

**THE RELATIONSHIP BETWEEN LEARNING ATTITUDE, INTEREST
IN LEARNING, MOTIVATION TO LEARN, AND SELF-EFFICACY
WITH LEARNING ACHIEVEMENT OF PAI STUDY PROGRAMME
STUDENTS IN THE FACULTY OF TARBIYAH AND TEACHER
SCIENCE, UIN RADEN FATAH PALEMBANG**

Mardeli

University Islam Negeri Raden Fatah
Palembang
mardeli_uin@radenfatah.ac.id

Sukirman

University Islam Negeri Raden Fatah
Palembang
sukirman_uin@radenfatah.ac.id

Received: 10, 2022. Accepted: 12, 2022.
Published: 12, 2022

Abstract

The purpose of this research is to know the psicologist factor PAI 2015 students. The approach that is used on this research is descriptive quantitative. The subjects of this research are 308 students from class of 2015. Questionnaire is used to collecting the data. The instrument that is used by the researcher is psicologist factor (attitude, Interest, motivation, learning style, self efficacy, and learing achievement). The Descriptive statistic is the techniqe that is used in this research. The results are the around 40,90 %, students get highest score in learning attitude, around 47, 08%, students get the high score in learning interest, around 43.50%, students get the lowest score in learning motivation, around 37,34%, students get the highest score in self efficacy, around 49,67%, students get the lowest score in learning style, and around 94,16%, students get medium score in learning achievement. The probability result on spss can be seen in the value of asymp sig (2 tailed) for every variable (attitude, self efficacy, interest, motivation, learnig style and achievement) with the value 0,05. It means the data not normally distributed. From the variable above, only attitude variable that has normal distribution, while the others variable not normally distributed. The other probability result is used multiple correlation analysis on spss. It can be seen on Sig. F change value. The result is less than 0,05, it is 0,017. It means that there is significant correlation between attitude, interest, motivation, efficacy, and learning style gether with students achievement. The purpose of multiple correlation analysis is to identify the degree of closeness in every variable, to identify type of 2 variables relationship and to identify what those relationships are significant.

Keywords : *Attitude, Interest, Motivation, Self Efficacy, learning achievement*

INTRODUCTION

One of the institutions that can provide education is higher education.(Syarnubi, Alimron, et al., 2023) Higher education is the level of education after secondary education which includes diploma, bachelor, master, specialist and doctoral education programmes organised by universities. (Abbas, 2009)

Higher education as a formal institution is a means in order to achieve national education goals.(Hartati et al., 2022) Therefore the role of educational institutions as an organisation that manages human resource input, into quality resources is very important.(Sukirman, Masnun Baiti, et al., 2023) In college students are required to be more independent in learning.(Sukirman, Baiti, et al., 2023) Passive learning atmosphere, 2023) A passive learning atmosphere and just accepting what the lecturer says will not produce learning in accordance with expectations.(Syarnubi, Fuazi, et al., 2023) As adults, students must be able to direct themselves in order to have the ability to optimise their learning.(Harto & Syarnubi Syarnubi, 2018) Learning can be done in class, doing assignments, discussions, and various other things related to the discipline of knowledge learned.(Fitriyani et al., 2020)

The purpose of higher education is first, as a place to develop the potential of students in order to become human beings who are faithful and devoted to God Almighty and have noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation.(Syarnubi et al., 2022) Second, the production of graduates who master branches of science and technology to meet national interests and increase the nation's competitiveness.(Syarnubi, 2022) Third, the production of science and technology through research that pays attention to and applies Humanities values to benefit the progress of the nation and the advancement of civilisation and the welfare of mankind.(Sari et al., 2020)

Learning achievement is one of the important elements in the world of education.(Sutarmizi & Syarnubi, 2022) This is because it has various main functions, including as an index of the quantity and quality of knowledge already possessed by students, as a symbol of satisfying curiosity, information material in

educational innovation, internal and external indicators of an educational institution, and as an indicator of student absorption (intelligence). (Arifin, 2016) (Dimiyati, 2006) explains that learning attitude is a person's ability to provide an assessment of something which ultimately causes an attitude of acceptance or rejection in carrying out learning activities. (Syarnubi, 2019)

The relationship between interest and learning motivation is based on the opinion expressed by (Slameto, 2014) that interest is a person's tendency to pay attention or an interest he has in several activities, accompanied by pleasure and satisfaction. (Syarnubi Syarnubi, 2019). He further explained that it is an obligation for educators, parents and society to arouse interest in students. Therefore, teachers must have a strategy in building students' interest in learning. (Syarnubi, 2020) If students have an interest in learning, then these students can have motivation and be able to understand lecture material easily. In addition, learning achievement is also determined by interest in learning, according to (Ahmadi, 2009) interest is the attitude of a person's soul including the three functions of his soul (cognition, emotion, and conation) which are aimed at something and in that relationship the element of strong feelings.

