

THE EFFECTIVENESS OF LEARNING INTEREST AND COMMUNICATION ABILITY ON FIKIH LEARNING OUTCOMES OF STUDENTS MADRASAH IBTIDAIYAH NEGERI

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Abstract: Students who are enthusiastic about learning will find it easier to comprehend and apply fiqh teaching material. The enthusiasm of students for independent learning and discovering new information in Fiqh is an indicator. Because there is an attraction for him, students who are interested in a lesson will study it thoroughly. Lessons that are interesting to students are easily remembered. When accompanied by interest, the learning process will run smoothly. This is a quantitative study using the correlational research method, to describe three things: determining the effect of the variable interest in learning (X1) on the variable learning outcomes of Fiqh (Y) students of Madrasah Ibtidaiyah Negeri Nias Utara and looking at the effect of the variable ability to communicate (X2) on the variable learning outcomes of Fiqh (Y) students of Madrasah Ibtidaiyah. The study's findings indicate a shared interest in learning and communication skills with the learning outcomes of Fiqh students at Madrasah Ibtidaiyah Negeri Nias Utara. The higher and more positive the students' interest in learning and ability to communicate, the higher and more positive the Fiqh learning outcomes for Madrasah Ibtidaiyah Negeri Nias Utara students, with an effective contribution of 71.4 percent.

Keywords: Communication; Effectiveness of Interest in Learning; Fikih; Learning Outcomes.

INTRODUCTION

Each student's interest in learning differs from the next. This is influenced both within and outside of the students. Students who are enthusiastic about learning will find it easier to comprehend and apply fiqh teaching material. The enthusiasm of students for independent learning and discovering new information in Fiqh is one of the indicators.

In the context of fiqh disciplines, Fikih learning materials take the form of knowledge sets, skill sets, and the cultivation of attitudes and values. Furthermore, fiqh learning is expected to develop thinking skills that can lead to the development of knowledge, skills, and self-confidence. Similarly, learning fiqh results in an illustration and level of cognitive ability in the form of knowledge and skills in the form of facts, concepts, procedures, and principles. Various efforts to improve in all areas related to the educational process have been made continuously, but there are numerous obstacles, shortcomings, or failures.

About the foregoing, Hamalik explained that five major variables play a role in the learning process: (1) learning objectives, (2) subject matter, (3) teaching methods and techniques, (4) teachers, and (5) logistics. All of these variables are interconnected and cannot produce learning on their own (Hamalik, 2003).

According to Hamalik's explanation above, improving the quality of education cannot be separated from efforts to increase the professionalism of teaching staff, which means that, to increase human resources through the educational process, teachers play a very important role

that sees the learning process as a process of developing human potential as well as a process of knowledge transfer.

The teacher is an educator who has direct contact with students. A teacher must be able to recognize student potential and attempt to explore and develop that potential through a learning process that can increase student potential. On the other hand, the teacher is also a facilitator for students, and he or she must be able to bridge the gap between students' potential and their actualization. This means that a teacher must give students opportunities to take action toward developing their positive self-potential.

Such efforts can only be made by qualified and professional teachers in their respective fields. To address the issue of obtaining student learning outcomes that are still relatively low, various efforts have been made to improve students' understanding abilities, and one of the efforts that can be made is to improve the quality of learning by generating student interest in learning and communication skills.

For students' enthusiasm for learning to grow, it must be nurtured over time. Students' motivation to learn can suffer if technology advances at such a rapid pace. Student interest in learning can be affected by a variety of factors, including the variety of entertainment, games, and television shows that distract students from their textbooks. Furthermore, students who spend a lot of time studying have a variety of entertainment options, including online games, PlayStations, and so on. Therefore, teachers and parents should set time limits for students to play and keep a close eye on them to ensure that they are learning at their fullest.

The motivation to learn is essential. If a student does not have a genuine passion for the subject matter being studied, it is difficult to expect him to persevere and do well. In contrast, the outcomes obtained are better if the object being studied is studied with great interest and attention. Consistently with Safari's definition of interest in learning, this is a choice of pleasure in engaging in activities that can excite a person's desire to learn (Safari, 2005).

