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The Relationship between Driving School Programs and Student Learning Achievement in Islamic Religious Education Subjects

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Abstract

Penelitian ⁹ bertujuan untuk mengetahui apakah ada pengaruh kurikulum sekolah penggerak terhadap prestasi belajar siswa pada mata ¹⁶ pelajaran Pendidikan Agama Islam di SMA Islam Perlaungan Waru Sidoarjo ini. Penelitian ini menggunakan pendekatan kuantitatif dengan Teknik pengumpulan data berupa Observasi, dokumentasi ⁹ dan wawancara. Berdasarkan hasil penelitian pengaruh sekolah penggerak terhadap prestasi belajar siswa pada mata pelajaran Pendidikan Agama Islam Perlaungan Waru Sidoarjo dari bab 1 -4 bahwa sekolah penggerak dapat mempengaruhi prestasi belajar siswa di SMA Islam Perlaungan Waru Sidoarjo. Hal ini dapat dilihat dari hasil r hitung lebih besar dari r tabel dalam taraf signifikasikan 5% (3,1007 1,6735) , dengan demikian hipotesis diterima. Semakin siswa aktif mengikuti program sekolah penggerak maka prestasi yang dihasilkan oleh siswa semakin baik.. Bagi Sekolah Kepada pihak sekolah hendaknya lebih intensif dalam memberikan motivasi dan bimbingan kepada para ³³ u untuk bisa mengikuti beberapa kegiatan program-program yang diadakan oleh pemerintah karena hal tersebut sangat penting untuk kemajuan sekolah baik untuk guru maupun peserta ⁴ dik dilingkungan sekolah

Abstract

This research ²⁹ s to determine whether there is an influence of the driving school curriculum on student learning achievement in Islamic Religious Education ⁸ subjects at Perlaungan Waru Sidoarjo Islamic High School. This research uses a quantitative approach with data collection ¹³ niques in the form of observation, documentation and interviews. Based on the results of research on the influence of driving schools on student learning achievement in the Perlaungan Waru Sidoarjo Islamic Religious Education subject from chapters 1 - 4, driving schools can influence student learning achievement in Perlaungan Waru Islamic High School, Sidoarjo. This can be seen from the results of rcount which is greater than r table at a significance level of 5% (3.1007 1.6735), thus the hypothesis is accepted. The more students actively participate in the driving school program, the better the students' achievements will be. For schools, schools should be more intensive in providing motivation and guidance to teachers to be able to take part in several program activities held by the government because this is very important. for school ¹¹ or both teachers and students in the school environment

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1. INTRODUCTION

Education development in Indonesia cannot be separated from curriculum renewal. In each certain period, the curriculum always undergoes an evaluation process (Mariana 2021). At Perlaungan

Waru Sidoarjo Islamic High School, it was chosen as the driving school in 2021, of course the school community adapted to this new program. The role of teachers and principals is very important in the success of a driving school, one of the factors that contributes to obstacles to improving quality and equity. The quality of education in Indonesia is the performance of teachers, which is the quality of learning and achievement produced by students at Perlaungan Waru Sidoarjo Islamic High School in Islamic Religious Education (PAI) subjects. The development of education in Indonesia cannot be separated from curriculum renewal in each particular period. The curriculum always undergoes an evaluation process. In fact, not a few think that the curriculum changes along with changes in policy makers, as the country continues to innovate in curriculum development in Indonesia, which has experienced at least more than ten times. changes since the beginning of independence. (Patilima 2022)

In Indonesia, since 2019, there have been a number of changes in policy implementation. One of the significant changes is the introduction of the 2013 curriculum which adopts three aspects of assessment, namely knowledge, skills and attitudes. (Shafi'i 2022). The 2013 curriculum has created controversy and differences of opinion, so that when it was implemented, a number of problems emerged. One of the problems that arises is in the assessment aspect, because this curriculum places more emphasis on student development, namely how students can improve and maintain a balance between their attitudes, skills and knowledge. Due to these problems, a driving school curriculum emerged which focuses on the results achieved by students because there are learning outcomes in the driving school curriculum, so this curriculum has an impact on students' learning motivation because the learning outcomes obtained from this curriculum are based on the meaning of "Student Profile Pancasila".