Menurut Crow & Crow (Djaali, 2015) that interest is related to the force of motion that encourages a person to face or deal with people, objects, activities, experiences stimulated by the activity itself. (Alimron et al., 2023) According to Walgito, learning is a change in behaviour that results in a change in behaviour or performance. According to Kartono, interests are moments of mental tendencies that are intensively directed towards an object that is considered the most effective (feeling and emotional) in which there are strong effective elements (emotions). Interest is also related to personality. (Arisca et al., 2020) So in interest there are elements of recognition (cognitive), affection (emotion) and conative ability to achieve a person's object at a time or a situation that is related to the personal self.

Furthermore, learning achievement also requires motivation in teaching and learning activities. (Ali & Syarnubi Syarnubi, 2020) Motivation is a very common word, but motivation is not easy to explain because it is difficult to see. (Fauzi et al., 2023) Motivation can only be felt by oneself. Motivation is a form of energy that if

harnessed and directed properly will help create miracles in life.(Martina et al., 2019)

There are two types of learning motivation, namely motivation that comes from a person's personality called intrinsic motivation and motivation that comes from outside a person called extrinsic motivation.(Syarnubi Syarnubi, 2023) There are several elements related to motivation, namely motivation starts from a change in individual energy, motivation is marked by the emergence of feelings (affective arousal), and motivation is marked by a positive response to achieve a goal. According to Sardiman (2016: 84) there are three functions of motivation in learning, namely encouraging humans to do, determining the direction of action, and selecting actions.(Nurahman et al., 2021)

Efficacy is a common thing to do, assessment is one of the end points in a journey.(Malta, Malta, Syarnubi Syarnubi, 2022) Like a journey to Egypt, assessment is the time when we have reached Egypt and will be in the country when we have reached Egypt and will correct what happened during the journey. Seeing and giving judgement so that in the future mistakes that occur while travelling can be avoided. Self-efficacy describes the assessment of self-ability. People with high efficacy expectations believe that they can complete according to the demands of the situation and as expected.(Ballanie et al., 2023)

Bandura and Wood state self-efficacy as beliefs in one's capabilities to mobilise the motivation, cognitive resources and courses of action needed to meet given situational demands. Self-efficacy is a belief or belief in one's ability to mobilise motivation, cognitive resources, and various actions needed in order to meet the various demands of the situation faced by that person.(Febriyanti et al., 2022)

According to Mardapi, study success is not only determined by cognitive abilities but must also be supported by students' affective abilities including talent, interest, attitude, independence, responsibility and so on.(Wulandari et al., 2021) In an effort to improve the quality of education, especially at the tertiary level, the government has enacted policies. The National Education System Law, the Teacher and Lecturer Law, the Education Legal Entity, and the National Accreditation Board for Higher Education can be considered as positive steps in this effort. The

enactment of this policy identifies that quality improvement efforts are a priority in the implementation of education in the country. (Yanti et al., 2021)

Based on observations and documentation interviews taken on 17 August 2016, students of the Islamic Religious Education study programme at the Faculty of Tarbiyah and Keguruan UIN Raden Fatah Palembang, they have different learning achievements, this can be seen from the different Academic Achievement scores, there are several students who have low scores totalling 23 people. There are several things that influence this, including learning attitudes, learning interests, learning motivation. Then there are also factors influenced by the self-efficacy of Islamic Education students at the Faculty of Tarbiyah and Keguruan Sciences, there are those who have a high GPA of 19 people while the moderate 266 there are several things that affect the learning achievement of students of the Islamic Education Study Programme FITK UIN Raden Fatah Palembang.

Judging from 30 students' GPA, it can be seen that when lectures are more influential on the recovery of students of the Islamic Education study programme at FITK UIN Raden Fatah, 10 students who have a high GPA are influenced by learning motivation, self-efficacy and learning attitudes which are more dominant while the interest factor is not too influential when they achieve a high GPA. However, there are also 15 students whose high GPA is more influenced by learning motivation. There are also 4 students who have a high GPA influenced by motivation from themselves then there is 1 student who says that he succeeded in college because he has self-ability and activeness when studying. Based on the phenomenon above that between the theory and the results of research conducted by several studies it does not match the reality that exists in students in the Islamic Education Study Program FITK UIN Raden Fatah Palembang, therefore the researcher wants to prove the theory and the results of existing research from the problems above, the researcher raised the title Relationship between learning attitudes, learning interests, learning motivation, and self-efficacy with learning achievement of students of the Islamic Education Study Program FITK UIN Raden Fatah Palembang.

