THE INFLUENCE OF INTEREST AND MOTIVATION ON STUDENTLEARNING OUTCOMES IN FIQH SUBJECTS AT MAN 2 PALEMBANG

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Abstract: This study aims to analyze the effect of interest in learning and learning motivation on student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang. This study used quantitative research methods, with a population of 37 respondents, and made a research sample using *convenience sampling techniques*, the data collection techniques used were questionnaires and tests, then analyzed by simple linear regression and multiple linear regression hypothesis tests. Based on the results of simple linear regression hypothesis analysis, student interest in learning obtained a value of R = 0.257. While the contribution contributed by student interest in learning (X1), to student learning outcomes (Y) = 0.066 = 6.6%, Furthermore, student learning motivation obtained a value of R = 0.149. While the contribution contributed by student learning motivation (X2), to student learning outcomes (Y) amounted to = 0.022 = 2.2%, this shows that student interest in learning and student learning motivation there is a positive and significant influence. The meaning of positive and significant is that between the variables of student interest in learning (X1) and student learning outcomes (Y) are unidirectional, the meaning of unidirectional here is that the more student interest in learning (X1) increases, the more student learning outcomes (Y) increase, on student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang. Then the results of the multiple linear regression hypothesis analysis obtained a value of R = 0.0.318. Contributions made by Both of these variables on the variable (Y) amounted to = 10.1%, it can be concluded that, there is a positive and significant influence together (simultaneously) between student learning interest (X1) and student learning motivation (X2) on student learning outcomes (Y) in Fiqh subjects in class XI MIPA 1 MAN 2 Palembang.

Keywords: Interest; Motivation; Learning; Limited Face-to-Face.

INTRODUCTION

Education in Indonesia has undergone drastic changes due to the Covid 19 pandemic, learning that has been carried out in the classroom is now carried out in the classroom. Implemented with distance or online learning (Hasanah, 2021). Permendikbud No. 4 of 2020 regulates the learning process from home which is carried out online. Learning is carried out from home *(Work From Home)* through the internet network. From the distance learning that we previously carried out, there was a considerable impact felt by teachers, namely "*Learning loss*" the loss of interest in learning, and learning motivation in students (Kemendikbud Ristek RI, 2021).

According to Suciyati, interest in learning is an interest or tendency to carry out an activity to obtain knowledge or knowledge. changes in behavior as a result of their own experience. (Suciyati, 2018). Meanwhile, Rahmadani argues that

low interest causes learning difficulties in a person (Rahmadani et al., 2017).

Students' interest in learning and motivation to learn is quite declining, which can be seen from the assignments given by the teacher through e-Learning. Learning is carried out through e-Learning by making assignments, where the assignments given by the teacher have not been done properly. Almost fifty percent of students do not do their assignments (EZ, personal communication, 2021).

This pandemic period makes teachers and students lack the intensity of interaction during the learning process. As a result, learning objectives have not been achieved. The lack of effectiveness of online learning according to students can be caused by the change from a conventional learning system to an online system very suddenly without careful preparation so many obstacles are encountered during the adaptation period. (Hidayah et al., 2020).

Online learning that lacks involving students to be active will cause students to not be able to optimally use their understanding abilities in solving Fiqh learning problems (RJ, personal communication, 2021). For this reason, it is very important for Fiqh learning to involve media to develop students' understanding, so careful planning is needed.

However, Fiqh lessons are conducted online after The entry of the Covid-19 outbreak made the teaching process was a little hampered because it was constrained in explaining material that could not be explained directly. The restriction of learning activities is what makes the level of student understanding of Fiqh learning material decrease because the alternative involvement of online learning media experiences obstacles including the lack of

teacher readiness in utilizing the media, inadequate network access, availability of quota, and the availability of online learning media. Quota, limited smartphone ownership, lack of parental assistance, and lack of experience in managing online-based classes (BYN, personal communication, 2021).