This Pancasila student profile has six main characteristics, namely; (1) have faith, have faith in God Almighty, and have noble character, (2) global diversity, (3) work together, (4) be independent, (5) reason critically, (6) be creative. This is in accordance with the vision and mission of the Ministry of Education and Culture as stated in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

The driving school program aims to encourage educational institutions to make changes that can improve the quality of learning in schools. This is proof of the government's commitment to fulfilling their obligations in providing fair and equitable educational rights to all citizens. Therefore, all types of regulations are an important sign to guarantee the realization of quality education, so that it is able to produce the next generation who have the potential to advance Indonesia to a better level... as one of the newest programs from the Ministry of Education and Culture, it is a driving school which is expected to make Indonesia a reality. Sovereign, independent and personable progress through Pancasila students.

2. RESEARCH METHOD

This type of research is descriptive quantitative. The approach used by researchers is quantitative. Quantitative research is widely used, especially to develop theories in a scientific discipline. Descriptive analysis is analysis presented in the form of numbers and percentages, table graphs. Descriptive research is research that is conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons or connecting them with other variables. (Anam et al. 2023)

3. RESULTS AND DISCUSSION

Driving School Program

6 A driving school is a school that prioritizes student development, where in the driving school, one of the themes is the Pancasila student profile. As the name suggests, this driving school uses a curriculum that covers one important aspect of social life

The driving school program aims to encourage the process of changing educational units in order to holistically improve student outcomes both in terms of cognitive (literacy and numerization) and non-cognitive (character) competency aspects in order to realize the Pancasila student profile.

The researcher's analysis used the results of 15 questionnaire statements from Perlaungan Waru Sidoarjo Islamic High School as follows:

No	Question	Results										Amount	
		S (4)		SR (3)		KD (2)		TP (1)					
		F	P	F	P	F	P	F	P	F	P		
1	Question 1	29	39%	39	52%	6	9%	0	0%	74	100%		
2	Question 2	45	60%	29	39%	0	0%	0	0%	74	100%		
3	Question 3	45	61%	23	31%	6	8%	0	0%	74	100%		
4	Question 4	53	72%	19	26%	2	2%	0	0%	74	100%		
5	Question 5	52	72%	17	23%	4	5%	0	0%	74	100%		
6	Question 6	53	72%	21	28%	0	0%	0	0%	74	100%		
7	Question 7	49	66%	23	31%	2	2%	1	1%	74	100%		
8	Question 8	54	73%	18	24%	1	2%	1	1%	74	100%		
9	Question 9	51	69%	19	26%	3	4%	1	1%	74	100%		
10	Question 10	54	73%	19	26%	1	2%	0	0%	74	100%		
11	Question 11	58	78%	15	20%	1	2%	0	0%	56	100%		
12	Question 12	59	80%	13	16%	2	2%	0	0%	56	100%		
13	Question 13	62	84%	9	12%	3	4%	0	0%	56	100%		
14	Question 14	61	82%	11	15%	2	2%	0	0%	56	100%		

15	Question 15	51	68%	15	20%	8	12%	0	0%	56	100%
Amount		776		290		42		2		N= 4,440	

Furthermore, the answer Always gets a score of 4, the answer Often gets a score of 3, the answer Sometimes gets a score of 2, and the answer Never gets a score. so you get the results:

Always	=776 X 4=3.104
Often	= 290 X 3 = 870
Sometimes	= 42 X 2=84
Never	= 2 X 1 = 2
Total number of F	=4,035

Whereas

N = Number of samples X number of questions in the questionnaire X Highest score

N = 74 X 15 X 4

N = 4,440

Find out the average percentage by using

$P = \frac{F}{N} \times 100\%$

N

$P = \frac{4.035}{4.440} \times 100\%$

P = 90.22%

In accordance with the standard criteria that have been set, the driving school at Perlaungan Waru Sidoarjo Islamic High School achieved a figure of 90.87%, which falls into the interval of 81%-100% and is said to be Very Good.

Learning Achievement in PAI Subjects

Learning achievement is the level of success achieved from an activity or business that can provide emotional satisfaction, and can be measured with certain tools or tests. Learning achievement is basically the final result that is expected to be achieved after someone studies.

Based on the definition above, it can be concluded that learning achievement is the level of success in the learning process after going through the test stage which is expressed in the form of a value in the form of a number. Learning achievement can be known after carrying out an evaluation and evaluation can show whether learning achievement is high or low

The function of Islamic Religious Education (PAI) One of its main objectives is to strengthen students' belief and devotion to Allah SWT, which has previously been instilled in the family environment. In principle, the first obligation to instill this belief and piety lies with the parents in the family. The role of the school itself is to continue and further develop this belief and piety through guidance, teaching and training, so that this belief and piety can develop optimally according to the stages of individual development.(Patilima 2022)

Through religious teaching and learning, it is hoped that children will experience a transformation within themselves, including the development of cognitive, emotional and psychomotor aspects. And with changes in these three aspects it is hoped that it will influence students' behavior, which ultimately means their way of thinking, feeling and doing something will become relatively permanent and form habits of behavior in oneself, the changes that occur must be changes in behavior that lead to better behavior in the sense of being based on religious education.