RESEARCH METHODS

This research is field research (field research) using a quantitative approach attempting variable measurement and hypothesis testing. (Hawi & Syarnubi, 2018) The type of research information is quantitative information. (Misyuraidah et al., 2017) There is also a population inaugurated by researchers totalling 308 students of the 2018 angkatan Islamic Learning research programme at FITK UIN Raden Fatah Palembang, with 78 people used as illustrations. The information collection methods used in this research are observation, documentation and questionnaires. (Syarnubi Syarnubi, 2016) For its validity, this research uses the product moment test and its reliability uses the alpha formula. The information analysis methods used are normality test, multicollinearity test, and linearity test. There is also a research instrument development procedure that is tried through 4 stages, namely: 1. preparation, 2. information collection, 3. information processing and analysis, 4. report preparation.

RESEARCH RESULTS AND DISCUSSION

1. Descriptive Analysis of Student Learning Attitudes

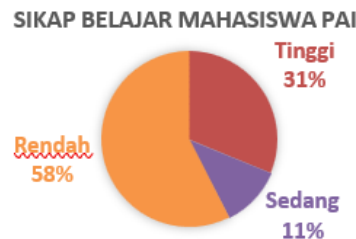
To find out the learning attitude of 2018 FITK PAI Study Program students at Raden Fatah State Islamic University Palembang, the researchers distributed a questionnaire of 43 items using google form. The TSR category can be seen in the following table.

Table 1
Distribution Relative Frequency/ Percentage of Learning Attitude

No	Categories	Frequency	Percentage
1.	High	25	31,25%
2.	Medium	9	11,25%
3.	Low	46	57,5%
Amount			100 %

Based on the high, medium, and low score categories in Table 4.6, the learning attitude of the 2018 PAI students questionnaire results, getting the highest frequency in the high category of 31.25%, it can be concluded that the results of

the 2018 PAI students' learning attitude questionnaire are quite good. The general description of the percentage is then displayed in the form of the following graph.



2. Descriptive Analysis of Learning Interest

To find out the learning interest of 2018 FITK PAI Study Program students at Raden Fatah State Islamic University Palembang, the researchers distributed a questionnaire of 41 items using google form. The TSR category can be seen in the following table.

Table 2
Distribution Frequency Relative/ Percentage of Interest in Learning, Learning Outcomes

No	Categories	Frequency	Percentage
1.	High	33	41,25%
2.	Medium	6	7,5%
3.	Low	41	51,25%
Amount		80	100 %

Furthermore, the general description of the result of this frequency distribution researchers put in into the following diagram:



3. Descriptive Analysis of Learning Motivation Research

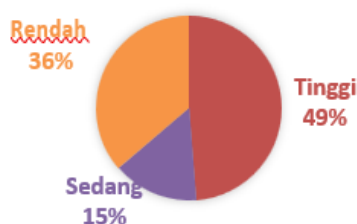
To find out the learning motivation of 2018 FITK PAI Study Program students at Raden Fatah State Islamic University Palembang, the researchers distributed a questionnaire of 25 items using google form. The TSR category can be seen in the following table.

Table 3
Distribution Frequency Relative/ Percentage of Student Learning Motivation

No	Categories	Frequency	Percentage
1.	High	39	48,75%
2.	Medium	12	15%
3.	Low	29	36,25%
Amount		80	100%

Kemudian peneliti menampilkan gambaran umum persentase motivasi belajar mahasiswa Angkatan 2018 tersebut da lam bentuk grafik berikut.

MOTIVASI BELAJAR MAHASISWA PAI



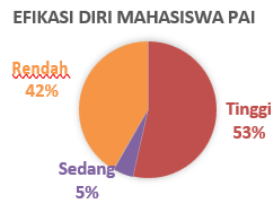
4. Descriptive Analysis of Self-efficacy Research

To find out the self-efficacy of 2018 FITK PAI Study Program students at Raden Fatah State Islamic University Palembang, the researchers distributed a 45-item questionnaire using google form. The TSR category can be seen in the following table.

Table. 4
Distribution Frequency Relative/Percentage Self-efficacy

No	Categories	Frequency	Percentage
1	High	41	56,25%
2	Medium	4	5%
3	Low	35	43,75%
Amount		80	100%

Furthermore, the researcher displays a graph regarding the results of the student self-efficacy questionnaire, which is as follows:



5. Descriptive Analysis of Learning Achievement Research

To find out the learning achievement of 2018 FITK PAI Study Program students at Raden Fatah State Islamic University Palembang, researchers took data on the GPA of PAI students in 2018. The TSR category can be seen in the following table.