Other problems also arise during the implementation of distance learning, so the quality of education in Indonesia is considered to have decreased compared to other countries, during the co-19 pandemic (Fauzi et al., 2021). For this reason, the government began to organize strategies so that learning could be carried out face-to-face. So a new policy emerged regarding the implementation of limited face-to-face learning which opened in July 2021 provided that all education personnel had vaccinated and learning was carried out by limiting meeting hours, as well as implementing strict health protocols.

So in this case, students are divided into study groups or scheduled based on shifts, to limit the number of students in one room (Pattanang et al., 2021). Face-to-face learning planning needs to pay attention to several things that schools can do, among others: 1)Vaccinate all educators and education personnel in the school; 2) Increase the immunity of students, educators, and education personnel; 3) Prepare facilities and infrastructure following health protocols. Before the implementation of limited face-to-face learning, Kemdikbud had socialized and published a pandemic learning guidebook (Kemendikbud Ristek RI, 2021 The role of the learning team includes 1) dividing study groups and arranging lesson schedules for each group; 2) arranging room layouts; 3) provide

separation boundaries and direction markers for corridors and stairs, (4) implement a bullying prevention mechanism for members of the education unit who are stigmatized by Covid-19; 5) prepare all equipment for implementing health protocols (Ministry of Education and Research, 2021).

This face-to-face implementation applies the precautionary principle because it is related to the health and safety of school members so health protocols must be strictly implemented following the rules for implementing limited face-to-face. Limited face-to-face learning is a limitation on the number of students in one class, so it is necessary to regulate the number with a rotation system and a capacity of 50% of the normal number of students, approval from parents, strict implementation of health protocols, education personnel have vaccinated, and supporting facilities and infrastructure for implementing health protocols are available (Onde et al., 2021).

Post-Covid-19 learning lasts for 3 lesson hours for 1 shift, and combines with distance learning, so that post-Covid-19 learning is carried out 2 to 3 times in 1 week. Each student conducts 6 to 9 hours of post-Covid-19 learning with an entry system made alternately with a few minutes break so that there is no accumulation between students who will leave and those who will enter the classroom. This condition has an impact on teachers and students. The impact on teachers is; 1) teachers have difficulty managing learning and tend to focus on completing the curriculum, 2) reduced learning time, so that teachers cannot possibly fulfill the teaching hour load. While the impact on students is; 1)

students experience a reduction in social interaction with their friends, 2) complain about the severity of assignments from teachers. 3) increased stress and boredom due to activity restrictions while at school, 4) learning is dominated by the teacher because the delivery of material is quite dense.

Nissa and Haryanto's research found that teachers face several problems including limited learning time, and technical implementation of learning that is still ambiguous. However, learning activities have involved direct interaction between students and teachers face-to-face and the rest is done online (Nissa & Haryanto, 2020).

Based on the results of interviews with Fiqh teachers in class XI MIPA 1 at MAN 2 Palembang about interest and motivation. As a Fiqh teacher after the Covid-19 pandemic, I always motivate each student so that all students have a high interest in participating in the learning process. Because, with high interest, students will be motivated towards something they want to achieve. Not only a teacher plays a role but also parents and the community to help their children have a high interest in achieving something they want (EZ, personal communication, 2021).

From the description above, the researcher considers it necessary to research to analyze the effect of interest and motivation to learn on student learning outcomes in Fiqh subjects after the Covid-19 pandemic, to obtain an overview to be used as a reference and material for further improvement for schools during post-Covid-19 adaptation. The problem of this study is, is there an effect of interest in learning and learning motivation on

student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang? Then is there an effect of interest and motivation to learn simultaneously with student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang?

METHOD

This type of research uses quantitative research methods, as for the reasons researchers choose quantitative research methods including 1) the focus of the problem is clear and detailed, 2) To get extensive information of a population, 3) To determine the effect of certain treatments or treatments on other variables, 4) To test hypotheses, 5) to obtain accurate and measurable empirical data, and 6) To test doubts about the validity of certain knowledge, theories, or products (Ismail, 2018).

