

**THE CORRELATION OF THE STUDENTS' HABIT OF ASKING AND
LEARNING ACHIEVEMENT OF ISLAMIC EDUCATION SUBJECT AT
SMPN 4 PALU**



A SKRIPSI

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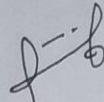
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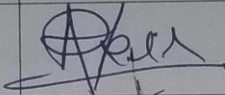


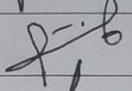

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THE VALIDATION OF SKRIPSI

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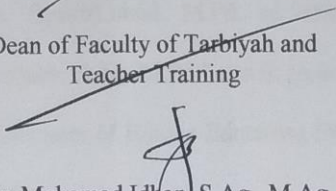
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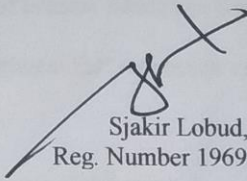
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Finally, as the researcher realizes that this Skripsi still has some weakness and mistakes. Therefore, she would like to accept any constructive suggestion to make this Skripsi better.

Palu, 24 Juli 2018

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ABSTRACT

Name : Suarni S. Moh. Ali
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Title : The Correlation of the Students' Habit of Asking and Learning Achievement of Islamic Education Subject at SMPN 4 Palu

A habit of asking is one part of the realization of a learning process centered on learners. Various factors encourage learners to ask questions, including curiosity. Questions expressed by learners may indicate the lack of understanding they have with the material delivered to them. Habit of asking on the subject of Islamic education subject is one important part for the success of the learning process.

This research is descriptive correlational research that aims to discover: 1) How to describe the the students' habit of asking in class VIII SMPN 4 Palu, 2) How to describe the students' learning achievement in class VIII SMPN Palu, 3) is there a significant correlation between habit of asking and students' learning achievement of Islamic Education Subject (PAI) in class VIII SMPN 4 Palu. The instrument of data collection used was questionnaire to measure the students' habit of asking and other instrument that is documentation to see the value of learning result.

The results of descriptive research indicate that the average value of students' habit of asking amounted to 67,79 according to the category of students' habit of asking were high category. While the average score of students' learning achievement of 77,41. Then, based on statistical analysis for simple correlation obtained r value of 0,526 was in the range 0,40-0,559 where the correlation level is strong enough to contribute to the habit of asking and the students' learning achievement 27,67% and many other contributions are not taken into account in this research. While Z_{count} obtained for 3,929% and Z_{table} for 1,96 so $t_{count} > t_{table}$. This shows that there is a significant correlation of students' habit of asking and students' learning achievement in class VIII of SMPN Palu.

The conclusion presented as follows: Description of the habit of asking students class VIII of SMPN 4 Palu is seen from the descriptive analysis is in the high category, overview of students' learning achievement is in the high category, there is a significant relationship with a fairly strong interpretation of the habit of asking with the students' learning achievement. The suggestions of this research are first as the educator have to give a chance and motivation to the student for ask about lessons that they not yet understand. Second, asking the necessary thing for the students in order to convey their problem on study and as educator could help them to study and the third of this research are conducted in high school whit characteristics of students which hascuriously by asking question.

CHAPTER I

INTRODUCTION

A. Background

Islamic education is one of the important things for improving the quality of learners. It is one of the foundations and pillars of an educational discourse. Therefore, in Islamic religious education cannot be separated from the two basic principles of Islamic law namely the Qur'an and the Hadith. Good communication between Education and learners is one form of successful learning.

Education plays an important role and is the foundation of hope in educating children. Basically, every child of Indonesia has the potential to grow and develop in accordance with its level, the success of the learning process can be determined from the mastery of learners in understanding the lessons that have been submitted by the Educator. Educators are required to be able to manage teaching and learning process that can attract learners to always be motivated in terms of learning, because the main subject of education is learners.¹

Learning in SMPN 4 Palu, based on the results of observation show that habits ask learners can have an effect on the learning achievement, so that between the two are related. Students who actively ask questions will have different insights both in terms of mental and daily life in the learning process in school compared with those who do not have the liveliness learn by getting used to ask the materials that have not

¹Moh. Uzer Usman, *Menjadi Guru Profesional*, (PT. Remaja Rosdakarya Offset, 2002), 34.

been understood. So that can be a benchmark for an educator in evaluating the students. The main task Teachers who teach the study of Islamic education subject need to pay attention to learners in terms of ability to understand the lesson by getting used to love lessons then understand and pay attention to the explanation of the educator.

A habit of asking is important for the success of learners in learning achievement. By asking or answering questions, the knowledge gained will be easy to remember. The urgent problem faced by an educator is if the learners do not achieve the results of such evaluation with the purpose of learning in the classroom. Therefore, the importance of learner activity in the learning process can encourage learners to pour ideas and opinions. The habit of asking learners is an integral part of the learning outcomes that are part of the success in instructional classroom management. Through the habit of asking, Educators are able to evaluate the constraints in the learning process of students.

Thus, educators can develop more effective classroom management. Islamic Religious Education (PAI) not only emphasizes intellectual-oriented learning, but emphasizes on education that leads to the level of personality formation of learners both in terms of intellectual prowess and religion especially with the islamic education subject. As in Law Number 20 Year 2003 regarding National Education System are as follows:

Education is a conscious and well-planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by him, society, nation and state.²

²See Article 1 verse 1 Law Number 20 Year 2003 about National Education System.

Based on the above definition, it can be seen that education is a conscious and planned effort, realizing the learning atmosphere and the learning process so that learners actively develop their potential and then have spiritual strength, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state. The educator acts as a facilitator who is able to arouse students' interest in their learning through observing, asking, gathering information, associating, communicating what is termed by scientific approach.

A habit of asking is one important part for the achievement of optimal learning outcomes. By asking they are trained to think, to develop information and to train their personality to be more confident. By asking, learners will be trained to think about the lessons they have received by asking questions relating to the lessons presented. They think and manage the lessons that are received into his brain, so they can raise questions about lessons he does not yet understand.

A habit of asking is one part of the realization of a learning process centered on learners. Various factors encourage learners to ask questions, including curiosity. Questions expressed by learners may indicate the lack of understanding they have with the material delivered to them. Habit of asking on the subject of Islamic education subject is one important part for the success of the learning process.

Based on the observations in SMPN 4 Palu, most of the students in terms of learning especially on the subjects of Islamic education subject in general less satisfactory. The factor is the lack of good communication between learners with Educators other than that the lack of active learners in asking lessons that have not

understood during the learning process took place, so that the final results to be achieved not in accordance with the expected.

Based on the above background, the writer feel interested to raise issues related to "Correlation between Habits of Asking and Learning Achievement of students on Islamic education subject in SMPN 4 Palu."

B. Identification of the Problems

Based on the description of the background of the problem above, it can be identified that the factors that affect learning achievement are internal factors and external factors, as follows.

1. Influence of the habit of asking students to subjects of Islamic education subject in SMPN 4 Palu.
2. The weaknesses of student achievement of Islamic education subject SMPN 4 Palu.
3. The low habit of asking learners of Islamic education subject.
4. Limited learning facilities of Islamic education subject cannot attract learners to ask good communication between teachers and learners.
5. The spirit of learning that has not been maximized.

C. Limitation of the Problems

Based on the identification of the problems described above, it is clear that the issues relating to the research topic are extensive. The number of problems that exist and the factors that affect the subjects of Islamic education subject, then the research focused on issues related to the habits of questioning and achievement of learners

because they are dominant influence of learning Islamic education subject. In addition, the study was also limited to students of SMPN 4 Palu

D. Formulation of the Problems

Based on the description above, the problem formulation is as follow:

1. How to describe the students' habit of asking in class VIII SMPN 4 Palu?
2. How to describe the students' learning achievement in class VIII SMPN 4 Palu?
3. Is there a significant correlation between habit of asking and students' learning achievement of Islamic Education Subject (PAI) in class VIII SMPN 4 Palu?

E. Objectives of the Research

1. Purpose

Based on the formulation of the above problem, it can be put forward that the purpose of this study are as follows:

1. Discovering the description of the students' habit of asking in class VIII of SMPN 4 Palu.
2. Discovering the description of the students' learning achievement in class VIII of SMPN 4 Palu.
3. Discovering the significant correlation between habit of asking and students' learning achievement of Islamic Education Subject (PAI) in class VIII of SMPN 4 Palu.

F. Operational of Key Terms

This proposal entitled "The Correlation between Habits of Asking and Learning Achievement of Learners on Islamic education subject at SMPN 4 Palu." To avoid misinterpretation of this title then the author feel important to decipher the meaning of the terms used in the title. The meanings of the terms are as follows:

1. Correlation is absorbed from the English "correlation" which means relationship.
2. Habit of asking consists of two words, the habit and asks. Habits come from the root of the word "ordinary" which means something that happens repeatedly, while asking comes from the root of the word "ask" which means the process of request explanation or description. So, what is meant by the habit of inquiring in this research is the intensity of the activity to ask for explanation or explanation done by learners to the Educators in SMPN 4 Palu.
3. Learning achievement comes from two words, namely achievement and learning. Achievement is the level of achievement (achievement) or the results achieved, while learning is the process of learning and deepening knowledge. So, what is meant by the achievement of learning in this research is the level of achievement of learners in the learning process on Islamic education subject at SMPN 4 Palu.
4. Learners are samples of research objects used in SMPN 4 Palu. From some of the exposures of the above terms it can be concluded that the title of this skripsi, correlates the habit of questioning learners with their learning achievement of the Islamic education subject that take place in the classroom during the learning process. Therefore, the relationship between the two is continuous, because by getting used to ask questions can affect student learning achievement and become benchmarks assessment in the final evaluation.

G. Outlines of the Skripsi Content

The outline of the discussion in the proposal is divided into three chapters of description with the systematic discussion as follows:

Chapter I is a preliminary chapter consisting of: background, formulation and problem definition, research objectives and benefits, affirmation of terms, and outlines of the content of the proposal.

Chapter II is a literature review chapter explaining conceptions of prior research, habits of questioning and learning achievements from the perspective of experts as outlined in various literatures.

Chapter III is a research method and the type of research method used is quantitative research, with the location of research, the presence of researchers as an instrument other than that data and data sources, data collection techniques that is by using questionnaires and some hypotheses in quantitative research.

Chapter IV Research Results encompassing of school description, data/information from the informants by several different kind of instruments. In this chapter, researcher describes and explains the result after she did the research.