The researchers here used the report cards of class X and XII students at Perlaungan Waru Sidoarjo Islamic High School in the following table:

No	Name	Class	Mark	Mark	UAS	UAS	Amount	Average
			UTS	UTS	scores	scores		
			ODD	EVEN	ODD	EVEN		
1	US	X1	83	85	85	85	338	85
2	AV	X1	85	86	88	88	347	86
3	ANP	X1	85	86	88	88	347	86
4	AAR	X1	83	87	85	85	340	87
5	BSS	X1	85	88	88	88	349	88
6	DM	X1	85	86	88	88	347	86
7	GRA	X1	85	85	88	88	346	85
8	IAY	X1	85	87	90	90	352	87
9	K.K	X1	85	86	88	88	347	86
10	MAA	X1	85	86	88	88	347	86
11	MFI	X1	85	85	88	88	346	85
12	MAD	X1	83	85	85	85	338	85
13	N.F	X1	85	86	88	88	347	86
14	RH	X1	85	88	90	90	353	88
15	T.F	X1	83	85	85	85	338	85

16	VN	X1	85	88	88	88	349	86
17	AB	X2	88	90	90	95	363	90
18	AFP	X2	83	85	85	88	341	85
19	ATG	X2	85	86	88	87	346	86
20	AD	X2	85	86	90	88	349	90
21	ANR	X2	88	90	90	95	363	85
22	CJ	X2	85	85	88	88	346	85
23	DPI	X2	83	85	85	86	339	85
24	EAR	X2	83	85	85	86	339	85
25	HM	X2	85	85	88	87	345	85
26	MAS	X2	83	85	85	85	338	85
27	MFH	X2	83	85	85	86	339	85
28	MMA	X2	85	85	88	88	346	85
29	N.F	X2	85	85	88	86	344	85
30	RP	X2	83	85	85	85	338	85
31	S.C	X2	85	86	88	87	346	85
32	AP	X2	83	85	85	85	338	85
33	IS	X2	88	90	90	92	360	86
34	MRK	X2	85	88	88	90	351	85
35	INH	X2	85	88	88	88	349	90

36	WY	X2	83	83	85	87	338	88
37	A A	XI 1	85	86	88	86	345	86
38	AP	XI1	85	86	85	86	342	85
39	AHA	XI1	83	85	85	85	338	86
40	AN	XI1	85	87	88	87	347	85
41	ARR	XI1	85	86	88	87	346	85
42	BT	XI1	83	85	85	85	338	85
44	IH	XI1	83	85	85	85	338	85
45	IS	XI1	83	85	85	85	338	88
46	LN	XI1	85	88	88	89	350	90
47	M.O	XI1	85	90	90	92	357	88
48	MBP	XI1	85	88	88	85	346	86
49	MRA	XI1	85	88	88	88	349	86
50	MR	XI1	83	85	85	86	339	89
51	M.F	XI1	85	85	88	87	345	88
52	MHA	XI1	85	89	88	89	351	89
53	NS	XI1	85	88	88	88	349	86
54	NA	XI1	85	89	90	90	354	88
55	SB	XI1	85	88	88	88	349	88
56	SPR	XI1	83	85	88	88	344	90

57	WAD	XI1	85	81	85	85	336	88
58	DEC	XI2	85	87	88	88	348	86
59	DAP	XI2	88	88	90	90	356	88
60	EDR	XI2	85	88	88	90	351	87
61	II	XI2	88	88	90	90	356	85
62	IR	XI2	85	88	88	90	351	84
63	MRH	XI2	85	85	86	90	346	86
64	MT	XI2	83	85	85	86	339	88
65	M.F	XI2	85	85	86	86	342	89
66	MFV	XI2	81	83	83	85	332	84
67	NDC	XI2	88	88	90	90	356	87
68	N.F	XI2	85	88	88	90	351	87
69	RSD	XI2	82	85	85	85	337	84
70	RDA's	XI2	85	88	88	90	351	87
71	UL	XI2	85	88	90	90	353	87
72	US	XI2	85	88	88	90	351	87
73	VPS	XI2	83	85	86	86	340	84
74	ZZS	XI2	85	88	88	90	351	86

Table: student report cards at Perlaungan Waru Sidoarjo Islamic High School.