The population in this study were students of class XI MIPA 1 MAN 2 Palembang who took Fiqh subjects totaling 37 people. While the sampling technique in this study used *convenience sampling techniques*, according to Uma Sekaran, the definition of *convenience sampling* is a collection of information from members of the population who are interested in the study. with agree willing to provide that information. That way, anyone who agrees to provide the information needed by researchers either meeting directly or indirectly, can be used as a sample in this study if the respondent is suitable as a data source (Sekaran, 2006).

Based on this opinion, the waka curriculum of MAN 2 Palembang, permitted the researcher for only one class to be used as a research sample, namely class XI MIPA 1 MAN 2 Palembang with 37 students, because considering the effectiveness of learning during the learning process after the Covid-19 pandemic is still very short/limited. So, the

sampling in this research was taken from class XI MIPA 1 MAN 2 Palembang as many as 37 students (BYN, personal communication, 2021).

Data collection techniques that The questionnaire used in this study used 30 items to collect data on student interest in learning and student learning motivation in Fiqh subjects which had previously been analyzed for validity by 3 expert validators in their fields and analyzed using *product moment correlation with* the help of SPSS software version 26 (Syofian, 2014). So, the student learning interest instrument (XI) totaling 30 items, and the student learning motivation instrument (X2) totaling 30 items were all declared valid.

Then to measure student learning outcomes, namely by conducting a test on student learning outcomes in learning Fiqh about marriage in class XI MIPA 1 MAN 2 Palembang even semester of 2021/2022 in the form of *multiple choice* questions consisting of 5 answer choices and there is one correct answer as many as 25 questions analyzed using *product moment correlation with* the help of SPSS version 26 software (Syofian, 2014), the results obtained were all declared valid which were used for this study.

As for the reliability of learning interest (X1), learning motivation (X2), and learning outcomes (Y) using *Alfa Cronbach* using SPSS software version 26 (Sudijono, 2001), which obtained a reliability value of learning interest of 0.975, learning motivation of 0.953 and learning outcomes of 0.849 which proves that the question is said to be reliable.

The data analysis technique used is descriptive statistics and inferential statistics using the Simple Liner Regression Test and Multiple Liner Regression Test (Gunawan, 2017).

It has been stated earlier that for hypothesis testing a t-test with a significance level is used. Therefore, before testing the hypothesis, the normality test and linearity test were first carried out. The normality test aims to see

whether the data on the variables of interest in learning (X1), learning motivation (X2) and learning outcomes (Y) deviate from the normal distribution or not. While the linearity test determines whether the variables of interest in learning (X1), learning motivation (X2), and learning outcomes (Y) are tested to have a linear influence or not which is analyzed using SPSS 26.

RESEARCH RESULTS
The effect of interest in learning on student learning outcomes

After collecting and normalizing all data, data on student learning interest in student learning outcomes were calculated.

This is used to see whether student interest in learning affects student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang.

The results showed that there was a positive but insignificant effect of student interest in learning on student learning outcomes in Fiqh subjects after the Covid-19 pandemic at MAN 2 Palembang. This is reflected in the results of hypothesis testing using Simple Regression using SPSS 26.

Tabel 1
Descriptive Statistics

	Mean	Std. Deviation	N
Hasil Belajar Siswa	23.16	3.014	37
Minat Belajar Siswa	111.32	9.375	37

From the *Desciptive statistics* table above, it can be analyzed that the average student learning outcomes of 37 respondents who were sampled were 23.16 with a standard deviation of 3. 014. Standard deviation 3 .014

This means that if it is related to the average level of student learming outcomes 23.16, then the level of student learning outcomes will range 23.16 ± 3.014 with Student Learning Interest 111.32.