Chapter V Conclusion and Suggestion content of the conclusion gets from chapter IV and it summarizes on some points and also gives suggestions about the result of research.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

There some studies which were done and have strongly related with this research. They are:

1. A study done by Suseso Bandoro which is entitled *The Influence of Basic Ability of Mathematics and Habits Learning on the Results of Physics Learning Class XI Students SMAN 11 Pekanbaru*. This study aims to determine the effect of basic math skills and study habits partially towards students' learning outcomes. The sample was 100 students out of a population of 150 students of class XI Science High School N 11 Pekanbaru. Data collection instruments are basic math skills test and questionnaires. Basic math skills and study habits questionnaire have been validated and tested reliability. Achievement test using the value of final exams in the semester physics students by using questions about the matter only. Data were analyzed by descriptive and inferential. Descriptive analysis To describe basic math skills and study habits of students. While inferential analysis to determine the effect of these two variables on learning outcomes of students of physics. Based on data analysis, found that basic math skills and study habits significantly influence learning outcomes with a contribution of 23.4 % and amounted to 76.6% influenced by other factors not discussed in this study. Basic math skills made a bigger impact than the habit of learning on learning outcomes physics.
2. A study done by Nurmala Ningtyas which is entitled *Factors Influencing Students' Achievement in Form 5 Islamic Studies Subject* This study is aimed at

analyzing the factors influencing the achievements of students in the subject of Islamic Studies for Form 5 SPM (KBSM) in schools in the area of Samarahan, Sarawak. The factors analyzed are attitude and interest. This is a survey based study and data was compiled from the survey forms which had the topic “Factors influencing Students’ Achievement”, which consisted 26 items and 1 set of questions with 40 items to measure the achievements of students, which comprised of 200 Form 5 students from five (5) schools in the district of Samarahan. Five students involved as interviews’ respondents in this study. Interview technique was also utilized to analyze and clarify the issues under study. Data analyses were performed using software Statistical Packages For Social Science (SPSS) involving frequency, percentage, mean and standard deviation. The research found that interested did not have significant relationship with the achievement of the students while the attitude factor has a significant relationship with the students’ achievement in the subject of Islamic study.

3. A study done by Cindy Nurliana which is entitled The Habituation of Behavior as Students’ Character Reinforcement in Global Era. This study aims to investigate the implementation of students’ habituation in schools and religious attitudes which are owned by them as an effort to strengthen positive behavior in globalization era. This research was conducted at Integrated Islamic Elementary School (SDIT) Insantama Bogor. The method used is descriptive qualitative method. The results showed that the school has a number of activities, with emphasis on habituation. Habituation at school refers to the value of the Islamic teachings. Since the entry gate to home school, students familiarize positive

behavior. Students have a noble character or al-akhlāk al-karīmah through habituation derived from value of Islam. The students at SDIT Insantama Bogor familiarize the positive behaviour, so that they have a noble character, such as having a character to Allah (loving Allah), behaving whole hearted, behaving honest, feeling self-confident, behaving emphatic, forgiving, saying well, behaving tolerant, and having the character towards environment by loving the nature and keeping the environment clean.

B. Students' Habits of Asking

1. Understanding Habits of Asking

According to the Indonesian dictionary, one of the meanings of the habit is the pattern for responding to a particular situation learned by an individual and which he does repeatedly for the same.³ While asking is (1) ask for information (explanation and so on); and (2) ask to be notified (about something).⁴

Explanation of the above definitions, the habit of asking learners can be defined as a pattern (intensity) to take action to obtain information (explanation and so on) that learners do to the educator of the material received from the Educator at the time of learning.

Good learning habits is to use the schedule of learning, both at school and at home with good, choose a good place to learn, learn by using various sources, read well and according to need, ask for things that are not known to the teacher , friends or anyone else. While the less good habits in learning such as procrastinating tasks, stalling time, do not like to ask for things that are not known and so forth.

³Tim Penyusun, *Kamus Bahasa Indonesia*, (Jakarta: Pusat Bahasa, 2008), h. 195.

⁴Ibid, 1448.

Activity of learners to ask the educator is one of the contributing factors that are important for the success of learners in learning achievement. The importance of building appropriate questioning skills is to achieve the expected learning objectives in a learning process in the classroom, that is to arouse students' interest, talent and curiosity towards a subject, to focus the attention of learners in a subject or concept, special difficulties that prevent learners from learning, provide opportunities for learners to criticize the information they get, encourage learners to express their opinions in discussions, test and measure learning outcomes of learners. The importance of asking learners in the classroom can create an interaction between learners and educators to be more personally involved and more responsible for the questions asked.

2. Factors Affecting Habits Asking

Many factors affect the habit of asking the learners. Broadly speaking, the two factors are divided into two parts, namely the factor of the Learners and the factors from outside the learners themselves.

a. Factors From Inside

1) Interest of learners in asking questions

Great interest in various activities. Learners who are interested in a lesson will study it seriously because there is an attraction for him. Learners will easily memorize the lessons that interest him. Learners who are interested in a lesson will always ask questions, about things that have not been understood, and to meet his curiosity about the lessons presented. The interest will direct the action to a goal and is the impetus for that action. Interest will encourage her to do more hard and better.

With the interest will make learners happy, active and quick to understand in receiving lessons and make Learners interested to always ask at every opportunity.

Classroom activity is a sign that the learning process activities in the classroom take place. However, that there are still many of the learners who actually silence when the educator asked or provide opportunities to ask questions in the classroom. Feeling shy or afraid to ask what happens when the learner is still sitting in school will continue until he is an adult. Because basically the habit that is grown since childhood will form the same mindset as adults. Here is a theory related to the habit of asking:

Skinner's surgical conditioning (in Santrock, 2008), where he says that giving reinforcement (positive or negative) can lead to the formation of expected or unexpected behaviors that can last a long time. It feels sad when the mindset that is formed is the feared fear of asking questions by giving a negative reinforcement. However questioning is an important thing to open the horizon and seek information that you want to know otherwise, Pythagoras, an ancient Greek philosophical teacher said that the quality of one's life is largely determined by the quality of the question, the more progressive a question, the more successful the person is in living his life. If a student is already afraid or ashamed to ask, how can he improve his quality of life and make his life successful in the future?. Progressive in accordance with the dictionary of this Indonesian language is the increasing quality of questions that made students.⁵

⁵Aida Rahmi, *Pengaruh Siswa Bertanya dalam Meningkatkan Hasil Belajar di Kelas*, <https://aidacho2.wordpress.com>, (Diakses Pada Tanggal 01 Agustus 2017).

If understood this quote explains that basically the courage to ask it is an important thing in order to improve achievement and support student learning achievement. Because with the learners in the learning process can hone and cultivate their way of thinking. Subjects that are difficult to understand when asked will be easy to understand and certainly will add a positive value for the learners. Unlike the passive learners in the classroom, they usually tend to be silent if not knowing and understanding the lesson of course will affect his achievement. By that arena, it needs to be implanted into the learner's soul that in the learning process it is important to always be active and to pay attention to the explanation of the Educator in the classroom.

2) Courage in asking

A feeling of lack of courage (fear) is a kind of instinct. Most feelings of fear are caused by environmental influences. Feelings of fear that exist in the learner, will weaken his spirit and will shake his calm. He did not dare to ask questions, because he was overcome with fear, like fear of wrong, fear of expressing opinions and because of other fears so that what he wanted to ask could not be uttered.

3) Motive curiosity Learners

Motives are everything that drives a person to act to do something. The curiosity motives of large learners in a lesson will be seen in the spirit of following the lesson. One of them can be seen is the habit of asking questions and expressing ideas. With the motive of his great curiosity all learning activities in order to achieve the achievements and ideals will be lived with full persistence.

b. Factors From Outside Learners

1) Motivation from Educators

As an Educator, it will not only play a role in encouraging students' learning achievement, but also further to motivate learners to be more active, passionate about learning and cultivate curiosity. As a motivator, Educators should always encourage and encouragement to the students in order to study hard. it is important for the development of personality and knowledge enhancement. In addition, for the feedback always takes place in the Learners, not only in the physical form, but also in the form of mental attitude that always proceeds to absorb the lesson material provided. Asking is one of the feedbacks Students give to an Educator.

2) Learning atmosphere

A pleasant learning atmosphere will affect the spirit and mood of learners. Those who have the passion to learn and have a fun mood, he will follow the lesson with great care and will not hesitate to ask questions and put forward his ideas.⁶ Therefore, the need for love for the subjects can build and motivate oneself in order to obtain the best achievement.

Sunnah Prophet Muhammad who is very well known with respect to the method of habituation is "The children call to perform the prayers when they are seven years old; and beat them when they leave it when they are ten years old, and separate their beds. " (Abu Dawud).⁷

This quotation explains that the importance and the necessity of the process of habituation in educating a child, because everything if familiarized it would be a duty that is always done in everyday life. Associated with the habit of asking learners can be understood that the habit is formed through repetition and obtain a permanent form

⁶Puji Astuti, *Studi tentang Kecemasan Siswa: Menumbuhkan Keberanian Siswa untuk Aktif dalam Pembelajaran*, Poojetz.Wordpress.com, (Diakses pada 1 November 2017 pukul 12:43)

⁷M. Asy'ari, *Konsep Pendidikan Islam Implementasinya Dalam Tradisi Klasik Dan Program Modern*, (Jakarta: CV. Sejahtera Kita, 2011), h. 46.

when accompanied by satisfaction. Embedding habits is difficult and takes a long time. The difficulty is caused in the beginning a person or a child does not yet know practically something to be familiarized. Therefore, in instilling the habit required supervision and motivation of an Educator.⁸

Habituation should be accompanied by an effort to raise awareness of the familiar behavior. Because habituation is used not to force learners to do something automatically like a robot, but to be able to perform all the good with ease without feeling heavy or grief. Learners who love the lessons and pay attention to the learning process will find new things with a deep curiosity, so that many questions will cross his mind. The learning process is main activities, success obtained by learners depend paa learning process in the classroom that has been designed by an Educator to achieve the goals to be achieved.

C. Student' Learning Achievement

1. Understanding Learning Achievement

In general the word achievement comes from the Indonesian language derived from the word "achievement" which means "the successful finishing or gaining of something" or "something successfully finished or gained through skill and hard work" (Longman Dictionary of Contemporary English, 1987). If translated into the Indonesian language is the completion or acquisition of something successfully, or something that is completed or obtained successfully through skill and hard work.⁹

⁸Ibid, h. 47.

⁹Azma, *Produktivitas Kinerja Guru dalam Meningkatkan Prestasi Belajar Siswa*, (Cet; I, Palu: Yayasan Masyarakat Indonesia Baru, 2009), p. 103.

In the world of learning achievement is an illustration of the ability of learners as has been described in the above quote that the achievement of learning is all efforts and ability of learners can be completed properly in the learning process. To determine the level of ability of learners need to do assessment of the overall learning outcome. To measure the success of learners required evaluation stage in the psychological field of learners, such as evaluation of cognitive, affective and psychomotor achievements.

a. Indicators of Learning Achievement

Changes in behavior as a result of student learning, both the dimensions of creativity and sense and intention. The key to obtaining learners' learning outcomes is to know the outlines of indicators (indicator of certain achievements) associated with the type of achievement as a benchmark for assessment.

b. Evaluation Approach Learning

To measure and assess the success of learners, there are two ways:

1. Norm Referencing Assessment, the achievement of the learner is measured by comparing it with the achievements of his classmates or group.¹⁰

2. Criterion referenced assessment, the measurement of learning achievement by comparing the achievement of a learner with a variety of well-defined behavior as an absolute benchmark. Therefore it refers to learning and special (TPU and TPK). This means that the value of the learner is not based on the comparison of the

¹⁰Muhibbin Syah, *Psikologi Belajar*, (Cet; 10, Jakarta: PT. Rajagrafindo, 2010), p. 219

achievement of the value of colleagues a group, but determined by the mastery of the subject matter to the limit in accordance with instructional objectives.¹¹

Understanding the notion of learning achievement in outline should begin at the understanding of learning itself. Experts express their opinions differently according to their respective views. Learning is a complex process that happens to all people that last a lifetime. Because of the complexity of the problem of learning a lot of theories that explain how the learning process occurs.