For students to be motivated to learn, they must develop an interest in the material they are studying. They can do something without the help of others because of their interest in learning, which has a significant impact on how they plan, manage, and complete their learning activities. There is a wide range of learning interests among students, and this can be influenced both internally and externally.

Students who are enthusiastic about learning will find it easier to comprehend and apply Fiqh teaching materials. The enthusiasm of students for self-study and discovering new information in fiqh is an indicator. This is consistent with Djamarah and Zain's presentation, which explained the great interest in their influence on learning activities. Because there is an attraction for him, students who are interested in a lesson will study it thoroughly. Lessons that

are interesting to students are easily remembered. When interest is present, the learning process will run smoothly (Djamarah, 2002).

Students who have a strong interest in learning will be innovative in solving their learning problems. This is not the case for students who are disinterested in learning. His desire and willingness to solve problems related to Fiqih course exercises are not optimal. According to the characteristics of students with high and low learning interest, when the teacher assigns homework, students with high learning interest take it seriously because it challenges them to find solutions, whereas students with low learning interest expect and require help from the teacher or other people to complete it.

METHOD

This is a quantitative study using correlational research methods, to describe three things: determining the effect of the variable interest in learning (X1) on the variable learning outcomes of Fiqh (Y) students of Madrasah Ibtidaiyah Negeri Nias Utara, seeing the effect of the variable ability to communicate (X2) on the variable learning outcomes of Fiqh (Y) students of Madrasah Ibtidaiyah Negeri Nias Utara

DISCUSSION

Learning Interest's Influence on Learning Outcomes

The variable interest in learning of Madrasah Ibtidaiyah Negeri Nias Utara students is 13.33 percent in the high category, 63.33 percent in the medium category, 23.34 percent in the poor category, and 0 percent in the low category, according to the trend test of the variable interest in learning.

Furthermore, statistical testing results show the coefficient between variables of interest in learning (X1) of North Nias State Madrasah students and North Nias State Madrasah learning outcomes (Y) of North Nias State Madrasah students is 0.749, with a coefficient of determination (r^2) of 0.561. The t-test results show that $t_{\text{count}} = 8.61$ and $t_{\text{table}} = 1.671$, respectively. Because $t_{\text{count}} (8.61) > t_{\text{table}} (1.671)$, there is a positive and significant relationship between the variables of interest in learning and the learning outcomes of students at Madrasah Ibtidaiyah Negeri Nias Utara with a linear and predictive relationship via the regression line = $44.72 + 0.50X_1$.

Overall, the students in this study had a medium level of interest in learning at the Madrasah Ibtidaiyah Negeri Nias Utara. This is a fact that teachers must consider and follow up on to consolidate and foster interest in learning, particularly in the aspects that shape students' learning interests at the North Nias State Madrasah Ibtidaiyah.

For students to be motivated to learn, they must develop an interest in the material they are studying. A student's desire to learn is strength in taking charge of one's education and relieving oneself of the burden of relying on others.

This is consistent with Winkel's claim that interest is a permanent mental tendency in a person to feel happy and interested in certain things, implying that someone is interested in something related to his mental condition and will affect his acceptance of what he is interested in (Winkel, 2006). Thus, interest is a condition that occurs when students of North Nias State Madrasah Ibtidaiyah see the characteristics or temporary meanings of the situation that are required with their desires or needs.

Each student's interest in learning differs from the next. This is influenced both within and outside of the students. Students who are enthusiastic about learning will find it easier to comprehend and apply fiqh teaching material. The enthusiasm of students for independent learning and discovering new information in Fiqh is one of the indicators.

Students who are enthusiastic about learning will be innovative in solving their learning problems. This is not the case for students who are disinterested in learning. His desire and willingness to solve problems related to the Fiqh course exercises are subpar. Teachers need to pay attention to their students' interests through intensive and sustainable coaching so that the learning interest of North Nias State Madrasah Ibtidaiyah students can be increased in the future. student education

The explanation above explains and confirms that interest in learning is an important factor that the madrasa head must consider in the context of student learning outcomes. Because the learning process carried out by the teacher is well planned and programmed, it will encourage the achievement of Fiqh learning outcomes for North Nias State Madrasah Ibtidaiyah students. As a result, if students' interest in learning is low or non-existent, achieving student learning outcomes will be less effective.