Tabel 2
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.257[a]	.066	.039	2.954	.066	2.468	1	35	.125

a. Predictors: (Constant), Minat Belajar Siswa

b. Dependent Variable: Hasil Belajar Siswa

From the model summary table above, it shows that the relationship (correlation) between student interest in learning and student learning outcomes has a positive and significant effect, namely r = 0.257. The meaning of positive and significant is between the student interest variable (X1) and student

learning outcomes. (Y) is unidirectional, the meaning of unidirectional here is that the more students' interest in learning increases (X1), then the student learning outcomes (Y) will increase. Vice versa, the more student interest in learning decreases (X1), the more student learning outcomes decrease (Y). While the

contribution contributed by student interest in learning (X1), to student

learning outcomes (Y) = 0.066 = 6.6%

Tabel. 3
ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.538	1	21.538	2.468	.125[a]
Residual	305.489	35	8.728		
Total	327.027	36			

a. Predictors: (Constant), Minat Belajar Siswa

b. Dependent Variable: Hasil Belajar Siswa

From the ANOVA table (b) above, the probability value (sig) = 0.125 and the significance level value α = 0.05 can be analyzed. So, when compared Ftabel and Fcount as well as sig and α, Fcount = 2.468 $\leq$ Ftabel = 4.12 and (sig) =

0.125 > α = 0.05 then Ho accepted. So, there is a positive but insignificant effect of student interesr in learning on learning outcomes in Fiqh subjects after Covid-19 di MAN 2 Palembang.

Tabel 4
Coefficients

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	13.977	5.867		2.382	.023	2.067	25.888
Minat Belajar Siswa	.083	.053	.257	1.571	.125	-.024	.189

a. Dependent Variable: Hasil Belajar Siswa

From the *coefficients* table (*a*) shows the regression equation model to estimate the effect of student interest in learning (X1) which is influenced by student learning outcomes (Y) is: Y =0.083 + 13.977 X1 . Where Y is student learning outcomes, while X1 student learning interest.

From the above equation, several things can be analyzed, among others:

a. If the student has no effect of interest in learning (X1 =0), it is estimated that the student's learning outcomes increase by 0.083%, while if the effect of the student's interest in

learning increases (X1 =1), it is estimated that the student's learning outcomes increase by 0.083 + 13.977 = 14.06. So it is concluded that the effect of student interest in learning (X1) is very significant in influencing student learning outcomes (Y).

b. The regression coefficient b = 0.083 indicates that the effect of student interest in learning (X1) is quite significant in its influence on student learning outcomes (Y).

T test (Testing the validity of the simple regression equation)

The regression equation Y = 0.083+ 13.977 X1 used as the basis for estimating the effect of student interest in learning (X1) is very significant influenced by student learning outcomes (Y) will be tested whether it is valid. To test the validity of the simple regression equation is used based on the t test.

There is a positive but insignificant influence between student interest in learning (X1) on student learning outcomes (Y) in Fiqh subjects after the Covid-19 pandemic at MAN 2 Palembang.

The effect of learning motivation on student learning outcomes

After collecting and normalizing all data, data on student learning motivationon student learning outcomes were calculated. This is used to see whether student learning motivation affects student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang. Below is a description of the results of hypothesis testing using the simple linear regression formula with the help of the SPSS version 26 application.

Tabel 5
Descriptive Statistics

	Mean	Std. Deviation	N
Hasil Belajar Siswa	23.16	3.014	37
Motivasi Belajar Siswa	111.41	7.712	37

From the *Desciptive statistics* tableabove can be analyzed:

1. The number of respondents who weresampled was 37 people.
2. The average student learning outcomes were 23.16 with a standard deviation of 3.014.

The standard deviation of 3.014 means that if it is related to the average level of student learning outcomes of 23.16, then the level of student learning outcomes will range between 23.16 ± 3.014 with Learning Motivation Student 111.41.