Information:

Interval A: 85-100

Interval B: 71-84

Interval C: 64-70

Based on the above, there were 71 students who got A grades (85-100), while B grades (71-84) were 3 students, while C grades (64-70) were 0 students.

1. Hypothesis test

To test the hypothesis proposed by the author in this research, "There is an influence of the Driving School Program on PAI learning achievement at Perlaungan Waru Sidoarjo Islamic High School". After each driving school program data and after achieving achievement in learning, the next step is to analyze the data that has been collected. The author will carry out calculations with the aim of determining whether the hypothesis is accepted or rejected, using the product moment correlation formula. The hypothesis put forward can be formulated as follows:

Ha: There is an influence of digital literacy on student learning achievement at Perlaungan Waru Islamic High School, Sidoarjo.

Ho: There is an influence of digital literacy on student learning achievement in Perlaungan Waru Islamic High School, Sidoarjo.

The analysis process will begin by combining data from variable (Driver School) and Variable Y (PAI Learning Achievement)

NO	X	Y	XY	X	Y
1	54	85	4590	2916	7225
2	53	86	4558	2809	7396
3	54	86	4644	2916	7396
4	52	87	4959	2704	7569
5	57	88	5104	3249	7744
6	55	86	4730	3025	7396
7	56	85	4760	3136	7225
8	54	87	4872	2916	7569
9	53	86	4558	2809	7396
10	55	86	4730	3025	7396
11	55	85	4675	3025	7225
13	58	86	4816	3364	7396

14	57	88	5016	3249	7744
15	55	85	4675	3025	7225
16	48	86	4128	2304	7396
17	58	90	5220	3364	8100
18	58	85	4250	3364	7225
19	52	86	4472	2704	7396
20	56	90	5220	3136	8100
21	56	85	4760	3136	7225
22	58	85	4420	3364	7225
23	55	85	4675	3025	7225
24	56	85	4590	3136	7225
25	53	85	4505	2809	7225
26	57	85	4590	3249	7225
27	54	85	4590	2916	7225
28	46	85	3910	2116	7225
29	53	85	4505	2809	7225
30	54	85	4590	2916	7225
31	50	85	4250	2500	7225
32	47	85	3995	2209	7225
33	47	86	4042	2209	7396
35	57	90	5220	3249	8100

36	52	88	5016	2704	7744
37	53	86	4558	2809	7396
38	54	85	4590	2916	7225
39	51	86	4386	2601	7396
40	57	85	4675	3249	7225
41	57	85	4675	3249	7225
42	55	85	4675	3025	7225
43	57	86	4472	3249	7396
44	55	85	4675	3025	7225
45	58	88	5104	3364	7744
46	56	90	5220	3136	8100
47	57	88	5016	3249	7744
48	53	86	4558	2809	7396
49	57	86	4386	3249	7396
50	50	89	5162	2500	7921
51	58	88	5016	3364	7744
52	56	89	5073	3136	7921
53	56	86	4816	3136	7396
54	55	88	5016	3025	7744
55	51	88	5016	2601	7744
56	55	90	5220	3025	8100

57	56	88	5016	3136	7744
58	54	86	4644	2916	7396
59	58	88	5016	3364	7744
60	57	87	4872	3249	7569
61	55	85	4675	3025	7225
62	54	84	4536	2916	7056
63	54	86	4644	2916	7396
64	55	88	4928	3025	7744
65	53	89	5073	2809	7921
66	58	84	4368	3364	7056
67	54	87	4698	2916	7569
68	52	87	4785	2704	7569
69	56	84	4452	3136	7056
70	56	87	4872	3136	7569
71	53	87	4872	2809	7569
72	54	87	4872	2916	7569
73	55	84	4620	3025	7056
74	57	86	4558	3249	7396
Amount	$\sum 4,035$	$\sum 6,390$	$\sum 348625$	$\sum 220,549$	$\sum 551,976$

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Based on the table above it can be seen:

$$N = 74$$

$$\sum X = 4,035$$

$$\sum Y = 6,390$$

$$\sum X^2 = 220,549$$

$$\begin{aligned} \sum Y^2 &= 551,976 \\ \sum XY &= 348,625 \\ \text{Then enter it into the product moment formula} \\ &= \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{74 \times 348,625 - (4,035) \times (6,390)}{\sqrt{74 \times 220,549 - (4035^2) \times (74 \times 551,976) - (6390 \times 6390)}} \\ r_{xy} &= \frac{14,600}{\sqrt{16,320,626 - 16,281,225 \times 40,846,224 - 40,832,100}} \\ r_{xy} &= \frac{\sqrt{39,401 \times 14,124}}{14,600} \\ r_{xy} &= \frac{\sqrt{556,499,724}}{14,600} \\ r_{xy} &= 23,590,246 \\ r_{xy} &= 0.619 \end{aligned}$$