Students' concentration and thoughts will be aided by their interest in learning. Immediate attention obtained naturally and without external violence will aid in the development of concentration, specifically focusing the mind on the lesson. Concentration on a subject will be difficult to develop and maintain if there is no interest in it. Meanwhile, boredom, the emptiness of attention, or even self-involvement in an object will result if you are not interested.

Those who are interested in learning are more likely to succeed, according to Djamarah and Zain in the preceding statement. Students who are drawn to a lesson do their best work because of his attraction. Students are more likely to retain information when the material is interesting to them. The learning process will go more smoothly if there is interest in it

(Djamarah, 2002). Safari also stated that a person's desire to learn can be sparked by engaging in activities that he or she enjoys doing (Safari, 2005).

The study's findings show a positive and significant relationship between interest in learning and student learning outcomes at Madrasah Ibtidaiyah Negeri Nias Utara, with a correlation number of 0.749. This depicts the category of the relationship between interest in learning and student learning outcomes at Madrasah Ibtidaiyah Negeri Nias Utara's high level.

The findings of this study support the findings of previous studies including:

1. interesting to Rusmiati's (2017) research, it is known that interest in learning economics has a moderate or sufficient effect on learning achievement in the field of economic studies for Madrasah Aliyah Al Fattah Sumbermulyo students based on the analysis of the correlation between the results of the questionnaire and the results of documenting student report cards. In the field of economics, the correlation index between interest in learning and learning achievement is 0.681. According to the findings of this study, interest in learning has an effect on learning achievement in the field of economic studies at Madrasah Aliyah Al-Fattah Sumbermulyo.
2. Results of the t-test of interest in learning in Daradjaad and Fitriyati's (2016) research show that there is an association between student achievement and interest in learning. This is supported by the significance probability value of 0.000 0.05. According to $(b_1)/X_1 = 2.550$, when interest in learning increases by one unit, learning achievement increases by 2.550.
3. An inferential analysis of achievement motivation variables, interest in learning mathematics, and attitudes toward learning mathematics have a significant impact on the outcomes of mathematics education in class 10 SMA Negeri 2 Watampone, according to Trisnowali's (2017) research. There is a correlation between the two variables of 0.702. Students in X grade at SMA Negeri 2 Watampone who have a high level of achievement motivation, an interest in mathematics, and positive attitudes toward learning mathematics are more likely to succeed in math.
4. Research conducted by Putri in 2015 found a strong correlation between interest and learning outcomes. A t-test showing the significance of the variable's impact on learning outcomes reveals an effect size of 0.034 0.05 for interest. We used the constant value of 2.750 in our analysis, while the learning interest and motivation variables each had values of 0.014% and -0.004 percent, respectively. When it is included in the original regression function as a whole, the following equation is obtained. For example, to find out the value of something, you need to know the value of something else. The regression equation can be interpreted as follows: a one-unit increase in student interest leads to a 0.014-unit increase

in student learning outcomes, while a one-unit increase in student motivation leads to a - 0.004-unit decrease in student learning outcomes, all else being equal.

5. According to Sirait's (2016) research, the calculation of regression analysis of interest in learning with mathematics learning achievement is obtained by the equation = $22.15 + 0.78$ with $F_{\text{count}} < F_{\text{table}}$ (-1.52 < 1.63), indicating that the X over Y regression has a linear pattern. Meanwhile, the correlation coefficient of X to Y is 0.706, with a coefficient of determination of 49.8 percent and $t_{\text{count}} > t_{\text{table}}$ (7.914 > 1.670), indicating that H_0 is rejected at the 0.05 level. As a result, the conclusion is that there is a significant relationship between interest in learning and mathematical learning achievement.

With a figure of 55.8 percent, interest in learning also contributes effectively to learning outcomes. This data provides an opportunity for North Nias State Madrasah Ibtidaiyah teachers to implement better patterns of coaching and learning strategies, increasing interest in learning and the birth of successful North Nias State Madrasah Ibtidaiyah students in achieving their learning outcomes.