Tabel 6
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.149[a]	.022	-.006	3.023	.022	.793	1	35	.379

a. Predictors: (Constant), Motivasi Belajar Siswa

b. Dependent Variable: Hasil Belajar Siswa

From the model summary table above, it can be analyzed that the relationship (correlation) between student learning motivation and student learning outcomes has a positive and significant effect, namely r = 0.149. The meaning of positive and significant is that between the variables of student learning motivation (X2) and student learning outcomes (Y) in the same direction, the meaning of the direction here is that the more it increases, the more it increases.

student learning motivation (X2), then the learning outcomes of students will increase.

(Y). Vice versa, the more student learning motivation decreases (X2), the more student learning outcomes (Y) decrease. The contribution contributed by student learning motivation (X2), to student learning outcomes (Y) is = 0.022 = 2.2%.

Tabel 7
ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	7.248	1	7.248	.793	.379^a
Residual	319.779	35	9.137		
Total	327.027	36			

a. Predictors: (Constant), Motivasi Belajar Siswa

b. Dependent Variable: Hasil Belajar Siswa

From the ANOVA (b) table above, the probability value (sig) = 0.379 and the significance level value α = 0.05 can be analyzed. So, when comparing Ftabel and Fcount and sig and α, Fcount = 0.793 ≤ Ftabel = 0.379.> α = 0.05, is

accepted. So, there is a positive but insignificant effect of student learning motivation on student learning outcomes. Student learning in Fiqh subject at MAN 2.

Tabel 8
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	16.680	7.295		2.287	.028	1.871	31.489
Motivasi Belajar Siswa	.058	.065	.149	.891	.379	-.074	.191

a. Dependent Variable: Hasil Belajar Siswa

From the coefficients table above, it can be analyzed:

From the coefficients table (a) shows the regression equation model to estimate the effect of student learning

motivation (X2) which is influenced by student learning outcomes (Y) is: Y = 16.680+ 0.058 X2 . Where Y is student learning outcomes, while X1 student learning interest. From the above

equation, several things can be analyzed, among others:

1. If the student has no effect of learning motivation (X = 0), it is estimated that the student's learning outcomes increase by 16.680, while if the effect of student learning motivation increases (X = 1), it is estimated that the student's learning outcomes increase by 16.680 + 0.058 = 16.738. So it is concluded that the effect of student learning motivation (X2) is very significant in influencing student learning outcomes (Y).
2. The regression coefficient b = 0.058 = 5.8% indicates that the effect of student learning motivation (X2) is very significant in its influence on student learning outcomes (Y).

T test (Testing the validity of the simple regression equation)

Regression equation Y = 16.680 +0.058 X2 which is used as the basis for estimating the effect of student learning motivation (X2) very significantly influenced student learning outcomes (Y) will be tested whether it is valid. To test the validity of the simple regression equation is used based on the t test. The steps of testing the t test are as follows:

There is a positive but insignificant influence between student interest in learning (X1) on student learning outcomes (Y) in Fiqh subjects after the Covid-19 pandemic at MAN 2 Palembang.

The effect of interest and motivation to learn simultaneously with student learning outcomes

After collecting and normalizing all data, data on student learning interest and student learning motivation simultaneously on student learning outcomes were calculated. This is used to see whether student interest in learning and student motivation simultaneously affect student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang. Below is a description of the hypothesis test results using formula regression, regression formula with the help of the SPSS application.

Tabel 9
Descriptive Statistics

	Mean	Std. Deviation	N
Hasil Belajar Siswa	23.16	3.014	37
Minat Belajar Siswa	111.32	9.375	37
Motivasi Belajar Siswa	111.41	7.712	37

From the *Descriptive Statistics* Table above, it can be analyzed

1. The number of respondents who were sampled was 37 people

2. The average student learning outcomes were 23.16 with a standard deviation of 3.014. The standard deviation of 3.014 means that if it is related to the average level of student learning outcomes of 23.16, then the level of student learning outcomes of 23.16 with a standard deviation of 3.014. student learning outcomes will range between

23.16 ± 3.014.