The results of the analysis of the formula above produce a final calculated r value of 0.619, then these results are consulted in the table of product moment correlation coefficient value "r" with $df = N - 2 = 74 - 2 = 72$

Based on the r calculation results and the results of the r table price consultation, the respective results were obtained, namely the calculated r was 0.619 and the r table price in the table at the 5% significance level was 0.2287, thus it was proven that the calculated r value is greater than the r table. Then because $r_{count} > r_{table}$ it can be concluded that in this study the alternative hypothesis (H_a) is accepted. This means that the influence of the driving school program on student learning achievement in PAI subjects at Perlaungan Waru Islamic High School, Sidoarjo.

Then, to assess the level of relationship, you can consult a simple calculation of the product-moment correlation coefficient, as explained in the table below:

5 Coefficient interval

Coevisian Interval	Relationship Level
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Currently
0.60 – 0.799	Strong
0.80 – 1.00	Very strong

Source: [23 giyono \(2018:274\)](#)

Based on the test results above, it turns out that r_{xy} or calculated r is greater than r table so that the hypothesis proposed by the author is accepted. Furthermore, if you look at the

product moment interpretation table, the calculated r_{xy} or r is 0.619 at the level of 0.60 – 0.799, meaning that between variables X and Y there is a strong correlation.

Next, to find the amount of contribution (contribution) of variable X to variable Y, use the following formula:

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

Note:

KP = Coefficient value received

R = Value Correlation coefficient

KP = 0.619 X 100% = 38.32%

Schools that act as drivers contribute 38.32% to student learning achievement, while the remaining 61.68% is influenced by other factors.

Significant testing with a calculation formula.

$$r\sqrt{n-2} \text{ thitung} = \sqrt{1-r^2} = \frac{0,619 \sqrt{74-2}}{\sqrt{1-0,619^2}} = \frac{0,619 \sqrt{42}}{\sqrt{1-0,1}} = \frac{0,431 \times 6,49}{\sqrt{0,815}} = 3.1007$$

Testing rules:

If $t_{count} > t_{table}$ H_0 is rejected, it means it is significant and $t_{count} < t_{table}$ H_0 is accepted, meaning it is not significant. Based on the above calculations, $\alpha = 0.05$, $Df = n-2 = 56-2 = 54$ so that $t_{table} = 1.6735$.

It turns out that t_{count} is greater than t_{table} or $3.1007 > 1.6735$. When rejected, this indicates a strong relationship between digital literacy and student academic achievement.

Based on the results of hypothesis testing related to the problem formulation using the PPM (Pearson Product Moment) Correlation formula, prices are obtained $r_{XY} 0.431$ is greater than $r_{table} 0.263$, namely $0.431 > 0.263$. So it is known that calculations using the PPM Correlation formula show that there is a positive influence of digital literacy on student learning achievement at MTs Darul Ulum Waru Sidoarjo.

Furthermore, from the Correlation Coefficient interpretation table, we can conclude that the value r_{XY} of 0.431 is in the range between 0.40 to 0.599. Therefore, it can be concluded that the influence of variable , it is known that the contribution of digital literacy has an effect on student learning achievement by 18.57%.

Based on calculations using the t_{count} formula, it has been proven that there is a significant influence between digital literacy and student learning achievement. It turns out that t_{count} is greater than t_{table} or $3,100 > 1,674$, so H_0 is rejected. So that the results of hypothesis testing can be seen by calculating the significant test (testing that the alternative hypothesis (H_a) in this study is accepted. This means that there is an influence of digital literacy on the learning achievement of students at Perlaungan Waru Sidoarjo Islamic High School.

4. CONCLUSION

Based on the results of research conducted by the author regarding the influence of driving schools on student learning achievement in PAI subjects at Perlaungan Waru Islamic High School, Sidoarjo, namely 0.60 - 0.799, meaning that between variables X and Y there is a strong correlation. This can be seen from the results of r calculated being greater than r_{table} at a significant level of 5% ($3.1007 > 1.6735$), thus the hypothesis is accepted. So the more actively students participate in the driving school program, the better the students' learning achievement.

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