Furthermore, learning interest has the following characteristics: (1) awareness, namely, a person is said to be interested in an object if he or she is aware of its existence. This element must exist in the individual, because with it comes a sense of pleasure, followed by curiosity and a desire to possess the object. (2) attention, i.e. the concentration of energy or soul strength towards an object, or the use of awareness to participate in an activity Attention is the soul's increased activity, which means that the soul's efforts are stronger than usual and the soul is solely focused on an object or a collection of objects. Individuals are said to be interested in an object if it is accompanied by the presence of an object, and (3) a will, which is defined as a desire urge directed at a specific life goal and governed by rational considerations. In terms of honing one's skills and abilities.

The Importance of Communication Skills in Learning Outcomes

According to test results, students at Madrasah Ibtidaiyah Negeri Nias Utara have a range of communication skills that can be divided into four categories: high, medium, and low (all scores between 48 and 61); poor (all scores between 33 and 47); and low (all scores below 32).

The statistical testing results show that the coefficient between the variables of communication skills (X_2) of North Nias State Madrasah students and learning outcomes (Y) of North Nias State Madrasah Ibtidaiyah students is 0.391, with a coefficient of determination (r^2) of 0.152. Furthermore, the t-test results show that $t_{\text{count}} = 3.23$ and $t_{\text{table}} = 1.671$, respectively. Because $t_{\text{count}} (3.23) > t_{\text{table}} (1.671)$, there is a positive and significant relationship between the variables of communication ability and the learning outcomes of Fiqh students at Madrasah

Ibtidaiyah Negeri Nias Utara with a linear and predictive relationship via the regression line = $56.67 + 0.27X_2$

Students at Madrasah Ibtidaiyah Negeri Nias Utara, the largest research university in Indonesia, tend to fall into the medium category of communication skills. Improving one's self-awareness, learning about the world, forming and maintaining meaningful relationships, changing one's attitude and behavior, and having fun are just some of the objectives of interpersonal communication, Muhammad says (Arni, 2007).

The ability to communicate has an impact on one's ability to succeed in fiqh learning. As previously stated, differences in student characteristics influence individual personality development, including the ability to communicate. Students with high communication ability characteristics are more likely than students with low communication ability characteristics to develop their learning success.

Madrasah Ibtidaiyah Negeri Nias Utara students with high communication skills in learning fiqh have a stronger drive to achieve maximum fiqh learning achievement than North Nias State Madrasah ibtidaiyah students with low communication skills.

This signals the madrasa principal to implement strategies to provide attractive motivation for students so that teachers at the North Nias State Madrasah can improve techniques or methods of motivating students so that students can learn Fiqh and master the teaching materials in it. As a result, learning should be carried out communicatively and persuasively through a more intense interpersonal communication approach to students, with the expectation that students will be motivated to learn.

According to the trend test of variable data on student learning outcomes at Madrasah Ibtidaiyah Negeri Nias Utara, there are four categories: high, medium, poor, and low. The high category has a score range of 75, which is 28.33 percent, the medium category has a score range of 50 to 74, which is 71.67 percent, the poor category has a score range of 25 to 49, which is 0 percent, and the low category has a score range of 24.

According to the data trend, the majority of the research students, namely the students of Madrasah Ibtidaiyah Negeri Nias Utara, tend to learn outcomes to be in the moderate category. This fact signals to teachers and other related elements at the North Nias State Madrasah to seek solutions or solutions with concrete efforts to improve student learning outcomes.

As a result, as required by Law Number 20 Tahun 2003 concerning the national education system, the teacher's understanding of the factors that influence the learning process and outcomes is necessary, namely that the purpose of national education is to develop the potential of students to become human beings of faith and fear of God Almighty. have noble

character and knowledge, are capable, creative, and self-sufficient, and grow into democratic and responsible citizens

The variable of communication ability, like the variable of interest in learning, has a positive and significant relationship with the Fiqh learning outcomes of Madrasah Ibtidaiyah Negeri Nias Utara students, with a correlation magnitude of 0.391. This demonstrates that the category of the relationship between communication skills and North Nias State Madrasah learning outcomes is adequate. The variable of communication skills has a 15.6 percent effective contribution to learning outcomes. This data enables North Nias State Madrasah Ibtidaiyah students to initiate communication with teachers, other students, and parties in North Nias State Madrasah Ibtidaiyah.