Understanding learning in the Qur'an can be understood that:

1. Informal education that education referred to in the household.
2. Non-formal education that community is required to form an organization that among other duty to provide education for the purpose of success.¹²

Education referred to in the household in this quote is about the responsibility of a child or learners to his personality and the main one is the basis of family education, this will affect the formal education in school, because the importance of the role of parents to pay attention to growth children. In addition, the surrounding environment is the second factor that affects in addition to schooling learners need to develop themselves through the skills they have, in this case the organization is very supportive for learners who hone their potential. It is on the basis that it can be understood that the Qur'an has spoken and informed about the importance of informal, formal and non-formal education.

In a sense that God instructs his servant to always compete in goodness. While in surah Ar-Rahman gives an explanation of everything that is on this earth must be

¹¹Ibid, p. 221.

¹²Ibid, h. 14.

obedient and subject to what has become a good life goal. Therefore, learners should pay attention to the lesson and understand the learning process of aqidah akhlaq subject, and if not understood should be asked to the Educator and after understanding it then must conduct it in everyday life.

According to Pidarta learning is a relatively permanent change in behavior as a result of experience (not the result of development, the influence of drugs, or accidents) and can implement it on other knowledge and be able to communicate it to others ". Changes that occur should be relatively permanent and not only happen to behavior that is now visible (immediate behavior) but also in behavior that may occur in the future (potential behavior)."¹³

The word achievement is called "achievement" in English, which means achievement or achievement. In Indonesian Dictionary, achievement is defined as "achievable results". While Syaiful Djamarah defines achievement as a result of an activity that has been done and created, either individually or in groups.¹⁴ So, achievement is the result that has been achieved from an activity conducted by both individuals and groups.

As for the basic understanding of the word learning, there are several opinions among them:

- a. Lee J. Cronbach provides a definition of learning, namely: "Learning is shown by change in behavior as a result of experience" - Learning is shown by behavioral changes as a result of experience.
- b. Harold Spers provides a definition of learning, namely: "Learning is to observe, to read, to imitate," to learn is to observe, read, imitate, try yourself, hear, follow the direction.

¹³Made Pidarta, *Landasan Kependidikan*, (Jakarta: Rineka Cipta, 2007), p. 206.

¹⁴Syaiful Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1991), p. 19.

c. J.A. McGeoch says learning is: "Learning as a change in performance as a result of practice" learning as a change of performance as a result of practice.¹⁵

This quote gives an explanation that behavior change from the various experiences that passed. It is through that experience that one can acquire knowledge from the unknown to be known. Because the true person learns is to see from what is felt and from what he heard then filtered in the memory then the brain that will process it into knowledge.

Oemar Hamalik defines learning as a modification or reinforcing behavior through experience. Learning is a process, an activity, and not a result or a goal. Learning is not just remembering, but more broadly than that, that is experiencing. Learning outcomes are not a mastery of the outcome of the exercise but the change of behavior. This notion is very different from another notion of learning, which states that learning is acquiring knowledge, that learning is the practice of habit formation automatically and so on.¹⁶

Based on the above definition of achievement and learning, it can be concluded that the learning achievement is the result achieved in a process of changing the behavior and performance done through observing, reading, imitating, self-trying, listening, and taking part (from teacher) activities.

Tohirin said that learning achievement is what has been achieved by students after learning activities. However, about what has been achieved by learners after learning activities, there is also a call by the term learning outcomes. Achievement of learning achievement or learning outcomes of learners refers to aspects of cognitive, affective, and psychomotor. Therefore, the above three aspects must also be an indicator of learning achievement, meaning that learning achievement should include cognitive, affective, and psychomotor aspects.¹⁷

¹⁵Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT RajaGrafindo Persada, 2003), p. 20.

¹⁶Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta: PT Bumi Aksara, 2003), p. 27-28.

¹⁷Tohirin, *Psikologi Pembelajaran Pendidikan Agama Islam*, (Jakarta: PT. RajaGrafindo Persada, 2006), p. 151.

The above quotation explains that learning achievement is the result of the achievement of learners in the learning process activities in the classroom, by seeing the presence of learners, liveliness and intelligence in terms of understanding aqidah akhlaq lessons. This is the benchmark for an Educator in giving assessment.

According to Sutratinah Tirtonegoro, the meaning of learning achievement is the evaluation of learning activity results expressed in the form of symbols, numbers, letters, and sentences that can reflect the results achieved by each child within a certain period.¹⁸

Learning achievement is the mastery of knowledge or skills developed through the subjects, typically indicated by the value of the test or score scores provided by the teacher. Based on the above understanding can be concluded that the learning achievement is the level of success Learners of a learning activity that has been done, both individually and in groups, which is generally expressed in the form of numbers and achievements include aspects of cognitive, affective, and psychomotor.

Achievement is also concerned with knowledge, it is confirmed by Zainal Arifin states:

Learning achievement is generally related to the knowledge aspect, while the learning outcomes include aspects of the character formation of learners. The word achievement is widely used in various fields and activities among others in the arts, sports and education, especially learning.¹⁹

¹⁸Sutratinah Tirtonegoro, *Anak Supernormal dan Program Pendidikannya*, (Jakarta: PT Bumi Aksara, 2006), cet. 6, p. 43.

¹⁹Zainal Arifin, *Evaluasi Pembelajaran Prinsip Teknik Prosedur*, (Bandung: Remaja Rosdakarya, 2009), h. 12.

This quote explains that basically the learning achievement of learners can be measured from their understanding of the knowledge gained and the learning outcomes.

2. Factors Affecting Learning Achievement

There are several factors that can affect learning achievement Learners in school, namely:

a. Environmental factor

Environmental factors Students can be divided into two parts, namely: Environmental factors such as temperature, humidity, time (morning, noon, night), location of school buildings and others. Social environmental factors, both human and representative, include the culture.

b. Instrumental Factor

This instrumental factor consists of buildings, or classroom physical facilities, means or teaching tools, teachers, curriculum, subject matter, and learning strategies used will affect the process and student learning outcomes.

c. Internal Conditions Learners Factors

Internal condition factors This learner consists of two kinds, namely physiological and psychological conditions. Physiological conditions, consisting of physical health and fitness and the condition of the five senses, especially sight and hearing. Meanwhile, psychological factors that will affect the success of Learners are interests, talents, intelligence, motivation, and cognitive abilities, such as perceptions, memories, thinking and basic knowledge skills possessed Learners.²⁰

²⁰Alisuf Sabri, *Psikologi Pendidikan*, (Jakarta: Pedoman Ilmu Jaya, 1995), p. 59-60.

According Akyas Azhari, one's barriers in achievement can be viewed from two factors, namely:

- 1) Internal factors, namely obstacles to someone who comes from within himself, such as physical circumstances (health, condition of sensory devices, etc.) and psychological conditions, such as intelligence, interest, motivation, cognitive, and so forth.
- 2) External factors, i.e. barriers that come from outside and usually related to a person's background, such as social circumstances (family background, community, friends, etc.) and non-social circumstances (air temperature, lighting, use of technology, and so on).²¹

This quote provides an explanation that in achievement there are two factors that influence that is within you usually the condition of the condition of the body that is less stable can affect the learning achievement. Therefore, the body needs to be given the nutritional intake to always be healthy and can receive the lessons well. In addition, factors from outside can affect the learning achievement that is because the condition of the parents, for example, usually makes the child becomes frustrated if in the family there are many problems, then the circumstances surrounding society can affect the child's achievement whether to be good or bad. Therefore, the role of parents is very important in order to guide and educate their children, so that when in school and receive lessons, learners are ready with mental and healthy conditions, in this regard, then no reason for learners not to perform.

The factors of learning difficulties according to Muhibbin Shah, include:

1. Internal factors students, including the weaknesses psychophysical students, namely: the cognitive (creative realm), such as the low intellectual capacity / intelligence of students. Which is affective (flavor), such as emotional volatility and attitude dab that is psychomotor (sense of), as disturbed the tools of the sense of sight and listener.

²¹Akyas Azhari, *Psikologi Umum dan Perkembangan*, (Cet. I; Bandung: Teraju, 2004), p. 75.

2. External factors students, covering all circumstances and conditions surrounding the environment that does not support student learning activities, namely: Family environment, for example: disharmony relationship and low family economic life. Village/community environment, for example: slum and rogue game friends. School environment, for example: the condition and location of school buildings near the market, the condition of teachers and learning tools of low quality.²²

Based on the above explanations, it can be concluded that in outline, the factors that affect student learning achievement can be classified into two major parts, namely the internal factors of learners and external factors. Internal factors are related to cognitive, affective, psychomotor, and physiological aspects, whereas external factors are related to social environment, non-social environment, and instrumental environment.

D. Lessons of Qur'an Hadith

Al-Quran and Hadith are two sources to recognize Islamic law and teachings relating to aqidah, concepts, worship, law-making, morals, polite manners, and other areas of life.²³ So widespread is the content of Al-Qur 'an and Hadith, so that anyone who is always obedient, obedient to all the teachings contained in the Qur'an and Hadith will be safe both when living in the world and in the hereafter. Thus it is clear to Muslims to always hold fast, obedient and obedient to the teachings contained in the Qur'an and Hadith.

1. The Qur'anic

²²Muhibbin Syah, *Psikologi Pendidikan: Suatu Pendekatan Baru*, (Bandung: PT Remaja Rosdakarya, 2010), p. 175.

²³Yusuf Qardhawi, *Al-Qur'an dan As-Sunnah Referensi Tertinggi Umat Islam*. Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam Departemen Agama Republik Indonesia, 1997), p. 15.

According to the language of Al-'Ajj argues that the Qur'an is a masdar form of the word qara'a, then the Qur'an means readings are read Medium according to the term Al-Qur 'an is a miraculous kalamullah, which is revealed to the Prophet Muhammad SAW embodied in manuscripts (bindings bound) copied by way of mutawatir, who read it worthy of worship.²⁴ The Qur'an is a holy book of Muslims that Allah revealed to the Prophet Muhammad through the Angel Gabriel, to be forwarded to all humanity on earth until the end of time. Therefore the Qur'an is the most comprehensive guide to mankind.²⁵

Allah SWT sent down the Qur'an to ensure His guidance for the journey of human life, so that their lives can be arranged with guidance and religion revealed by Allah SWT. By the light of His guidance Allah Almighty gives guidance to mankind to a more straight path, expelling man from darkness to bright light.

2. Hadith

According to the words Al-Hadith means Al-Jadid (new), Al-Khabar (news), religious messages, talks. In the science of hadith Al-Hadith is a conversation narrated or associated to the Prophet Muhammad SAW. Everything in the form of news that is said to be from the Prophet is called Al-Hadith. Perhaps the news is the form of speech, action, omission (taqrir), circumstances, habits, and others. Sunnah Rasulullah SAW is the second source of law for Islam after the Qur'an Sunnah / Hadith is a theoretical explanation and applicative practice for the Qur'an. Therefore

²⁴A'la Subkhi Junaedi, Faza, dkk, *Ringkasan Materi Latihan Soal Al-Qur'an Hadits*, (CV. Gema Nusa, 2004: 3).

²⁵Wisnu Arya Wardhana, *Al-Qur'an dan Energi Nuklir*, (Yogyakarta : Pustaka Pelajar, 2004), p. 46.

we must follow and practice the laws and direction given by the sunnah of the Prophet. To obey the Messenger of Allah is obligatory as we obey what the Qur'an tells us.