Table. 5
Relative Frequency Distribution / Percentage Score of Student

Learning Achievement Class of 2018

No	Categories	Frequency	Percentage
1	High	3	3,75%
2	Medium	77	96,26%
3	Low	0	0%
Amount		80	100 %



Hypothesis Test Analysis Results

1. The Relationship Between Student Learning Attitudes and Learning Achievement of FITK UIN Raden Fatah Palembang

Table.6 Correlations

			SIKAP	PRESTAS I
Spearman's rho	SIKAP	Correlation Coefficient	1.000	.230*
		Sig. (2-tailed)	.	.040
		N	80	80
	PRESTAS I	Correlation Coefficient	.230*	1.000
		Sig. (2-tailed)	.040	.
		N	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation coefficient on the relationship between attitude and learning achievement is 0.230. This is categorised as a '**strong and unidirectional relationship**' because the sig. value is less than 0.05, which is 0.040, so it can be said that in the attitude variable and student learning achievement 'there is a significant relationship.'

Correlation coefficient on the relationship between attitude and learning achievement is 0.230. This is categorised as a '**strong and unidirectional relationship**' because the sig. value is less than 0.05, which is 0.040, so it can be said that in the attitude variable and student learning achievement 'there is a significant relationship.'

2. The Relationship Between Student Learning Interest and Student Learning Achievement FITK UIN Raden Fatah Palembang

Table. 7 Correlations

			MINAT	PRESTAS I
Spearman's rho	MINAT	Correlation Coefficient	1.000	.237*
		Sig. (2-tailed)	.	.043
		N	80	80
	PRESTAS I	Correlation Coefficient	.237*	1.000
		Sig. (2-tailed)	.043	.
		N	80	80

*. Correlation is significant at the 0.05 level (2-tailed).

Correlation coefficient the relationship between interest and learning achievement is 0.237. This is categorised as a ‘**strong and unidirectional relationship**’ because the sig. value is less than 0.05, which is 0.043, so it can be said that in the variable of student interest and learning achievement ‘there is a significant relationship.’

Discussion

1. The Relationship Between Student Learning Attitude and Learning Achievement of FITK UIN Raden Fatah Palembang students

The results of the probability test on SPSS version 22 which can be seen in the correlations table that the correlation coefficient value on the relationship between attitude and learning achievement is 0.230. This is categorised as a ‘strong and unidirectional relationship’ because the sig. value is less than 0.05, which is 0.040, so it can be said that in the attitude variable and student learning achievement ‘there is a significant relationship.’ This is in line with the theory which explains that attitude is a feeling or view followed by a tendency to act objectively. As for Syah, he wrote that attitude is an internal symptom with an affective dimension in the form of a tendency to react or respond in a relatively fixed way to objects, people, events and others both positively and negatively. (Syah, 2015: 150)

So that attitude is related to learning achievement where if the attitude is

positive, the resulting learning achievement will be good, as well as if the attitude is negative, the resulting learning achievement will be less good.

2. The relationship between student learning interest and learning achievement of FITK UIN Raden Fatah Palembang students

The results of the probability test on SPSS version 22 which can be seen in the correlations table that the correlation coefficient value on the relationship between interest and learning achievement is 0.237. This is categorised as a 'strong and unidirectional relationship' because the sig. value is less than 0.05, which is 0.043, so it can be said that in the variable of student interest and learning achievement 'there is a significant relationship.' Interest is included in one of the psychological conditions that can have an influence on learning achievement where high interest in learning activities will get high learning achievement as a result.

Slameto (2014) explains that to determine the amount of interest in learning can be measured through liking, interest, attention and involvement. This means that students' preference for their place of study in learning activities can be measured from a person's response in responding to something or their seriousness in participating in learning

3. Relationship between Student Learning Motivation and learning achievement of FITK UIN Raden Fatah Palembang students.

The results of the probability test on SPSS version 22 which can be seen in the correlations table that the correlation coefficient value on the relationship between motivation and learning achievement is 0.157. This is categorised as a 'strong and unidirectional relationship' because the sig. value is less than 0.05, which is 0.006, so it can be said that in the variable motivation and student learning achievement 'there is a significant relationship.' This is in line with the theory that says that 'every individual has internal conditions, where these internal conditions play a role in daily activities. One of these internal conditions is motivation, which means the basic impetus that drives a person to behave.' (A.M, 2003: 26)

