken	Total
1	VII 1	2	2	30	2	4
2	VII 2	3	3	29	2	5
3	VII 3	3	3	29	2	5
4	VII 4	3	3	28	2	5
5	VII 5	2	2	28	2	4
6	VII 6	2	2	27	2	4
7	VII 7	0	0	29	2	2
8	VII 8	1	1	28	2	3
9	VII 9	2	2	27	2	4
	Total	18	18	255	18	36

Data source: Documentation at SMP Negeri 5 Padangsidimpuan

D. Data Collection Technique

The instruments used to collect data in this research are: Documentary study, from the results of report cards for Grade VII students of Padangsidimpuan Middle School

E. Data Analysis Technique

Because the purpose of this study is to compare learning outcomes of Islamic religious education subjects between students with Madrasah Ibtidaiyah education backgrounds and elementary schools in Padangsidimpuan State Middle School, the statistical technique used to determine the degree of significance of such comparisons is the t test or t test . Before comparing the learning outcomes of Islamic religious education subjects between students with Madrasah Ibtidaiyah educational background and Elementary School, the author must first know the average or mean learning outcomes of Grade VII Islamic religious education subjects between students with Madrasah Ibtidaiyah educational background and Elementary school with formulas.

$$M_x = \frac{\sum x}{N}$$

Information

M_x : Average value

$\sum x$: the number of learning outcomes of Islamic religious education subjects with a background in Madrasah Ibtidaiyah education

N : number of respondents[8]

---

[8] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 2008), hlm. 85

The formula above is a formula to find out the average or mean value of learning outcomes of VII grade Islamic religious education students with Madrasah Ibtidaiyah educational background. While the formula to find out the average or mean value of learning outcomes of Islamic religious education for class VII students with an elementary school education background.

$$M_y = \frac{\sum y}{N}$$

Information

M_x : Average value

$\sum y$: number of learning outcomes of Islamic religious education subjects with an elementary school education background

N   : number of respondents

Data on comparative learning outcomes of Islamic religious education among students with educational backgrounds in Islamic elementary schools and elementary schools. From the results of data analysis from the first and second problem formulations, then to find out the third problem formulation the authors use the T test formula.

Standard error of the mean (abbreviated by SE_M):

$$SE_M = \frac{SD}{\sqrt{N-1}}$$

Information :

SE_M : Magnitude of Misdirection of Sample Mean

SD   : Standard Deviation of the Samples studied

N   : Number of Cases

1   : Constant number

Standard Error difference in mean of two samples

$$SE_{M1\text{-}M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

Information :

SE_{M1}^2 : Magnitude of Sample Mean 1

SE_{M2}^2 : Magnitude of Sample Mean 2

$SE_{M1\text{-}M2}$: The magnitude of the Mean of Two Samples

The formula T test as follows

$$t = \frac{M_1 - M_2}{SE\, M_1 - M_2}$$

Information :

M_1 : average MI student

M_2 : average Elementary student

$SE\, M_1\text{-}\, M_2$: Standard Error difference in the average of the two samples

The formula is to find the Degrees of Freedom

Df or $= (N_1 + N_2 - 2)$

Information :

Df atau db   : Degees of Freedom
  N₁   : Many group 1 subjects (group sample number 1)
  N₂   : Many group 2 subjects (group sample number 2)[9]

RESEARCH RESULTS AND DISCUSSION

The results of this study are seen from calculations using the formula (t test) it can be concluded that, the average value of learning outcomes of Islamic Religious Education students with a Madrasah Ibtidaiyah background is 90.6666. The average value of learning outcomes of Islamic Religious Education students with an elementary school background is 88.66666, and T test results obtained at 1.22792, at a significance level of 5%: tt = 0.3291, at a significance level of 1%: tt = 0 , 2785. Thus to is far greater than tt namely: 0.2785 <1.2792> 0.3291. Then Ha is accepted and Ho is rejected, meaning the hypothesis states that there is a difference in the value of learning outcomes of Islamic Religious Education grade VII students at SMP Negeri 5 Padangsidimpuan with students based on the educational background of Madrasah Ibtidaiyah and Elementary Schools accepted or there is a comparison.