3. The Subject of Islamic education

Based on the law no. 20 of 2003 on the national education system, it is argued that the goal of national education is the development of the potential of learners to become human beings who believe and piety to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of democratic, and responsible.²⁶

To realize the goal is required the existence of curriculum/syllabus. Similarly with madrasah, so that madrasahs do not lose the relevance of the learning program then compiled the curriculum/syllabus of National Religious Education in school based on basic competencies that reflect the religiousness of school students nationally. This standard is expected to be used as a reference in developing the curriculum of Islamic education subject in school in accordance with the curriculum.

The subject of Islamic education subject is part of the subjects of Islamic Religious Education in school which is intended to provide motivation, guidance, understanding, ability and appreciation of the content contained in the Islamic education subject so it can be realized in the behavior of a day -day as a manifestation of faith and piety to Allah swt.²⁷

²⁶Muh. Zuhri, *Hadits Nabi Telaah Historis dan Telaah Metodologis*, (Yogyakarta : Tiara Wacana, 2003) , p.1.

²⁷Direktorat Jenderal Kelembagaan Agama Islam, (2004), p.4

The scope of the material in every aspect developed in an integrated learning environment includes:

- a. Faith, which encourages learners to develop understanding and belief about the existence of Allah SWT as the source of life.
- b. Practice, conditioned learners to practice and feel the results of the practice of the contents of the Islamic education subject in everyday life.
- c. Habituation, implement learning by familiarizing the attitude and good behavior in accordance with the teachings of Islam contained in the Qur'an and the Hadith exemplified by the scholars
- d. Rational, effort to improve process quality and result of learning of Islamic education subject with approach that functioning ratios learners so that content and embedded values easily understood by reasoning.
- d. Emotional, an effort to inspire the feelings (emotions) of learners in living the content of Islamic education subject so that more impressed in the soul of learners.
- e. Functional, presenting the material of Islamic education subject that provide tangible benefits for learners in everyday life in a broad sense.
- g. Exemplary, namely education that puts and plays teachers and other madrasah components as examples, as a reflection of individuals who practice the contents of the Qur'an.

Learning to teach is a learning activity toward the results as expected. Learning is always about changes in the person's learning changes, whether it leads to better or less good, planned or not.²⁸

²⁸Ibid., 5

Psychology, is a process of change that is, changes in behavior as a result of interaction with the environment in fulfilling the needs of his life. These changes will be expressed in all aspects of behavior. Understanding learning can be defined as a process of business that is individual to obtain a new overall behavior change as a result of individual experience itself in interaction with the environment.²⁹

Definition of learning according to Cronbach in his book entitled Educational psychology as follows "learning is shown by change in behavior as result of experience" (learning as one of the activities shown by changes in behavior as a result of experience).³⁰

From the above definition it can be concluded that learning is a change that occurs through practice or direct experience. Learning is an attempt to acquire a number of science through a process of behavioral change as a whole that is environmentally oriented. Learning essentially differentiates between before and after learning as well as through intentional activity or practice. In the Islamic religion of learning is the obligation of every Muslim to gain knowledge so as to improve the degree of their lives.

According Syaiful Bahri Djamarah, there are some about the theory of learning, namely:³¹

1. Learning theory according to Power Sciences

Power Scientists propound a theory that the human soul has power. These are the strengths available. Man only utilizes all that power by way of training so that

²⁹Abu Ahmadi & Supriyono, *Psikologi Belajar*. (Jakarta: PT Rineka Cipta, 1991), p. 121

³⁰Kosnandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, (akarta:PT Raja Grafindo Persada, 2007), p. 320

³¹Syaiful Bahri Djamarah, *Psikologi Belajar*. (akarta : PT Rineka Cipta, 2002), p.27

sharpness is felt when used to know something. They are power, recognition, thinking power, fantasy power, and so on.

2. Theory of Response

According to the theory of learning responses include as many responses repeatedly and clearly. Many responses are said to be clever, a little response means to say less clever. So, clever people mean that many have the responses stored in his brain.

3. Learning Theory According to Gestalt Life Sciences

In learning the most important is that the first adjustment gets the right response or response. The most important learning is not to repeat the things that must be learned, but to understand or gain insight. Learning with is more important than just putting in a number of impressions.

4. Learning Theory of R. Gagne

In learning, Gagne in his book "The Conditioning of Learning (1977) gives two definitions: a) Learning is a process for gaining motivation in knowledge, skills, habits, and behavior. 2. Learning is the knowledge or skill acquired from instructions.

5. Learning Theory by Association of Life Sciences

The Theory of Life Sciences Association argues that the whole is actually composed of the sum of parts or elements of its elements. From the Life Sciences Association came two famous theories, namely the theory of connectionism from Thorndike and the conditioning theory of Ivan P. Pavlov.

Based on the five theories above, the author tends to the theory of learning from R. Gagne, as it relates to the process of gaining motivation in knowledge, skills,

habits, and behavior. Thus, with the existing theoretical foundation can be known learning achievement of students through the habit of asking the subjects of Al-qur'an hadith. Thus, there is a mutual influence between achievement and the habit of asking.

By accustomed to ask or Islamic education subject that has been described at the point above is aimed to know the behavioral changes in the learning process. So it can be seen the effect on student achievement learners. If the nature of learning is a change of behavior, then there are certain changes that are incorporated into the characteristics of learning.

Here are the characteristics of learning according to Syaiful Bahri Djamarah, namely:

1. Conscious changes, Individuals who learn will be aware of changes in students or individuals feel there has been a change in him.
2. Changes in learning are functional as a result of the change in the individual lasted continuously and not static.
3. Changes in learning are positive and active. In the act of learning the changes are always increasing and focused to get a better than ever.
4. Changes in learning are not temporary. Changes that occur because the learning process is permanent or permanent.
5. Changes in learning are aimed or directed. Changes in behavior that occurs because there is a goal to be achieved. Changes in learning are directed toward behavior changes that are fully realized.
6. Changes cover all aspects of behavior. Changes that individuals get after going through a learning process include changes in behavior.³²

Learning habits is the process of forming new habit or repairing existing habits. The goal is that students get the attitudes and habits of new habits more precise and positive.

³²Ibid., 15-16

E. Hypothesis

Based on the above description, it can be formulated hypothesis as follows:

1. There is a positive and significant correlation between the students' habit of asking (X) with learning achievement of Islamic education subject (Y) in SMPN 4 Palu.
2. There is a negative and insignificant correlation between the students' habit of asking (X) with learning achievement of Islamic education subject (Y) in SMPN 4 Palu.

CHAPTER III

RESEARCH METHOD

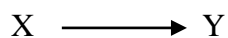
A. Research Design

The approach used in this research is quantitative approach and research type is descriptive correlation. Descriptive research is a research that attempts to describe

and interpret the object in accordance with what it is.³³ This research is also often referred to as non-experimental research, because in this study researchers did not control and manipulation research variables.

Correlational aims to establish whether there is a relationship, and how far the relationship exists between two variables (which can be measured) or more. The purpose of a correlation investigation is to establish or disclose a relationship or use relationships in making predictions. Despite the fact that there is a close relationship between two variables, one cannot conclude that one variable is the cause of another. The degree of relationship between two variables is usually expressed by a correlation coefficient between 0.00 to 1.00.³⁴

This research is looking for the relationship of the habit of asking the students to the achievement of the students of class VIII in SMPN 4 Palu. In general, the diagrammatic form of this research model is:



Note:

X = student's habit of asking (independent variable)

Y = students' learning achievement (dependent variable).

B. Location and Time

³³Hamid Darmadi, *Dimensi-Dimensi Metode Penelitian Pendidikan Dan Social*, (Bandung: Alfabeta,2013), p.186

³⁴Hamid Darmadi, *Dimensi-Dimensi Metode*, p. 7

1. Research Sites

This research was conducted at SMPN 4 Palu.

2. Time of Research

This study was conducted on the even semester of the academic year 2017/2018

C. Population and Sample

1. Population

Population can be interpreted as the whole object/subject that serve as a source of data in a study with characteristics such as people, objects, events, time and place with the same traits or traits. So the population is a generalization region consisting of objects/subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions to serve as a source of data in a study.³⁵

Based on the description above, it can be seen that the population is the overall object/subject in a study. So the population in this study is all students of SMPN 4 Palu class VIII on the subjects of Islamic Religious Education.

Tabel 3.1 Population Distribution

Class	Number of students
VIII Durian	33 students
VIII Jeruk	32 students
VIII Melon	33 students

³⁵Hamid Darmadi, *Dimensi-Dimensi Metode*, p. 4

VIII Anggur	32 students
VIII Apel	33 students
VIII Rambutan	32 students
Total	195 students

2. Sample

The sample is a portion of the population used as the object/subject of research. So the sample is part of the number and characteristics possessed by the population. When large populations, and researchers are not likely to study / examine all that is in the population, for example due to limited funds, energy and time, the researchers can use samples taken from that population. What is learned from the sample, its conclusion will be applicable in general. Therefore, samples taken from the population must be truly representative of the population.³⁶ The sample is part of the number and characteristics possessed by that population. Samples are considered as an important source of data to support research.

Based on the description, the authors take some samples for represents the existing population to facilitate in obtaining concrete and relevant data from existing samples. The sampling technique used is proportional random sampling.

Proportional random sampling is the technique of obtaining the proportion to obtain a representative sample, taking the subject of each region is determined to be balanced or proportional to each region.

³⁶Hamid Darmadi, *Dimensi-Dimensi Metode*, h. 49

Sampling method used minimum sample that is use the Slovin formula³⁷:

$$n = \frac{N}{1+Ne^2}$$

Note:

n = number of samples

N = total population

e = fault tolerance limit

$$\begin{aligned} n &= \frac{195}{1+195(0.1)(0.1)} \\ &= \frac{195}{2.95} \\ &= 66 \end{aligned}$$

Tabel 3.2 Sample Distribution

Kelas	Sampling Proportion	Sample
VIII A	3/1 x 66	11 students
VIII B	3/1 x 66	11 students
VIII C	3/1 x 66	11 students
VIII D	3/1 x 66	11 students
VIII E	3/1 x 66	11 students
VIII F	3/1 x 66	11 students

D. Research Instruments

³⁷Arikunto Suharsimi, *Prosedur penilaian suatu penelitian praktek*, (Jakarta:Rineka cipta,1998), p. 99

To get the required data used research instrument. The research instrument is a tool or facility used by the researcher to collect data to make the work easier and produced better. The instruments used are documentation, questionnaires and interviews.

1. Questionnaire is a list of questions given to others with the intention that the person who is given is willing to respond accordingly with user requests. Based on the above description, the type of questionnaire used in this study is a closed questionnaire with the consideration that the questioning habit variable to be examined in this study concerns the personal.³⁸
2. Interviews are used as data collection techniques if the researcher wishes to conduct a preliminary study to find the issues to be researched, and also if the researcher wants to know the things of the more in-depth respondents and the number of respondents is little/small. Interviews conducted in the research is a process data collection for a study. In other words, the interview in this study as a measuring tool or other instrument to determine the validity of the data that will be obtained from the questionnaire. Where this interview is done directly to the teacher who teaches PAI in class VIII SMPN 4 Palu.
3. Documentation is a data collection technique whereby the researcher may obtain information from various written sources or documents on the respondent or place, where the respondent resides or performs his/her daily activities. In educational research, the existing documentation can also be divided into primary, secondary, and tertiary documents that have authenticity or autensitivity

³⁸Hamid Darmadi, *Dimensi-Dimensi Metode*, h. 82

value. The collection of data and information is sourced from written document documents held by the relevant subject teachers such as daily value, repeat value, or semester value. The documentation obtained by the researcher is a daily test of second semester.