With regard to motivation, Hamalik explained that there are three interrelated elements, namely the emergence of motivation due to 1) a change in energy

in the person's personality such as changes in the digestive system, the motive for hunger arises, but there are also changes that cannot be known; 2) the emergence of affective arousal feelings that mark motivation where this starts from psychological tension, then into an emotional atmosphere; 3) the emergence of reactions in achieving personal goals where he holds a personal goal in achieving personal goals where he holds a response aimed at his goal, so that the function of this response is to reduce tension due to changes in energy. Self efficacy ultimately affects their learning and achievement, to increase learners' self-efficacy is a. teach basic knowledge and skills until they are mastered. b. show learners' progress notes on complex skills. c. give tasks that show learners that they can succeed only by working hard and never giving up. d. convince learners that they can succeed, while showing examples of learners' peers who have previously succeeded in doing the same. e. make sure that learners can succeed by working hard and persevering. give tasks that show that learners can succeed only by working hard and never giving up. d. convince learners that they can succeed, while showing examples of learners' peers who have previously succeeded in doing the same. e. show learners successful peer models. f. give large and complex tasks in small group activities.

4. The Relationship between Learning Attitude, Learning Interest, Learning Motivation, and Student Self-Efficacy Together with the Learning Achievement of FITK UIN Raden Fatah Palembang Students.

The data in this research shows a normal and linear distribution where the data is normally distributed and linear between variables shown in the SPSS table for each variable. In the SPSS output table 'Model summary' it can be seen that sig. F Change of 0.017 which this value is smaller than 0.05 so that between learning attitudes, learning interests, learning motivation and self-efficacy together with learning achievement has a 'significant relationship.' This means that the psychological conditions of students, which in this case are learning attitudes, learning interests, learning motivation and self-efficacy, can have an influence on their learning achievement.

Thus, students with moderate levels of learning attitudes, they have less

achievement; students with moderate levels of interest in learning, they have less achievement; students with above-average levels of learning motivation, they have high achievement; as well as students with above-average levels of self-efficacy, they have high achievement as well.

CONCLUSION

The results of the probability test on SPSS version 22 are seen in the Asymp. Sig. (2 tailed) is less than 0.05, which is 0.040, which means that there is / is a significant relationship between attitude and learning achievement of 0.230 and is categorised as a strong and unidirectional relationship. The probability test results on SPSS version 22, namely Asymp.Sig. less than 0.05, which is 0.043, which means that there is / there is a significant relationship between interest in learning and learning achievement of 0.230 and is categorised as a strong and unidirectional relationship. The probability test result on SPSS version 22 on the relationship between motivation and learning achievement is 0.157. This is categorised as a 'strong and unidirectional relationship' because the sig. value is less than 0.05, which is 0.006, so it can be said that in the motivation variable and student learning achievement 'there is a significant relationship.

The probability test results on SPSS version 22 on the relationship between self-efficacy and learning achievement are 0.030. This is categorised as a 'very weak and unidirectional relationship' because the sig. value is more than 0.05, which is 0.788, so it can be said that in the self-efficacy variable and student learning achievement 'there is no significant relationship.' In order to increase students' self-efficacy, an educator, as explained by Ormrod (2009), must teach basic knowledge and potential to be mastered, show students' progress records regarding the complex skills they master, give tasks that lead students to try hard, convince students that they can all be successful by showing examples of friends who are successful in the same thing, show models of their friends who are successful in the same thing, and show the students that they can be successful. show learners successful peer models, and giving large and complex tasks to small activity groups. small activity groups. The results of the probability test using multiple correlation analysis on SPSS are seen in the Sig value. F Change value of 0.017 which is smaller than 0.05 so that between learning attitudes, learning interests, learning

motivation and self-efficacy together with learning achievement has a ‘singnificant relationship.’