Conclusion the value of student learning outcomes in Madrasah Ibtidaiyah is 90.6666 while the value of elementary school student learning outcomes is 88.666 with the results of the T test of 1.6539 at a significance level of 5%: tt = 0.3291, at a significance level of 1%: tt = 0.2785. Thus to is far greater than tt, namely: 0.2785 <1.2792> 0.329. Then Ha accepted Ho refused.

References

Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar*, Jakarta: Prenadamedia Groub, 2016

AR Nurhayati, S Syahrizal- Ulumuna, and undefined 2014, "Teori Belajar Al-Mawardi studi Analisis Tjuan Dan Indikator Keberhasilan Belajar," *Ulumuna.or.id,* accessed Juli 30, 2019, http://ulumuna.or.id/index.php/ujis/article/view/251,

Asfiati, *Manajemen Pembelajaran Pendidikan Agama Islam Berorientasi Pada Pengembangan Kurikulum 2013,* Bandung: Citapustaka Media, 2014

Anas Sudijono, *Pengantar Statistik Pendidikan,* Jakarta: PT. Raja Grafindo Persada, 2008

Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian* Pendidikan, Bandung: Cita Pustaka Media, 2014

Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan,* Medan: Perdana Publishing, 2015

Ani Mayrani, "Perbedaan Prestasi Siswa Dalam Pembelajaran Pendidikan Agama Islam Berdasarkan Perbedaan Latar Belakang Sekolah (Studi Kasus Di SMA DarussalamCiputat)", *Skripsi* Jakarta: UIN Syarif Hidayatullah, 2011

Eveline Siregar, Hartini Nara, *Teori Belajar dan Pembelajaran,* Bogor: Ghalia Indonesia, 2002

---

[9] Anas Sudijono, *Pengantar Statistik Pendidikan…,* hlm. 282-285

Dimyati, Mudjiono, *Belajar dan Pembelajaran*, Jakarta: PT. Rineka Cipta, 2006 Djali, *Psikologi Pendidikan*, Jakarta: PT.Bumi Aksara, 2011.

Mukhlis, "Upaya Meningkatkan Hasil Belajar Siswa Melalui Strategi Everyone Is A Teacher Here Pada Mata Pelajaran Pendidikan Agama Islam" *Jurnal Darul Ilmi*, vol. 4 no. 1, 2016 (http://, diakses 04 Juli 2019 pukul 08:00 WIB).

Hanadudu Nurmaida, "Studi Komparasi Hasil Belajar Siswa Kelas VII dari MI dan SD Pada Mata pelajaran Pendidikan Agama Islam Di SMP Negeri 1 Tasik Sidoarjo", *Skripsi* Surabaya: UIN Sunan Ampel, 2018

Heri Ashari, "Studi Komparasi Hasil Belajar PAI Antara Siswa Yang Mengikuti Madrasah Diniyah Dengan Yang Tidak Mengikuti Madrasah Diniyah Kelas IV MI Lanatushibyan Mangkang Kulon Semarang, 2016, (MI Lanatushibyan Mangkan Kulon Semarang).

Muhibbin Syah, *Psikologi Pendidikan*, Bandung: PT. Remaja Rosdakarya, 2010

Muhaimin, *Paradigma Pendidikan Islam,* Bandung: PT. Remaja Rosda Karya, 2001

Nana Sudjana, *penilaian Hasil Proses Belajar Mengajar,* Bandung: PT. Remaja Rosdakarya, 2016

Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, Bandung: PT Remaja Rosdakarya, 2017

Oemar Hamalik, *Proses Belajar Mengaajar,* Jakarta: PT. Bumi Aksara, 2011 Robiah Al Adawiyah ,"Perbandingan Prestasi Akademik Mahasiswa Berkarir dengan Tidak Berkarir Prodi PAI STAI Hubbulwathan Duri", *Jurnal Pendidikan*, Volume 9 No. 2, 2017 (diakses 30 Oktober 2019 pukul 20:30 WIB)

Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya,* Jakarta: PT. Rineka Cipta, 2010

Syaiful Bahri Djamarah, *Psikologi Belajar*, Jakarta: PT. Rineka Cipta, 2011

Sukardi, *Evaluasi Pendidikan Prinsip dan Operasionalnya,* Jakarta: PT. Bumi Aksara, 2008

Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi aksara, 2013

Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, Jakarta: PT. Rinek Cipta, 2006

Sugiyono, *Memahami Penelitian Kuantitatif,* Bandung: Alfabeta, 2012

Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan,* Jakarta: Prenada Media Group, 2007