In this case, Devito, as quoted by Thoha, stated that interpersonal communication will be effective if the following criteria are met:

1. Openness is an aspect of interpersonal communication that demonstrates a desire to be open to everyone with whom one interacts.
2. Empathy is an aspect of interpersonal communication that is concerned with feeling as others feel a feeling with other people's feelings, namely attempting to feel in the same way as other people's feelings.
3. Support is an aspect of interpersonal communication that involves assisting with speech or movement.
4. Positivity is an aspect of interpersonal communication that is associated with a positive self-concept.
5. Similarity is an aspect of interpersonal communication that states that, despite visible differences, humans are not identical. As a result, interpersonal communication will be more effective if the individuals communicating are in the same environment.

Similarly, Rakhmat explained that three major factors can foster a trusting attitude or develop interpersonal communication, namely:

1. Accepting is the ability to relate to others without judging or trying to control them. Accepting is also associated with the attitude of seeing others as human beings and individuals who deserve respect.
2. Empathy is the ability to understand another person who has no emotional significance to us. Individuals engage in empathy by imagining themselves in the shoes of others.
3. Honesty is a factor that contributes to interpersonal communication trust.

The findings of this study corroborate the findings of previous studies, which include:

1. According to Usman's research, descriptive statistical analysis yielded an average teacher interpersonal communication of 72, with a percentage of 57 percent. With a percentage of 63 percent, the average student interest in learning mathematics is 48.4. As a result, it can

be concluded that teacher interpersonal communication has a 35% positive influence on class VIII students' interest in learning mathematics subjects at IMMIM Putra Makassar Islamic Boarding School.

2. According to Afriana, Wisroni, and Setiawati's research, the analysis of the data above, which was tested using the product-moment correlation formula, yielded count = 0.573, and after consulting with the r_{table} value with $n = 30$, it can be seen that arithmetic $> r_{table}$, both at the significance level of 5% (0.361) and at the significance level of 1%. (0.463). Based on the findings of these calculations, it is possible to conclude that there is a significant relationship between tutor interpersonal communication and the learning outcomes of students in Class VIII English at the Sakido Nagari Koto Alam Community Learning Activity Center, Pangkalan District, Fifty Cities District.
3. According to Hasanah, Husin, and Monawati's research, the results of data analysis yielded a value of $0.749 > 0.361$ (r_{table}), which was rejected and accepted. According to Aceh Besar, there is a positive and significant relationship between mathematical communication skills and student learning outcomes in arithmetic operations in class V SDN Unggul Lampeune.

The Influence of Learning Interests and Communication Ability on Learning Outcomes

The variables of interest in learning and ability to communicate together have a positive and significant relationship with a correlation magnitude of 0.817, and their effective contribution to Fiqh learning outcomes for students of Madrasah Ibtidaiyah Negeri Nias Utara is 71.4 percent. The F test reveals that $F_{count} (111.33) > F_{table} (3.162)$ at $\alpha = 0.05$, indicating that the double correlation coefficient is significant and positive.

Furthermore, the coefficient of determination shows that interest in learning and communication skills contribute 66.7 percent to the learning outcomes of Fiqh students at the Madrasah Ibtidaiyah Negeri Nias Utara, with the remaining 33.3 percent coming from other variables not included in this study. Furthermore, the independent variable has a double relationship with the dependent variable in the form of a predictive relationship with the regression equation $= 36.27 + 0.483X_1 + 0.196X_2$.

This implies that there are additional factors that can support learning outcomes that were not investigated in this study. Students and teachers of the North Nias State Madrasah Ibtidaiyah always communicate well with students and other stakeholders as a result of the relationship between interest in learning and the ability to communicate together with learning outcomes.