BIBLIOGRAPHY

- Afifuddin, Muchammad. 2018. "Development of ICT-Based PAI Learning Media." *Tarbawi* 6(2):141–56. doi: 10.36781/tarbawi.v6i1.2970.
- Arini, Aida, and Halida Umami. 2019. "Development of Islamic Religious Education Learning through Constructivist and Sociocultural Learning." *Indonesian Journal of Islamic Education Studies (IJIES)* 2(2):104–14. doi: 10.33367/ijies.v2i2.845.
- Azizan, Nasran, Maulana Arafat Lubis, and Muhammad Basyrul Muvid. 2020. "Utilization of Youtube Media to Increase Student Learning Interest in the Subject of Aqidah Akhlak." *Darul 'Ilmi* 08(02):195–212.
- Baihaqi, Achmad, and et al. 2020. "Youtube as an Effective Learning Media for Islamic Religious Education at Nurul Yaqin Sampang Vocational School." *EDUSIANA: Journal of Management and Islamic Education* 07(01):74–88.
- Cahyono, Guntur. 2019. "Utilization of Ustadz Adi Hidayat's Youtube Da'wah Media in the Development of Fiqh Materials for Madrasah Ibtidaiyah." *At-Tarbawi: Journal of Islamic Education Studies* 4(1):78. doi: 10.22515/attarbawi.v4i1.1474.
- Cahyono, Guntur, and Nibros Hassani. 2019. "Youtube the Art of Da'wah Communication and Learning Media." *Al-Hikmah* 13(1):23. doi: 10.24260/al-hikmah.v13i1.1316.
- Fifit Firmadani. 2010. "Technology-Based Learning Media as Learning Innovation in the Industrial Revolution Era 4.0." *KoPeN: National Education Conference* 2(1):93–97.
- Haryadi, Mujianto. 2019. "Using Youtube as a Teaching Media in Increasing Interest and Motivation in Learning." *Journal of Communication of Thought and Research Results* 5(1):135–59.
- Jailani, Mohammad, Hendro Widodo, and Siti Fatimah. 2021. "Development of Islamic Religious Education Learning Materials: Implications for Islamic Education." *Journal of Islamic Education* 11(1):142–55.
- Jannah, Miftahul. 2020. "The Role of Aqidah Akhlak Learning to Instill Student Character Education Values." *Al-Madrasah: Journal of Madrasah Ibtidaiyah Education* 4(2):237. doi: 10.35931/am.v4i2.326.
- Kiftiyah, Iva Nur, Shellya Sagita, and Achmad Baharudin Ashar. 2017. "The Role of Youtube Media as a Means of Optimizing Cognitive Development in Early Childhood." *Proceedings of SEMNAS Individual Strengthening in the Information Revolution Era (1998)*: 199–208.
- Latifah, Alfi, and Andi Prastowo. 2020. "An Analysis of Online Learning Website Models and M-Learning Through Youtube in Pai Subjects Class 2 SD/MI." *Islamic Elementary School Teacher Education Limas* 1(01):69–78.
- Mahendra, Mochamad Rangga. 2020. "Youtube as a Learning Media." *Vocational Education of Building Construction, University of Jakarta, Jakarta* 07(May):1–4.

- Muamanah, Hidayatul, and Suyadi. 2020. "Implementation of David Ausubel's Meaningful Learning Theory in Learning Islamic Religious Education." *Belajea; Journal of Islamic Education* 5(1):161. doi: 10.29240/belajea.v5i1.1329.
- Nuraini, and M. Fata Muhtarima. 2016. "Implementation of the 2013 Curriculum in Islamic Religious Education Subjects at the Integrated Muhammadiyah Elementary School in Ponorogo." *Istawa: Journal of Islamic Education* 1(2):52. doi: 10.24269/ijpi.v1i2.167.
- By, Compiled, DR Husniyatus, Salamah Zainiyati, M. Ag Faculty, Tarbiyah Science, and Teacher Training. 2017. "PAI learning media: theory and application." Book 266.
- Purnama, Medina Nur Asyifah. 2019. "Analysis and Development of Character-Based PAI Learning Designs." *QALAMUNA: Journal of Education, Social and Religion* 11(1):129–39.
- Rahayu, Wening. 2021. "Use of Youtube Videos as Learning Media for Early Childhood During the Covid-19 Pandemic." 5:6150–56.
- Rizal, Samsu, Ahmad Syarifuddin, and Syarnubi Syarnubi. 2019. "The Influence of Youtube Da'wah Accounts on the Religious Behavior of Students at MAN 2 Palembang." *Journal of PAI Raden Fatah* 1(3):351–70.
- Rosie, Rina. 2018. "Islamic Education: Objects of Islamic Education." 1(3):86–104.
- Setiadi, Erik Fahron, Alia Azmi, and Junaidi Indrawadi. 2019. "Youtube as a Millennial Generation Learning Resource." *Journal of Civic Education* 2(4):313–23. doi: 10.24036/jce.v2i4.135.
- Sugawara, Etsuko, and Hiroshi Nikaido. 2014. "Properties of AdeABC and AdeIJK efflux systems of *Acinetobacter baumannii* compared with those of the AcrAB-ToIC system of *Escherichia coli*." *Antimicrobial Agents and Chemotherapy* 58(12):7250–57. doi: 10.1128/AAC.03728-14.
- Surandika, Agus; Andi Ahmad Gunandi; Aditya Jaya Literature. 2020. "Use of Youtube as a Distance Learning Media in Class III of An – Nizomiyah Islamic Elementary School." *Proceedings of SEMNASLIT LPPM UMJ* 161–71.
- Suwarno, Muji. 2017. "The Potential of Youtube as a Source for Learning Mathematics." *Pi: Mathematics Education Journal* 1(1):1–7. doi: 10.21067/pmej.v1i1.1989.
- Suwarto, Suwarto, Ahmad Muzaki, and Muhtarom Muhtarom. 2021. "Utilization of YouTube Media as Learning Media for Class XII MIPA Students at SMA Negeri 1 Tawang Sari." *Educational Research Media : Journal of Research in the Field of Education and Teaching* 15(1):26–30. doi: 10.26877/mpp.v15i1.7531.
- Utami, Fitroh Tri, and Miefthaul Zanah. 2021. "Youtube as a Source of Information for Students During the Covid-19 Pandemic." *Synesthesia Journal* 11(1):78–84. doi: 10.53696/27219283.64.
- Yusi Kamhar, Muhammad, and Erma Lestari. 2019. "Utilities of Youtube Social Media as a Media for Learning Indonesian in Higher Education." *Intelligence*
- Mardeli, Sukirman**, *The Relationship Between Learning Attitude, Interest In Learning, ...*
P-ISSN 2477-5436 and E-ISSN 2549-6433
DOI: 10.19109/tadrib.v8i2