3. Student learning interest (X1) average 111.32 with a standard deviation of 9.375 and student learning motivation (X2) of 111.41 with a standard deviation of 7.712. The answers given by respondents for both independent variables were categorized as good.

Tabel 10
Correlations

		Hasil Belajar Siswa	Minat Belajar Siswa	Motivasi Belajar Siswa
Pearson Correlation	Hasil Belajar Siswa	1.000	.257	.149
	Minat Belajar Siswa	.257	1.000	-.144
	Motivasi Belajar Siswa	.149	-.144	1.000
Sig. (1-tailed)	Hasil Belajar Siswa	.	.063	.190
	Minat Belajar Siswa	.063	.	.198
	Motivasi Belajar Siswa	.190	.198	.
N	Hasil Belajar Siswa	37	37	37
	Minat Belajar Siswa	37	37	37
	Motivasi Belajar Siswa	37	37	37

From the *Correlations* Table above, it can be analyzed:

1) The results of the correlation calculation between the student learning interest variable (X1) with student learning outcomes (Y) obtained a value of $r = 0.257$. this value shows a weak positive relationship. The meaning of weak positive here is that there is a unidirectional relationship between student interest in learning (X1) and student learning outcomes (Y). That is, if X1 increses then the Y variable does not increase weakly. The contribution made by this variable to the variable (Y) is: $KP = (r)^2$ x 100% $= (0.257)^2$ x 100 = 6.6%

2) The results of the correlation calculation between the student learning motivation variable (X2) with student learning outcomes (Y) obtained a value of $r = 0.149$ this value shows a weak positive relationship. The meaning of weak positive here is that there is a unidirectional relationship between student learning motivation (X2) and student learning outcomes (Y). That is, if X2 increases, then the Y variable does not increase unidirectionally. weak. The contribution made by this variable to the variable (Y) is: $KP = (r)^2$ x 100% $= (0.149)^2$ x 100 = 2.2%.

Tabel 11
Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Motivasi Belajar Siswa, Minat Belajar Siswa[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: Hasil Belajar Siswa

From Table Variables *Entered/Removed* above can be analyzed this section only informs the variables entered, where the variables entered are Student Learning Interest and StudentLearning Motivation.

None of the two variables entered were *removed*. This is because the method used is *singlestep (enter)* only one process in processing the data.

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Tabel 12
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.318[a]	.101	.048	2.940	.101	1.912	2	34	.163

a. Predictors: (Constant), Motivasi Belajar Siswa, Minat Belajar Siswa

b. Dependent Variable: Hasil Belajar Siswa

From the *Model Summary* Table above, the results of the correlation (R) simultaneously (together) between the variables of student interest in learning (X1) and student learning motivation (X2)

on student learning outcomes (Y) obtained a value of $r = 0.318$.

The contribution made by these two variables to variable (Y). $KP = (rx1.x2.Y)^2$ x 100% = $(0.318)^2$ x 100% = 10.1%

Tabel 13
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.058	2	16.529	1.912	.163[a]
	Residual	293.969	34	8.646		
	Total	327.027	36			

a. Predictors: (Constant), Motivasi Belajar Siswa, Minat Belajar Siswa

b. Dependent Variable: Hasil Belajar Siswa

From the ANOVA table (b) above, it can be analyzed that the probability (sig) value = 0.163 and the significance level value α = 0.05. So, if compared the probability value (*sig*) with the real level (α). (sig) = 0.163 > α = 0.05 then Ho is accepted. So, there is a positive influence but not significant together (simultaneously) between student interest in learning (X1) and student learning motivation (X2) on student learning outcomes (Y) in Fiqh subjects in class XI MIPA 1 MAN 2 Palembang.