E. Validity and Reliability Instrument

Validity is a measure that indicates the validity of an instrument. Instruments valid or valid, means having high validity, and vice versa. Validity has been defined as referring to conformity, truth, diversity, and usefulness of the instruments that researchers make based on the data they want to collect. Validation is the process of gathering and analyzing evidence to support it. A test is said to be valid if the test measures what it wants to measuring. In other words, the validity of an instrument is the degree of accuracy of an instrument to measure something to be measured. Reliability is the level of accuracy, accuracy and accuracy of an instrument. Thus, reliability indicates whether the instrument consistently gives results of the same measure of something measured at that time different.³⁹

This reliability test is performed using Crombach's Alpha formula. In this study the questionnaire is the main instrument used, in order for its statement to produce the correct data, it is necessary to test the validity and realibility.

F. Data Collection Procedures

³⁹Misbahuddin dan Hasan *analisis data penelitian dengan statistik*, (Ed. ke-2, Cet.2. Jakarta: Bumi Aksara,2013), p.46

The stages of data collection procedures conducted by researchers are as follows:

1. Planning Stage

Planning stage is the initial stage in starting an activity before the researcher conducts research directly to the field to collect data, that is collected the title, proposed SK approval advisor, made draft, proposed to conduct research on the parties concerned, and the most important is doing observation which was conducted at the location of research.

2. Implementation Phase

At this stage the research is done to obtain concrete data in the field by using research instruments as well as by reading the literature or references related to this discussion.

3. Data Processing Stage

At this stage done data processing that has been obtained from research conducted by using descriptive statistical analysis and using inferential analysis statistics.

4. Reporting Stage

At this stage the researcher prepares the research report done in the form of finalization of the research by pouring the results of processing, analysis, and conclusion into the form of writing consistently, systematically and methodologically.

G. Data Analysis

1. Descriptive Analysis

This analysis is intended to provide an overview of the variables measured in this study. This analysis includes the number of scores, maximum and minimum scores, mean (average) score, number of classes, class length, class range, frequency distribution table, and standard deviation.

a. Mean

$$\text{Mean} = \frac{(\sum f_i \cdot x_i)}{\sum f_i}$$

b. Deviation Standard

$$SD = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n-1)}}$$

c. Categorization

Assessment standards for student learning motivation are used based on the formula:

$$\text{Interval} = \frac{S}{n} \quad \frac{M}{n} \quad \frac{-S}{n} \quad \frac{M}{n}$$

Table 3.3 Standard of assessment for the habit of asking

category	Interval
low	
middle	
high	
very high	

2) Learning Achievement

The standard used for the assessment of student learning outcomes is the assessment standard for the KTSP curriculum adapted from Kemendikbud 2015.

Tabel 3.4 Category assessment of learning outcomes

grade	category

0-34	Very low
35-54	Low
55-64	middle
65-84	high
85-100	Very high

2. Inferential Analysis

Inferential analysis is a statistic that relates to the withdrawal of general conclusions from data that has been compiled and processed ie. correlation coefficient correlation (r) between questioning habit (variable X) with learning result (variable Y).

a. Test prerequisite analysis

1) Normality Test

Normality test aims to determine whether the data studied comes from a normally distributed population. Normality testing is done by using chi square method with the formula:⁴⁰

$$\chi_{hit}^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

By the test rule, if the data is declared to be normally distributed at a certain significant level. In this study used significant level $\alpha = 0.05$. With the following test criteria.

- a) The value of sig. ≥ 0.05 ; H_0 is accepted, so it can be concluded that samples come from normally distributed populations.

⁴⁰Purwanto, *Statistika Untuk Penelitian* (Bandung:Pustaka Pelajar, 2011), p.157

b) Sig value. <0.05 ; H_0 is rejected, so it can be concluded that the sample comes from a population that is not normally distributed.

2) Homogeneity Test

The homogeneity test of variance was conducted to find out that the two samples being compared were those with variance the same or homogeneous. In this study, homogeneity testing was performed using the Fmax-test of Hartley-Pearson, with the following formula:⁴¹

$$F_m = \frac{S_m^2}{s_m^2} \cdot 48$$

By the test criterion, if the value $F_{count} < F_{table}$ then H_0 is accepted, where:

H_0 : there is no variant difference from some data groups

H_1 : there are variant differences from some data groups

b. Parson's correlation coefficient statistic test (r)

To find out how big the relationship of questioning habits of students with student achievement class VIII in SMPN 4 Palu can be known by using Pearson correlation coefficient analysis.

1) Create a helper table to calculate correlation

2) Finding r arithmetic by entering the statistics number from the helper table by the formula:⁴²

⁴¹Purwanto, *Statistika Untuk Penelitian* (Bandung:Pustaka Pelajar, 2011), p.179

⁴²Purwanto, *Statistika Untuk Penelitian* (Bandung:Pustaka Pelajar, 2011), p.157

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

Guidelines for providing interpretation of the correlation coefficient can be the following guidelines are used⁴³:

Tabel 3.5 correlation intpretation

No	Grade interval	relationship
1	KK = 0,00	No relationship
2	0,00 < KK ≤ 0,20	Very weak
3	0,20 < KK ≤ 0,40	Weak but sure
4	0,40 < KK ≤ 0,70	enough
5	0,70 < KK ≤ 0,90	strong
6	0,90 < KK < 1,00	Very strong
7	KK = 1,00	perfect

3) Finding the contribution of variable X to Y with formula:

$$KP: r^2 \times 100\%$$

4) Testing Significance with the T test formula⁴⁴:

$$t_0 = r \sqrt{\frac{n-2}{1-r^2}} \quad t = \text{dengan db} = n - 2.$$

⁴³Misbahuddin dan Hasan, *analisis data penelitian dengan statistik*, (Ed. ke-2, Cet.2. Jakarta: Bumi Aksara, 2013), p.48

⁴⁴Misbahuddin dan Hasan, *analisis data penelitian dengan statistik*, (Ed. ke-2, Cet.2. Jakarta: Bumi Aksara, 2013), h.143

a) Make H_a and H_o in sentence form:

H_o : applicable if there is no significant relationship between the habit of asking students and learning achievement of students of class VIII SMPN 4 Palu.

H_a : applicable if there is a significant relationship between student's habit of asking and learning achievement of students of class VIII SMPN 4 Palu.

b) Make H_a and H_o in statistical form

$H_a: r \neq 0$

$H_o: r = 0$

c) Determine the risk of error or significant level (α)

d) Test rules

If, $t_{table} \leq t_{count} \leq t_{table}$ then H_o is received

If, $t_{count} > t_{table}$ then H_o is rejected.

e) Compare t_{table} and t_{count}

The t_{count} price is then compared with the t_{table} price with a certain apparent degree, so the hypothesis H_o is accepted or rejected, or otherwise, H_1 is accepted or rejected.

f) Make decisions

Making a decision means accepting or rejecting H_o .

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Results

The results of this study are the answer of the formulation of predetermined problems that can strengthen a hypothesis or a temporary answer. This study was conducted in SMPN 4 Palu which is the respondent is class VIII.

This research was conducted to find out the correlation between questioning habit and learning achievement of PAI of class VIII of SMPN 4 Palu. To take the data both variables are used psychology and documentation scale. Psychological scale is the habit of asking with the documentation of learning achievement. After the data collected then analyzed by using descriptive statistical analysis to know the description of each variable and inferential statistic to know the relation of variable.

1. Questionnaire validity and reliability

a. Content validity

Questionnaires that have been analyzed by expert lecturers were then tested on 66 students at SMPN 4 Palu. The test results Questionnaire scale habits of asking there are 4 invalid statements. The validity of questionnaire content questioned was analyzed using product moment formula with the help of SPSS 17.

The result of validity analysis of questionnaire content of interest in learning by using product moment formula with the help of SPSS 17 then categorized by content validity category. From the categorical result of 29 statements there are 25 valid statements that are in the category of $0.244 < r < 0.444$ and 4 invalid statements are in the category $r < 0.244$.

b. Realibility

The questionnaire questionnaire asked students to be analyzed using Cronbach's Alpha formula with the help of SPSS 17. From the results of this reliability analysis questionnaire interest in learning by using the formula Cronbach's Alpha with the help of SPSS22 obtained the following results:

Table 4.3 Results of Reliability Analysis Questionnaire questioning

Nilai <i>Cronbach's Alpha</i>	Category
0,776	strong

(Sumber: Analisis Data Penelitian).

From the results of the analysis of questionnaire learning habit using Cronbach's Alpha formula with the help of SPSS 17 in obtaining 0.418 based on internal reliability category hence question questionnaire questioning habits gained in this research is in the category of reliably ($0.70 \leq \leq 0.90$) so that the instrument can be analyzed to the next stage.

2. Descriptive analysis

- a. The result of descriptive analysis of habit values asked students of class VIII SMPN 4 Palu

Based on the results of research conducted at SMPN 4 Palu, amounting to 159 learners with 66 respondents who were taken at random then the researchers can collect data through a questionnaire filled by students who then given a score on each item question so that the data can analyzed descriptively. For data order question habits of respondents can be seen in table 4.2

Tabel 4.4 Data habit of asking students class VIII of SMPN 4 Palu

41	51	52	54	54	55	56	56	56	57
58	58	58	59	59	59	60	61	62	63
63	63	64	65	66	66	66	67	67	67
67	67	68	68	68	68	69	69	69	69
70	70	70	71	72	72	73	75	76	77
77	77	77	77	78	78	78	78	79	80
80	81	81	83	83	88				

Based on the data in table 4.1, then to find out the average daily test results of students VIII of class SMPN 4 Palu done with the steps as seen below:

Maximum Score: 88

Minimum Score :41

N :66

1) Range

$$\begin{aligned}
 R &= S_m - s_m \\
 &= 88 - 41 \\
 &= 47
 \end{aligned}$$

2) Determining the class interval

The number of classes is often taken at least 5 classes and at most 15 classes, and can be selected directly as needed if the number of research samples is smaller than 200. Based on this case the researchers chose the number of classes as much as 7 classes of intervals.

3) Determining the class interval p

$$p = \frac{r_1}{j_u \quad h k \quad i r}$$

$$p = \frac{47}{7}$$

$$p = 7$$

After knowing the range, the interval class, the interval class length, the researcher makes the frequency distribution table of the questioning habit of asking

Table 4.5 Quality frequency distribution asks

No	Habit of asking	fi
1	41-47	1
2	48-54	4
3	55-61	13
4	62-68	18
5	69-75	12
6	76-82	14
7	83-89	4
	Total	66

The data in Table 4.3 above serve as reference in the processing of descriptive analysis. The results of descriptive analysis of table 4.5 above can be shown in the following table 4.6 below:

Tabel4.6.Data habit of asking students in class VIII SMPN 4 Palu

Parameter	Grade
Maximum	88
Minimum	41
Mean	67,97
Deviation Standard	9,90

Based on Table 4.6 above, it is explained that the maximum value is the value of the highest questioning habits of learners 88. While the minimum value of the lowest score obtained by learners for 41 with an average value of 67.97 and standard deviation 9.90.

4) Category of respondents score

Categorization of respondents score is used to make it easier to know the level of habits asking. Details include low, enough, high, very tinggi.