Teachers can increase students' interest in learning and communication skills while also supplementing the facilities and infrastructure available at North Nias State Madrasah Ibtidaiyah. Students, on the other hand, always increase their interest in participating in serious

and serious learning activities, as well as adding insight and knowledge by reading books, and last but not least, always interacting with other students and teachers at the Madrasah Ibtidaiyah Negeri Nias Utara to improve his imtaq.

When we examine the effective contribution of the two variables, namely the variable interest in learning and the ability to communicate on the learning outcomes of the North Nias State Madrasah Ibtidaiyah, the variable interest in learning is the most important because learning outcomes are determined by the factors or aspects that influence learning outcomes. The cognitive, affective, and psychomotor aspects of learning form a conducive learning interest.

Students with diverse learning interests will exhibit different levels of initiative, strong willingness to learn, and readiness to learn. Students with a high learning interest will not rely on others, whereas students with a low learning interest will. The presence of differences in learning interest between students with high and low learning interests is thought to have a different influence on the acquisition of student learning outcomes.

This is because students with a high interest in learning take all of the tasks assigned to them seriously. After all, they challenge them to find solutions, whereas students with a low interest in learning expect and require assistance from the teacher or other people to complete them.

Students with a strong desire to learn will always seek out learning resources that can be used as references when studying Fiqh teaching materials and solving problems assigned by the teacher. Meanwhile, it is suspected that students who are disinterested in learning require detailed explanations from the teacher regarding the Jurisprudence lesson materials delivered.

Students with high interpersonal communication skills are typically those who are easy to get along with, active, optimistic, passionate, lively, and enthusiastic, and who have a high level of empathy, sympathy, and persuasion. When the activities are carried out in groups, these characteristics are very appropriate and develop well. It means that using collaborative strategies with students who communicate interpersonally will have a greater influence and produce better results than using competitive strategies.

It is reasonable to assume that strategies based on teamwork and open lines of communication will have a greater impact on student achievement than those based on competition. When it comes to student learning outcomes, there is a significant difference between the effects of collaborative and competitive strategies on students with high interpersonal communication.

The same can be said of an individual's ability to communicate. Poor communicators exhibit traits like being difficult to get along with, preferring solitude, being uninterested and passive in situations, and finding it difficult to adapt to new ones, amongst other things. To

them, it has less impact because it places less emphasis on cooperation and interaction with other students. This type of learning characteristic A group of people with strong communication skills can hang out together and have a good time. Students who are good communicators will gain a lot from this experience. The learning outcomes of students in this category will be influenced as a result.

CONCLUSION

The study concludes that the student's interest in learning at Madrasah Ibtidaiyah Negeri Nias Utara is in the high category by 13.33 percent, in the medium category by 63.33 percent, in the less category by 23.34 percent, and the low category by 0 percent, based on the data description, analysis of hypotheses, and discussion. Thus, it can be concluded that in this study, students' interest in learning is moderate, as evidenced by 63.33 percent of students in the medium category. Meanwhile, North Nias State Madrasah Ibtidaiyah students' communication skills were in the high category of 21.67 percent, the medium category of 56.66 percent, the low category of 21.67 percent, and the low category of 0%. As a result, it is possible to conclude that communication skills in this study are moderate, as evidenced by 56.66 percent of students in the medium category.

At the Madrasah Ibtidaiyah Negeri Nias Utara, there is a strong correlation between students' motivation to learn and their performance on the Fiqh exams. For students at North Nias State Madrasah, Ibtidaiyah, the greater and more positive the interest in learning, the greater and more positive the increase of Fiqh learning outcomes, with an effective contribution of 55.8%. A predictive line of $= 44.72 + 0.50X_1$ can predict the variation in learning interest by 55.8%, resulting in improved learning outcomes for Fiqh.

In addition, the North Nias State Madrasah Ibtidaiyah's Fiqh students' interest in learning and communication skills are linked to their learning outcomes. With an effective contribution of 71.4 percent, this shows that the better a student's interest in learning and communication skills are, the better his or her Fiqh outcomes at the Madrasah Ibtidaiyah Negeri Nias Utara are. 71.4 percent of the variation in Fiqh learning outcomes can be predicted by the variables of interest in learning and communication skills. Three hundred sixty-seven and seventy-seven and twenty-nine and twenty-nine

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