Tabel 14
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.745	9.903		.479	.635
	Minat Belajar Siswa	.091	.053	.284	1.728	.093
	Motivasi Belajar Siswa	.074	.064	.190	1.154	.256

a. Dependent Variable: Hasil Belajar Siswa

From the *coefficients* (α) table, it shows that the multiple regression equation model to estimate the student learning outcomes variable (Y) which is influenced by student learning interest (X1) and student learning motivation (X2) is: $Y = 4.745 + 0.091 X1 + 0.074 X2$.

Y is student learning outcomes, X1 is student learning interest and X2 is student learning motivation. From the equation above, several things can be analyzed, including:

1) Student learning outcomes, if there is no student interest in learning and student learning motivation (X1 and X2=0), then student learning outcomes are only 4,745. Meanwhile, if each respondent's answer increases by 1 point for the answers to student interest in learning and student learning motivation (X1 = 20 and X = 0), then student learning outcomes are only 4,745.2

= 20), it is estimated that the level of student learning outcomes will increase to:

$Y = 4.745 + 0.091 X1 + 0.074 X2$.

$= 4.745 + 0.091 (20) + 0.074 (20)$

$=. 8,045 = 804.5\%$

2) Multiple regression coefficient of 0.091 and 0.074 indicate that the amount of increase in the level of student learning outcomes for each additional respondent's answer to the variables of student interest in learning (X1) and student learning motivation (X2).

3) Multiple regression equation Y= $Y = 4.745 + 0.091 X1 + 0.074 X2$ which is used as the basis for estimating the level of student learning outcomes (Y) which is influenced by student learning interest (X1) and student learning motivation (X2) will be tested whether it is valid to use. To test the validity of the multiple regression equation used based on the F test (Simultaneously) and t test (Partially)

F test (simultaneously / together)

The hypothesis based on the F test is used to determine whether the two independent variables of student interest in learning (X1) and student learning motivation (X2) jointly (simultaneously) affect student learning motivation **one independent variable student learning outcomes (Y).**

There is a positive but insignificant influence together (simultaneously) between student interest in learning (X1) and student learning motivation (X2) on student learning outcomes. (Y). The contribution made by these two variables to the variable (Y). $KP = (rx1.x2.Y)^2$ x 100% = $(0.318)^2$ x 100% = 10.1%, meaning that during the post- covid-19 learning process in class XI MIPA 1 MAN 2 Palembang is influenced by other variables by 89.9%.

DISCUSSION

The research was conducted at MAN 2 Palembang with a sample of XI MIPA class. as many as 37 students in Fiqh subjects after the Covid-19 pandemic. Based on the results of simple linear regression hypothesis testing, it can be concluded that student learning interest obtained a value of R = 0.257, while the contribution contributed by student learning interest (X1), to student learning outcomes (Y) = 0.066 = 6.6%, Furthermore, student learning motivation obtained a value of R = 0.149, while the contribution contributed by student learning motivation (X2), to student learning outcomes (Y) amounted to = 0.022 = 2.2%, this shows that student learning interest and student learning motivation have a positive and significant influence. The meaning of positive and

significant is that between the variables of student interest in learning (X1) and student learning outcomes (Y) in the same direction, the meaning of the direction here is that the more student interest in learning (X1) increases, the more student learning outcomes (Y) increase, on student learning outcomes in Fiqh subjects after the Covid- 19 pandemic in class XI MIPA 1 MAN 2 Palembang. Then the results of multiple linear regression hypothesis analysis obtained a value of R = 1. 0.318. The contribution given by these two variables to the variable (Y) is = 10.1%, it can be concluded that, there is a positive and significant influence together (simultaneously) between student learning interest (X1) and student learning motivation (X2) on student learning outcomes (Y) in Fiqh subjects in class XI MIPA 1 MAN 2 Palembang, as well as the results of the f test of 10.1%, which means that during the learning process after the Covid-19 pandemic, class XI MIPA 1 MAN 2 Palembang has a positive and significant effect on student learning outcomes (Y).