Table 4.7 Categorize habits of asking

category	value	F	Percentage
low	25–43	1	2%
middle	44–62	18	27%
high	63–81	43	65%
very high	82–101	4	6%

Based on Table 4.5 can be obtained the scope of habits question ask physics learners based on the category of frequency distribution. There is 1 learner in low category with 2% percentage of student number. There are 18 students in sufficient category with a percentage of 27% of the total students, there are 43 students in the high category with a percentage of 65% of the number of students and there are 4

students in very high category. So it can be concluded that the habit of asking learners subjects PAI class VIII of SMPN 4 Palu including high category.

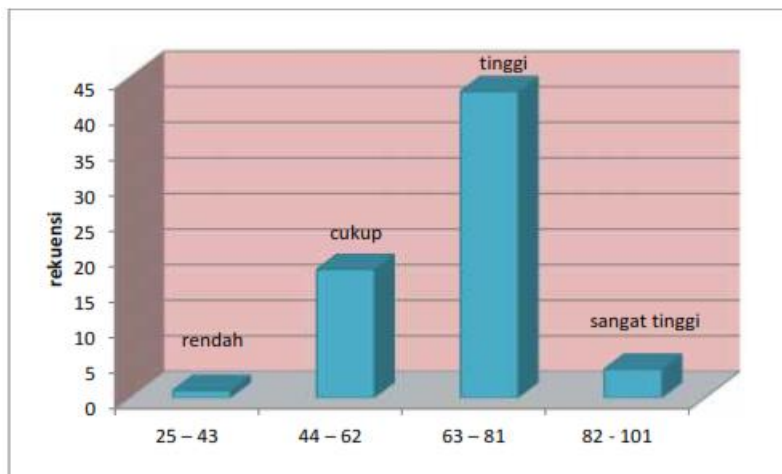


Figure 4.1 Histogram Category Score habits of asking

Based on the histogram in figure 4.1 above, it is shown the categorization of the habit value of asking the learner most in the high category with the value range 63 - 81 and 4 people are in very high category in the range of values 82 - 101, sufficient categories are in the range, 44-62 and the habit of inquiring least achieved in the low category that is equal to 1 peserta students with a range of 25-43

b. Descriptive Analysis of Learning achievement of Class VII SMPN 4 Palu

Based on the results of research conducted in SMPN 4 Palu, amounting to 66 people from 6 classes VIII is taken by random then the researchers can collect data through the documentation with the value of daily test class VIII then analyzed descriptively. For the sequence of learning results of learners can be seen in table 4.8

Tabel 4.8 Data of learning achievement of students class VIII of SMPN 4 Palu

48	50	53	55	57	60	61	63	65	68
68	70	71	72	72	73	73	75	76	77
78	78	78	78	78	78	79	79	79	79
79	79	80	80	80	80	80	80	80	80
80	81	81	81	81	81	81	82	82	83
83	83	83	83	84	84	85	85	88	90
90	90	91	92	93	96				

- 1) Based on the sequence data in table 4.8, then to know the average of daily test results of students VIII SMPN 4 Palu done with the steps as seen below

1) Specifying Range (Range)

$$R = S_{\max} - S_{\min}$$

$$= 96 - 48$$

$$= 48$$

2) Determine many class intervals

The number of classes is often taken at least 5 classes and at most 15 classes, and can be selected directly as needed if the sample size of the study is smaller than 200. Based on this, the researchers chose the number of classes as many as 7 interval classes.

3) Determining the class interval p

$$p = \frac{r}{jv \quad hk \quad it}$$

$$p = \frac{47}{7}$$

$$p = 7$$

After knowing the range, interval class, interval class length, the researcher makes the frequency distribution table of the learning result score.

Table 4.9 Frequency distribution of learning achievement

Learning achievement	Fi
48-54	3
56-61	4
62-68	4
69-75	7
76-8	31
83-89	10
90-96	7
Total	66

The data in Table 4.9 above serve as a reference in the processing of descriptive analysis. The result of descriptive analysis from Table 4.7 above can be shown in following table 4.10 below:

Tabel4.10 Data on Student Achievement Results Class VIII SMPN 4 Palu

Parameter	Grad
Maximum value	96
Minimum value	48
Average	77,41
Deviation standard	10,33

Based on Table 4.10 above, it is explained that the maximum value is the highest questioning habits of learners 96. While the minimum value of the lowest score obtained by learners for 48 with an average value of 77.41 and standard deviation 10.33

4) Categorization

To make it easier to know the level of learning achievement, then made the details of the value category. The details include five categories: very low, low, medium, high, and very high.

Table 4.11 Data category Learning achievement Students Class VIII of SMPN 4 Palu

Learning achievement	Frequency	Percentage(%)	Category
0-34	0	0	Very low
35-54	3	4,6	low
55-64	5	7,6	Middle
65-84	48	72,7	high
85-100	10	15,1	Very high
amount	66	100	

Based on Table 4.11 can be obtained scores of students learning achievement of PAI class VIII based on the frequency distribution category. There are 0 students in very low category with 0% percentage of students. There are 3 students in the low category with a percentage of 4.6% of the total students. There are 5 students in the moderate category with a percentage of 7.6% of the total students. There are 48 students with a percentage of 72.7% of all respondents. Finally, there are 10 students very high category with a percentage of 15.1%. So it can be concluded that the results

of students learning achievement class VIII SMPN 4 Palu including high category. The categorization of student learning result scores can be described in the categorization histogram in Figure 4.2 below:

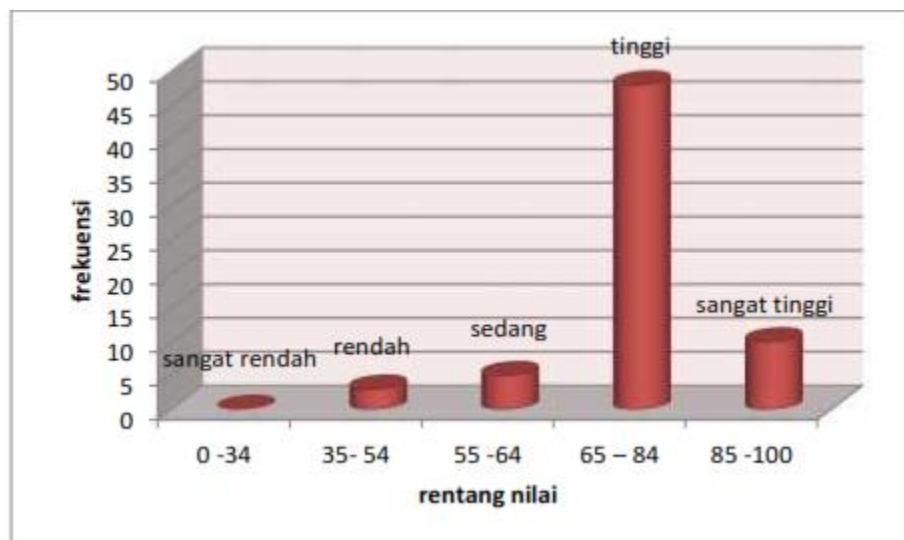


Figure 4.2: Histogram Category Score Learning Achievement of PAI

Based on the histogram in figure 4.2 above, the categorization indicated that the value of student learning achievement is mostly in the high category with a range of values 65 - 84, for very high categories are at the interval 85-100, medium category with a range of values 55-64, low category with a range of 35-54 And learning achievement are achieved at least in very low categories of 0 students with a range of 0-34.

3. Inferential analysis

Inferential statistics are used to test the research hypotheses that look for the relationship of variable X to variable Y. The steps used to test the hypothesis of this research are as follows:

a. Normality test

Normality test is intended whether the data used normal distribution or not. Normality test in this research data is intended to test the variable of questioning habit with learning result. Normal test whether or not the data in this study using SPSS 17 windows program through kolmogorovsmirnov test.

1) Test the normality of habit of asking

Result of calculation of normality test for data habits asked the participant obtained value $X_{count} 1,636969$ and value $X_{2Table} 19,49$. Based on the analysis, it turns out $X^2 < X^2_{Table}$ so it can be concluded that the data in this study for the habit of asking normal distributed. Likewise test of IBM spss normality 17 windows obtained by Asymp Sig value. (2-tailed) for the habit of asking 0.200, the results obtained are greater than 0.05 (> 0.05) so it can be concluded that the data in this study for the habit of asking normal distributed.

2) Test the normality of learning achievement

Based on test of normality of IBM spss 17 windows obtained by Asymp Sig value. (2-tailed) for the habit of asking 0.761 results obtained greater than 0.05 ($> 0,05$) so it can be concluded that the data in this study for the learning result is normally distributed.

b. Test homogeneity

Testing homogeneity in this research is by using homogeneity test of Fmax from Hartley-Pearson, that is by comparing the biggest variance and the smallest variance in two class that made experiment class and control class. Based on homogeneity test results obtained F_{count} sebesar 1.331 and F_{Table} of 1, 508383. Based

on the value obtained that $F_{\text{Count}} < F_{\text{Table}}$ it is concluded that the data is homogeneous or the variance of questioning habits and learning achievement is homogeneous.

c. Test correlation

1) Create help table to calculate correlation value

Tabel4.12Correlation test table

No	X	Y	X ²	Y ²	XY
1	88	96	7744	9216	8448
2	83	92	6889	8464	7636
3	77	83	5929	6889	6391
4	77	81	5929	6561	6237
5	76	85	5776	7225	6460
6	79	85	6241	7225	6715
7	63	71	3969	5041	4473
8	81	90	6561	8100	7290
9	60	81	3600	6561	4860
10	67	79	4489	6241	5293
11	80	80	6400	6400	6400
12	57	78	3249	6084	4446
13	83	93	6889	8649	7719
14	68	73	4624	5329	4964
15	41	82	1681	6724	3362
16	67	78	4489	6084	5226
17	78	78	6084	6084	6084
18	70	83	4900	6889	5810
19	58	72	3364	5184	4176
20	61	80	3721	6400	4880
21	73	81	5329	6561	5913
22	69	84	4761	7056	5796
23	56	72	3136	5184	4032

24	56	82	3136	6724	4592
25	59	90	3481	8100	5310
26	54	70	2916	4900	3780
27	70	68	4900	4624	4760
28	65	81	4225	6561	5265
29	52	76	2704	5776	3952
30	58	79	3364	6241	4582
31	68	83	4624	6889	5644
32	51	65	2601	4225	3315
33	72	81	5184	6561	5832
34	81	80	6561	6400	6480
35	67	68	4489	4624	4556
36	77	79	5929	6241	6083
37	66	75	4356	5625	4950
38	56	84	3136	7056	4704
39	68	79	4624	6241	5372
40	63	78	3969	6084	4914
41	78	83	6084	6889	6474
42	64	83	4096	6889	5312
43	63	80	3969	6400	5040
44	78	91	6084	8281	7098
45	66	80	4356	6400	5280
46	69	73	4761	5329	5037
47	72	81	5184	6561	5832
48	80	88	6400	7744	7040
49	59	77	3481	5929	4543
50	77	90	5929	8100	6930
51	84	80	7056	6400	6720

Tabel 4.11 Summary Statistics X and Y

Simbol Statistik	Nilai Statistik
N	51
ΣX	3485
ΣY	4101
ΣX^2	243353
ΣY^2	331945
ΣXY	327021
$(\Sigma X)^2$	12145225
$(\Sigma Y)^2$	16818201

2) Menghitung nilai

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

$$r_{xy} = \frac{51(327021) - (3485)(4101)}{\sqrt{[51(243353) - (3485)^2][51(331945) - (4101)^2]}}$$

$$r_{xy} = \frac{16798101 - 14284965}{\sqrt{(12145225 - 12145225)(16818201 - 16818201)}}$$

$$r_{xy} = \frac{9}{\sqrt{(2)(1)}}$$

$$r_{xy} = \frac{9}{\sqrt{2}}$$

$$r_{xy} = \frac{9}{1,414213562}$$

$$r_{xy} = 0,526$$

After data analyzed using product moment correlation technique obtained value 0,526 match with IBM spss 17 windows as seen in appendix then compared

with guidance correlation level and strength of relation $r = 0,526$ are at $0,40-0,599$ where level of relation that is strong enough, said that "There is a relationship between habit of asking with the learning achievement PAI class VIII SMPN 4 Palu.