: Journal of Educational Sciences 1(2):1–7. doi: 10.33366/ilg.v1i2.1356.

Zazin, Nur, and Muhammad Zaim. 2019. "SOCIAL MEDIA-BASED ISLAMIC RELIGIOUS LEARNING MEDIA IN GENERATION-Z | Zazin | Proceedings of Antasari International Conference." PROCEEDING ANTASARI INTERNATIONA CONFERENCE: Local and Global in The Fourth Industrial Revolution 1(1).

Afifuddin, Muchammad. 2018. "Development of ICT-Based PAI Learning Media." *Tarbawi* 6(2):141–56. doi: 10.36781/tarbawi.v6i1.2970.

Arini, Aida, and Halida Umami. 2019. "Development of Islamic Religious Education Learning through Constructivist and Sociocultural Learning." *Indonesian Journal of Islamic Education Studies (IJIES)* 2(2):104–14. doi: 10.33367/ijies.v2i2.845.

Azizan, Nasran, Maulana Arafat Lubis, and Muhammad Basyrul Muvid. 2020. "Utilization of Youtube Media to Increase Student Learning Interest in the Subject of Aqidah Akhlak." *Darul 'Ilmi* 08(02):195–212.

Baihaqi, Achmad, and et al. 2020. "Youtube as an Effective Learning Media for Islamic Religious Education at Nurul Yaqin Sampang Vocational School." *EDUSIANA: Journal of Management and Islamic Education* 07(01):74–88.

Cahyono, Guntur. 2019. "Utilization of Ustadz Adi Hidayat's Youtube Da'wah Media in the Development of Fiqh Materials for Madrasah Ibtidaiyah." *At-Tarbawi: Journal of Islamic Education Studies* 4(1):78. doi: 10.22515/attarbawi.v4i1.1474.

Cahyono, Guntur, and Nibros Hassani. 2019. "Youtube the Art of Da'wah Communication and Learning Media." *Al-Hikmah* 13(1):23. doi: 10.24260/al-hikmah.v13i1.1316.

Fifit Firmadani. 2010. "Technology-Based Learning Media as Learning Innovation in the Industrial Revolution Era 4.0." *KoPeN: National Education Conference* 2(1):93–97.

Haryadi, Mujianto. 2019. "Using Youtube as a Teaching Media in Increasing Interest and Motivation in Learning." *Journal of Communication of Thought and Research Results* 5(1):135–59.

Jailani, Mohammad, Hendro Widodo, and Siti Fatimah. 2021. "Development of Islamic Religious Education Learning Materials: Implications for Islamic Education." *Journal of Islamic Education* 11(1):142–55.

Jannah, Miftahul. 2020. "The Role of Aqidah Akhlak Learning to Instill Student Character Education Values." *Al-Madrasah: Journal of Madrasah Ibtidaiyah Education* 4(2):237. doi: 10.35931/am.v4i2.326.

Kiftiyah, Iva Nur, Shellya Sagita, and Achmad Baharudin Ashar. 2017. "The Role of Youtube Media as a Means of Optimizing Cognitive Development in Early Childhood." *Proceedings of SEMNAS Individual Strengthening in the Information Revolution Era (1998)*: 199–208.