Palembang is influenced by other variables by 89.9%. From this, it means that student learning interest and student learning motivation are closely related to student learning outcomes. Motivation arises because there is a need, as well as interest, so it is appropriate if interest is the main motivational tool. The learning process will run smoothly if it is accompanied by interest (Sardiman, 2012). prove that parenting is very influential on student learning outcomes. Will However, learning motivation and interest in learning must indeed be improved so that students get the learning outcomes they want. This can be seen

from all the tests conducted by researchers who obtained good learning outcomes if students' learning motivation and interestin learning can be improved.

Learners who have strong motivation and interest in participating in the learning process usually look more enthusiastic, enthusiastic and have high curiosity, are active during learning and are very diligent in completing assignments given by the teacher (Yulianingsih et al., 2019). Meanwhile, students who have low motivation and interest usually show lazy, sleepy, and tend to have their attention divided elsewhere when the learning takes place. Motivation and interest tend to be said to be someone's determination to get something. Learners who have high motivation and interest will try harder thansomeone who has low motivation.

Usually the beginning of getting motivation from the lack of a person or because of an unfulfilled desire. And it is these shortcomings that make students act to achieve something we want. If the desire is achieved, there will be its own satisfaction obtained.

Actually, a person's motivation usually occurs in school as a student, dueto a need from within him. This need is what makes someone behave or determined to fulfill it. In other words, that a person does certain activities is always driven by something, namely an effort to fulfill his or her needs.

However, the results of this study are not an absolute result of its acceptance in the learning process during the post-Covid-19 pandemic, because other factors that are not examined also have an impact or influence that is just as great and can also be greater than interest and motivation to learn. So that further research is needed regarding this research.

CONCLUSIONS

The results of the analysis of simple linear regression and multiple linear regression hypothesis testing that have been carried out, it can be concluded that student interest in learning obtained a value of R = 0.257, while the contribution contributed by student interest in learning (X1), to student learning outcomes (Y) = 0.066 = 6.6%, Furthermore, student learning motivation obtained a value of R= 0.149, while the contribution contributed by student learning motivation (X2), to student learning outcomes (Y) amounted to = 0.022 = 2.2%, this shows that student learning interest and student learning motivation there is a positive and significant influence.

The meaning of positive and significant is that between the variables of student interest in learning (X1) and student learning outcomes (Y) is unidirectional, the meaning of unidirectional here is that the more student interest in learning (X1) increases, the more student learning outcomes (Y) increase, on student learning outcomes in Fiqh subjects after the Covid-19 pandemic in class XI MIPA 1 MAN 2 Palembang. Then the results of the multiple linear regression hypothesis analysis obtained a value of R = 0. 0.318. Contributions made by these two variables to the variable (Y)= 10.1%, it can be concluded that, there is a positive and significant influence

together (simultaneously) between student learning interest (X1) and student learning motivation (X2) on student learning outcomes (Y) in Fiqh subjects in class XI MIPA 1 MAN 2 Palembang, as well as theresults of the f test of 10.1%, which means that during the learning process after the Covid-19 pandemic, class XI MIPA 1 MAN 2 Palembang has a positive and significant influence on student learning outcomes (Y) in Fiqh subjects. 2 Palembang is influenced by other variables by 89.9%.

In connection with the positive but insignificant effect on student learning outcomes in Fiqh subjects after the Covid- 19 pandemic in class XI MIPA 1 MAN 2 Palembang, it can be a reference for MAN 2 Palembang, homeroom teacher XI MIPA 1 and fiqh teachers in improving fiqh learning outcomes during post-Covid-19 pandemic learning is not only conceptual, but also requires the creativity of fiqh teachers in designing learning, so that students remain enthusiastic about participating in the learning process during post-Covid-19 pandemic learning and can add skills and empathy for students to develop well.

Because the success oflearning a student has many factors that influence it, including: motivation, interest, intelligence, creativity, etc. So students are expected not to ignore it. So students are expected not to ignore that, namely asking parents and teachers for guidance.

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