3) Finding the contribution of variable X to Y

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= (0,526)^2 \times 100\% \\ &= 0,276676 \times 100\% \\ &= 27,67\% \end{aligned}$$

Based on the analysis result manually show r^2 equal to $0,526$ Value mean $27,67\%$ change in variable learning achievement of PAI (Y) can be explained by habit of asking variable (X) mean habit of asking to learning achievement at SMPN 4 Palu including small there are still many other variables whose contribution is greater, but not taken into account in this study.

4) Testing Significance with test formula Z

To test significantly between variables X with Y is done by the Z test formula because the number of respondents exceeds 30 that is 66 students. The statistical test procedure for the sample $n \geq 30$ as follows:

a) Determining the hypothesis formula

(1) H_0 : applicable if there is no significant relationship between the habit of asking students and learning achievement of students SMPN 4 Palu.

(2) H_1 : applicable if there is a significant relationship between the habit of asking students with learning achievement PAI learners SMPN 4 Palu

b) Determining the real level (α) and t value of the table

(1) The real value = 5% = 0,05

(2) Z value of table with $\alpha = 0.05$; $Z_{0,05} = 1,96$ c) Testing criterion

Ho: received when $Z_0 \leq 1.96$

Ho: rejected if $Z_0 \geq 1.96$

d) The value of statistical tests(r_s)

$$Z = \frac{r}{\frac{1}{\sqrt{n-1}}}$$

$$= \frac{0,5}{\frac{1}{\sqrt{5-1}}}$$

$$= \frac{0,5}{0,1}$$

$$= 3,730$$

e. Make a conclusion

Based on the test results, obtained the value of Z_{table} of 1.96 at significance level of 5% then obtained F count 3.730 or $Z_0 = 3.730 > Z_{0,05} = 1.96$ then H_0 is rejected and H_1 accepted. Thus, there is a positive and significant relationship between the habit of asking (X) with learning achievement (Y).

B. Discussion

1. Description of the habit of asking students in class VIII SMPN 4 Palu

Based on the results of data analysis Habit asking variable learners seen on categorization of values. Categorization of these values, obtained from the results of descriptive analysis in which the researchers calculate the categorization by finding the maximum value by multiplying the number of questions with the maximum score so that the value next to find the minimum value by multiplying the number of questions with a minimum score. Then after obtaining the maximum and minimum values then the class range obtained by subtracting both. Next the researcher looks for the magnitude of the interval by means of the obtained range divided by the number of categories of answers.

The habit of asking students in class viii can be described from the questionnaire analysis which is filled by 66 respondents that 1 person in low category, 18 students in the category enough, 4 students category is very high, and the most widely in the high category as many as 43 people.

So it can be concluded that the description of the students' habit of asking is in the high category with a percentage of 65%. Where the factors that influence the habit of asking students that is the factor of the students themselves in the interest of students in asking, the fear/lack of courage in asking, and the curiosity motive while the factors from outside the teacher motivation factor and environmental atmosphere of learning. Based on the recapitulation of questionnaires filled by the learner there are 48 learners whose habits ask them to be dominated by factors from outside

students and 18 students dominant to the factors in students which means that the teacher has given the opportunity to students to ask in the process of learning to the material yet they understand.

Habit is a way of acting yag gained through learning over and over again, which eventually becomes sedentary and besifat automatic. Asking is a verbal remark that asks for a response from someone who is known. Response given can be knowledge up to things that are the result of consideration. So asking is an effective stimulus that encourage thinking ability.

2. Overview of cognitive physics learning achievement of students class VIII SMPN 4 Palu

Meanwhile, the results of cognitive learning of physics learners are taken from the results of the second semester test. Learning result is a picture of what should be explored, understood, and done learners. These learning achievement reflect breadth, depth, complexity and should be clearly defined and measurable with specific valuation techniques⁵². Of the 66 students in grade VIII SMPN 4 Palu, there are 0 people learning achievement in very low category, 3 people of low learning achievement, categorized learning achievement there are 5 people, 48 people learning in the high category and 10 people in very high category.

Based on this, it can be concluded that the learning achievement of students VIII SMPN 4 Palu is in the high category with a percentage of 72.20%. Learning achievement are illustrations of what the student should explore, understand, and do. These learning achievement reflect breadth, depth, complexity and should be clearly defined and measurable with specific assessment techniques.

Classification of learning achievement in Benjamin Bloom which in outline into three domains, namely the realm of cognitive, affective, and psychomotor. The cognitive domain, with respect to the intellectual learning achievement consisting of six aspects: knowledge, understanding, application, analysis, synthesis and evaluation.

3. Relationships habits of asking with the learning achievement class VIII SMPN 4 Palu

Based on data analysis using inferential statistic r value obtained by habit of asking and learning achievement that is 0,526 by enter r value in interpretation table of coefficient value r so that obtained correlation between habit of asking with students' learning achievement is in a strong category. Having tested significantly shows that there is a significant relationship between the habit of asking and the learning achievement. This is based on the result of the Z test analysis where the value of Z_{count} is greater than the Z_{table} value. Based on these results, the conclusion of the hypothesis H_0 rejected and hypothesis or H_a accepted.

Based on the description can be asserted that the habit of asking encouraged or improved learning achievement of students. It can be seen from the contribution of variable X to variable Y . The results showed the value of determinant coefficient (r^2) the value of the habit of asking to the learning achievement only 27.67% and the rest influenced by other factors outside this study. Factors in this study can be influenced by factors such as learners are actively asking just to speak up or want to get attention but the response received from the teacher is not in the responses well then in the recall and applied when answering the problem (daily test). In addition, there are students whose habit of asking are low because of the fear and lack of interest to ask

but students understand the subject matter received and the students learn quickly understand the subject matter received from the teacher so do not need to ask but get a good result study The relevant research on this research is "the correlation between the habit of inquiring with student achievement on subjects aqidah morals in Madrasah tsanawiyah Benawa Central District, and the correlation between the habit of asking with student achievement on science subjects IPA fisika in the first middle school 6 Banda Aceh states that there is a significant relationship between the habit of asking with learning achievement but weak.

Based on the research, it can be concluded that there is a significant relationship between the habit of asking with learning achievement of Islamic Education Subject.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research that has been done, as for the conclusion presented as follows:

1. Description of the habit of asking students class VIII of SMPN 4 Palu is seen from the descriptive analysis is in the high category.
2. Overview of students' learning achievement class VIII of SMPN 4 Palu is seen from the descriptive analysis of categorization assessment is in the high category.
3. There is a significant relationship with a fairly strong interpretation of the habit of asking with the students' learning achievement class VIII of SMPN 4 Palu.

B. Suggestions

Based on the research that has been done, as for the implications presented as follows:

1. Furthermore, as educators must provide opportunities and motivation to learners to ask questions.
2. This study only examines the students' habits of asking to students' learning achievement class VIII of SMPN 4 Palu, while asking the things that are necessary for learners so that learners can devote a problem and can help them in learning.

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3. In this study conducted in junior high school with the characteristics of students' greater curiosity by asking.

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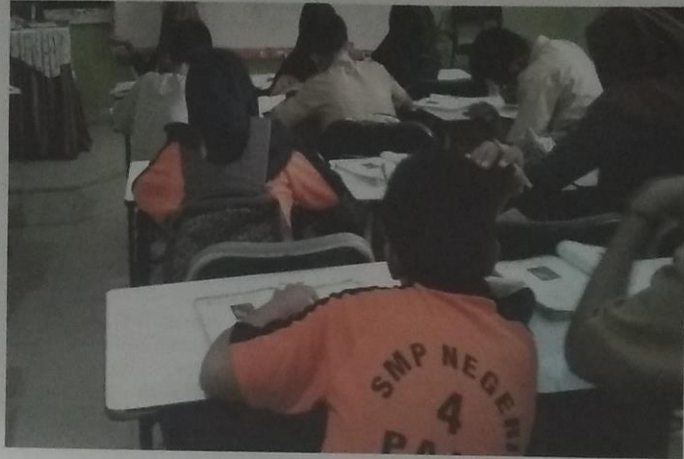
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DOCUMENTATION









KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
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DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI TAHUN AKADEMIK 20 /20

Nama : SUARNI
 NIM : 14.1.01.0132
 Jurusan : Pendidikan Agama Islam (PAI
 Judul : _____

Tgl/ Waktu Seminar : 10-12-2017 / 09.00

No.	Nama	NIM	Sem/Jur	TTD	Ket.
1	SITI RAHMAWATI	14.1.01.0162	VII / PAI	<i>[Signature]</i>	
2	MUJIZAT	14.10.101073	VII / PAI	<i>[Signature]</i>	
3	HASRIANI	14.10.10180	VII / PAI	<i>[Signature]</i>	
4	INDA SRI SANDRADEWI	14.10.10182	VII / PAI	<i>[Signature]</i>	
5	RANI FITRIANI	14.10.10185	VII / PAI	<i>[Signature]</i>	
6	TAZKIRAH	14.1.01.0167	VII / PAI	<i>[Signature]</i>	
7	FITRI	14.1.01.0174	VII / PAI	<i>[Signature]</i>	
8	Aimar	14.1.040005	VII / PGM1-1	<i>[Signature]</i>	
9	Putri Sartana	13.10.10013	VII / PAI	<i>[Signature]</i>	
10	HASRIN	14.1.01.0046	VII / PAI	<i>[Signature]</i>	
11	Fitri	14.1.01.0056	VII / PAI	<i>[Signature]</i>	
12	MIRNA	14.1.01.0147	VII / PAI	<i>[Signature]</i>	
13	Siti Hajar	14.1.03.0080	VII / MPI 2	<i>[Signature]</i>	
14	Lisna Wah Hafza	14.1.03.0028	VII / MPI 2	<i>[Signature]</i>	
15	Winda	14.1.03.0037	VII / MPI 2	<i>[Signature]</i>	
16	Jasman	14.1.01.0068	VII / PAI	<i>[Signature]</i>	
17	Sulewa	14.1.03.0047	VII / MPI 1	<i>[Signature]</i>	
18	Saffica	14.1.01.0125	VII / PAI	<i>[Signature]</i>	
19	Moh. Chirfan	14.1.01.0166	VII / PAI	<i>[Signature]</i>	
20	FARHAH UTAMI	14.1.01.0007	VIII / PAI 2	<i>[Signature]</i>	

Mengetahui
 An. Dekan
 Ketua Jurusan PAI,

[Signature]

Arifuddin M. Arif, S.Ag., M.Ag.
 NIP. 19751107 200701 1 016

Pembimbing I.