Latifah, Alfi, and Andi Prastowo. 2020. "An Analysis of Online Learning Website Models and M-Learning Through Youtube in Pai Subjects Class 2 SD/MI."

Mardeli, Sukirman, *The Relationship Between Learning Attitude, Interest In Learning, ...*

P-ISSN 2477-5436 and E-ISSN 2549-6433

DOI: 10.19109/tadrib.v8i2

Islamic Elementary School Teacher Education Limas 1(01):69–78.

Mahendra, Mochamad Rangga. 2020. "Youtube as a Learning Media." Vocational Education of Building Construction, University of Jakarta, Jakarta 07(May):1–4.

Muamanah, Hidayatul, and Suyadi. 2020. "Implementation of David Ausubel's Meaningful Learning Theory in Learning Islamic Religious Education." *Belajea; Journal of Islamic Education* 5(1):161. doi: 10.29240/belajea.v5i1.1329.

Nuraini, and M. Fata Muhtarima. 2016. "Implementation of the 2013 Curriculum in Islamic Religious Education Subjects at the Integrated Muhammadiyah Elementary School in Ponorogo." *Istawa: Journal of Islamic Education* 1(2):52. doi: 10.24269/ijpi.v1i2.167.

By, Compiled, DR Husniyatus, Salamah Zainiyati, M. Ag Faculty, Tarbiyah Science, and Teacher Training. 2017. "PAI learning media: theory and application." Book 266.

Purnama, Medina Nur Asyifah. 2019. "Analysis and Development of Character-Based PAI Learning Designs." *QALAMUNA: Journal of Education, Social and Religion* 11(1):129–39.

Rahayu, Wening. 2021. "Use of Youtube Videos as Learning Media for Early Childhood During the Covid-19 Pandemic." 5:6150–56.

Rizal, Samsu, Ahmad Syarifuddin, and Syarnubi Syarnubi. 2019. "The Influence of Youtube Da'wah Accounts on the Religious Behavior of Students at MAN 2 Palembang." *Journal of PAI Raden Fatah* 1(3):351–70.

Rosie, Rina. 2018. "Islamic Education: Objects of Islamic Education." 1(3):86–104.

Setiadi, Erik Fahron, Alia Azmi, and Junaidi Indrawadi. 2019. "Youtube as a Millennial Generation Learning Resource." *Journal of Civic Education* 2(4):313–23. doi: 10.24036/jce.v2i4.135.

Sugawara, Etsuko, and Hiroshi Nikaido. 2014. "Properties of AdeABC and AdeIJK efflux systems of *Acinetobacter baumannii* compared with those of the AcrAB-TolC system of *Escherichia coli*." *Antimicrobial Agents and Chemotherapy* 58(12):7250–57. doi: 10.1128/AAC.03728-14.

Surandika, Agus; Andi Ahmad Gunandi; Aditya Jaya Literature. 2020. "Use of Youtube as a Distance Learning Media in Class III of An – Nizomiyah Islamic Elementary School." *Proceedings of SEMNASLIT LPPM UMJ* 161–71.

Suwarno, Muji. 2017. "The Potential of Youtube as a Source for Learning Mathematics." *Pi: Mathematics Education Journal* 1(1):1–7. doi: 10.21067/pmej.v1i1.1989.

Suwarto, Suwarto, Ahmad Muzaki, and Muhtarom Muhtarom. 2021. "Utilization of YouTube Media as Learning Media for Class XII MIPA Students at SMA Negeri 1 Tawang Sari." *Educational Research Media : Journal of Research in the Field of Education and Teaching* 15(1):26–30. doi: 10.26877/mpp.v15i1.7531.

- Utami, Fitroh Tri, and Miefthaul Zanah. 2021. "Youtube as a Source of Information for Students During the Covid-19 Pandemic." *Synesthesia Journal* 11(1):78–84. doi: 10.53696/27219283.64.
- Yusi Kamhar, Muhammad, and Erma Lestari. 2019. "Utilities of Youtube Social Media as a Media for Learning Indonesian in Higher Education." *Intelligence : Journal of Educational Sciences* 1(2):1–7. doi: 10.33366/ilg.v1i2.1356.
- Zazin, Nur, and Muhammad Zaim. 2019. "SOCIAL MEDIA-BASED ISLAMIC RELIGIOUS LEARNING MEDIA IN GENERATION-Z | Zazin | Proceedings of Antasari International Conference." *PROCEEDING ANTASARI INTERNATIONAL CONFERENCE: Local and Global in The Fourth Industrial Revolution* 1(1).