[Signature]
 Muhammad Husin

NIP.

Pembimbing II.

[Signature]
 Abdul Gafur
 NIP. 19820711 20101 100



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 Sulawesi Tengah email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

BERITA ACARA
 SEMINAR PROPOSAL SKRIPSI

Pada hari ini Senin tanggal 18 bulan 12 tahun 2017, telah dilaksanakan Seminar Proposal Skripsi:
 Nama: SUARNI
 NIM: 14.1.01.0172
 Jurusan: Pendidikan Agama Islam (PAI ...3...)
 Judul Proposal Skripsi: The Correlation of the Students' habitual questioning and their Learning achievement of Islamic education Subject at SMPN 4 PALU
 Pembimbing:
 1. Drs. Muhammad Ihsan, M. Ag
 2. Dr. Abdul Gafur Marsuki, S. Pd., M. Pd

SARAN-SARAN PEMBIMBING

Pembimbing I

1. Gunakan sumber-sumber berkelas Inggris

2.

Pembimbing II

1. Konsistensi penulisan

2. Bab III direvisi

3. Daftar Pustaka diperbanyak

Palu, 17 - 12 2017

Mengetahui
 An. Pekan
 Ketua Jurusan PAI,

Arifuddin M. Arif, S.Ag., M.Ag.
 NIP. 19751107 200701 1 016

Pembimbing I.

Muhammad Ihsan
 NIP.

Pembimbing II.

Abdul Gafur M
 NIP. 19830711 20101 1206



**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA: <u>SILWANIL</u>		NIM: <u>14.1.01.0132</u>		JURUSAN: <u>PENDIDIKAN AGAMA ISLAM (PAI)</u>	
NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin/20-11-17	EPY SUTEJO	Strategi Perencanaan Budi Pekerti Pada mata Pelajaran Asyhad Ahlak Di MTS Tinombala Kecamatan Onaka Malina Kab-Pangajau Sulawesi Tengah	1. Drs. P. Ramang M.Pd. 2. Drs. Hamzah M.Pd.	
2	Senin/04-12-2017	MAYA WILANPARI	Analisis Lami Al-Jaw dan maknanya dalam Al-Burhan Surah Al-Kahfi	1. Drs. H. M. Hasan. M.Pd. 2. Nuh. Nur Asma'iy. S.Ag., M.Pd.	
3	Jumat/08/12/2017	Tenderi Saana	Strategi guru PAI terhadap Peringatan K-1 Pada aspek Spiritual dalam K-13 di SNIKH 3 PALU	1. Drs. Saqir Muhammad Amin. M.Pd. 2. Drs. Muhammad Nur Khamzah. M.Pd.	
4	Selasa/12/12/2017	Rahma Nafisah	Analisis makna لا إله إلا الله (Kana dan Saadana - Souda'anya) dalam Surat Al-Ma'ida.	1. Drs. M. Bassid Rulha. M. Pd. 2. Fitri Fatimah. S.Pd., M. Pd.	
5	Kamis/14/12/2017	Lia Nurafira	Penerapan Model Pembelajaran Games Dalam meningkatkan Hasil Belajar PP Pada Materi Pokok bahasan thala dan haam di SMPN 1 Palu	1. Dr. Rostico S. Ag., M. Pd. 2. Drs. Muhammad Nurkamsari. M. Pd.	
6	Jumat/15/12/2017	Rani Fitriani	Strategi Pembelajaran kompetensi sikap dalam aspek toleran pada pembelajaran PAI di sekolah menengah pertama (SMK) Kusasa ditta Palu	1. Arifidin M. Afir. S. Ag., M. Ag. 2. Hetta Fathurraza. S. Pd., M. Pd.	
7	Selasa/16-01-2018	Fitri	Penerapan Strategi Pembelajaran tiz Power Pe tuo untuk meningkatkan hasil belajar Peserta didik Pada mata Pelajaran Pendidikan agama Islam	1. Dr. Anisa. M. Pd. 2. Dr. Abdul Karim Marzuki. S. Pd., M. Pd.	
8	Senin/04-06-2018	Anisa Rizki Amalia	Penerapan metode every one is a teacher here terhadap pembelajaran PAI di kelas x pabangkep syariah SMK Muhammadiyah 1 Palu	1. Drs. H. Husein Muddina. M. Pd. 2. Dr. Abdul Hafid Muzaki. S. Pd., M. Pd.	
9	Rabu/04-07-2018	Nur Lizon	Pengaplikasian (statebook) terhadap prestasi belajar siswa di MTS Al-Khairat Palu.	1. Drs. Muhammad Ihsan. M. Ag. 2. Dr. Abdul Karim Marzuki. S. Pd., M. Pd.	
10	Selasa/17-07-2018	Sitti Mawiyani	Operasionalisasi Manajemen Masjid Sekolah (studi kasus di MTS Negeri 2 Palu).	1. Dr. H. Husein Muddina. M. Pd. 2. Elysa S. Ag., M. Ag.	

*Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi



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Nomor : **498** /In.13/F.I/PP.00.9/05/2017

Palu, 14 Mei 2018

Lampiran : -

Hal : **Izin Penelitian Untuk
 Menyusun Skripsi**

Kepada Yth.
 Kepala SMPN 4 Palu
 Di –
 Tempat

Assalmu'alaikum War. Wab.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Palu yang tersebut di bawah ini :

Nama : Suami
 NIM : 14.1.01.0172
 Tempat Tanggal Lahir : Sidrap, 17 Juli 1995
 Semester : VIII (Delapan)
 Jurusan : Pendidikan Agama Islam (PAI)
 Alamat : Jl. Sungai Kinore

Bermaksud mengadakan penelitian dalam rangka penyusunan skripsi yang berjudul: "**THE CORRELATION OF STUDENT'S HABITUAL QUESTIONING AND THEIR LEARNING ACHIEVEMENT OF ISLAMIC EDUCATION SUBJECT AT SMPN 4 PALU**".

Dosen Pembimbing :

1. Drs. Muhammad Ihsan, M.Ag.
2. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.

Untuk maksud tersebut diharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberi izin untuk mengadakan penelitian di SMPN 4 Palu.

Wassalam.



Mohamad Idhan, S.Ag., M.Ag
 NIP. 19720126 200003 1 001

Tembusan :
 Wakil Rektor Bidang Akademik dan Pengembangan Lembaga



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
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 Sulawesi Tengah Website : www.iainpalu.ac.id E-mail : humas@iainpalu.ac.id

Nomor : 1845 /In.13/F.I/PP.00.9/12/2017 Palu, 18 Desember 2017
 Sifat : Penting
 Lampiran : -
 Perihal : **Undangan Menghadiri Seminar Proposal Skripsi.**

Kepada Yth.

1. Drs. Muhammad Ihsan , M.Ag. (Pembimbing I)
2. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd. (Pembimbing II)
3. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu
di- Palu

Assalamu Alaikum War. Wab.

Dalam rangka kegiatan Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan dipresentasikan oleh:

Nama : Suarni
 NIM : 14.1.01.0172
 Jurusan : PENDIDIKAN AGAMA ISLAM (PAI)
 Judul Skripsi : THE CORRELATION OF THE STUDENTD
 HABITUAL QUESTIONING AND THEIR
 LEARNING ACHIEVEMENT OF ISLAMIC
 EDUCATION SUBJECT AT SMPN 4 PALU.

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang Insya Allah akan dilaksanakan pada:

Hari/tanggal : Senin, 18 Desember 2017
 Jam : 09.00 wita – Selesai
 Tempat : Ruang Munaqasyah Lt. 2 FTIK

Wassalam,

a.n. Dekan
 Ketua Jurusan Pendidikan Agama
 Islam,

Arifuddin M. Arif, S.Ag., M.Ag.
 NIP. 19751107 200701 1 016

Catatan:

Undangan ini di foto kopi sejumlah 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk Ketua Jurusan.
- d. 1 rangkap untuk ditempel pada papan pengumuman.
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NOMOR: TAHUN 2017

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

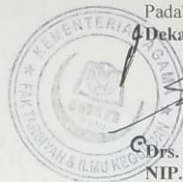
- Menimbang a. Bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
- b. Bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut.
- Mengingat 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
6. Peraturan Menteri Agama RI Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
11. Surat Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 73 Tahun 2014.

MEMUTUSKAN

- Menetapkan : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA IAIN PALU
- Pertama : Menunjuk Saudara (i):
1. Drs. Muhammad Ihsan, M.Ag.
 2. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
- Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
- Nama : Suarni
Nomor Induk : 14.1.01.0172
Jurusan : Pendidikan Agama Islam."
Judul Skripsi : "THE CORRELATION OF HABITUAL ASKING AND STUDENTS' CREATIVITY OF ISLAMIC EDUCATION SUBJECT AT SMP NEGERI 4 PALU."
- Kedua : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan pada DIPA IAIN Palu tahun 2018;
- Keempat : Salinan surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : November 2017

Dekan,

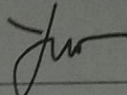
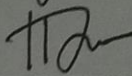
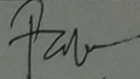
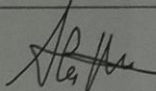

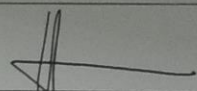
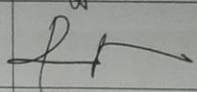
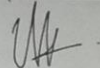
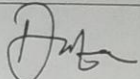


Drs. Sagir Muhammad Amin, M.Pd.I
NIP. 19650612 199203 1 004

Tembusan Yth:

1. Rektor IAIN Palu
2. Bendahara Pengeluaran IAIN Palu

DATA INFORMANT

No	Name	Occupation	Signature
1	Moh. Yan, S.Pd.I	Islamic Education Teacher	
2	Hafid, S.Pd.I	Islamic Education Teacher	
3	Fatma Yuni	Student of VIII Durian	
4	Abdul Muin	Student of VIII Durian	
5	Ayu Andira	Student of VIII Jeruk	
6	Istiyatur	Student of VIII Melon	
7	Renaldi	Student of VIII Anggur	
8	Uslifat	Student of VIII Rambutan	
9	Dita Amelia	Student of VIII Apel	

INTERVIEW GUIDELINES

FOR TEACHERS:

1. What method do you usually use in teaching Islamic Education?
2. How are your students' responses during the teaching and learning process?
3. What do you think about habit of asking?
4. What do you think about your students' learning achievement?
5. What do you think about the correlation between habit of asking and students' learning achievement?

FOR STUDENTS:

1. What do you think about Islamic Education subject?
2. Do you like study Islamic Education?
3. Do you like to raise questions when studying Islamic Education?
4. How many times do you usually raise questions during study Islamic Education in the classroom?
5. What do you think about the correlation between habit of asking and students' learning achievement?

BIOGRAPHY



A. Self-Identity

Full Name : Suarni S. Moh. Ali
D.O.B : Sidrap, 17 Juli 1995
Reg Number : 14.1.01.0172
Address : Jl. S. Kinore No. 3 A
No. Phone : 082292141517
Name of Father : SuardiMoh. Ali
Name of Mother : Hj. Nasriani
Siblings : Moh. Yusril, Nurul Zikriani, Nur Laila Tunnisa

B. Education Background

a. Elementary School : SD Inpres 1 Kasimbar
b. Junior High School : MTS PPM Al-Istiqomah
c. Senior High School : MA PPM Al-Istiqomah
d. University : IAIN University Palu