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The Relationship Between Self Awareness And Speed Perception With The Learning Outcomes Of The Qur'an Hadith Subjects Of Class VII Students In MTs In North Bekasi District

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Abstract

Keywords: Al-Qur'an Hadith; Self Awareness Learning Outcomes

If the teaching and learning process is in accordance with the teaching objectives, the learning outcome is a change in actual student behavior. However, there are several factors that influence it, namely external and internal factors of students, so there is a possibility that there is a relationship between Self Awareness and the Learning Outcomes of Al-Qur'an Hadith Subjects for Class VII Students in Mts in North Bekasi District. The Relationship between Perception Speed and the Results of the Al-Qur'an Hadith Subject for Grade VII Students in Mts in North Bekasi District. The relationship between self-awareness and speed of perception with learning outcomes in the subject of Al-Qur'an Hadith for class VII students at Mts in North Bekasi District. This research method uses a quantitative approach, the sample used by students of Madrasah Tsanawiyah class VII in North Bekasi District 399, as well as the sample technique used by this researcher is Propotional random sampling using the Slovin and Cluster formulas. From the results of the analysis data, the correlation coefficient (R) was 0.378 and the determination coefficient (R²) was obtained at 0.301 at a significance level of 30.1%. We can conclude that there is a relationship between Self Awareness and Speed of Perception with Learning Results of the Qur'an Hadith.

Abstrak

Kata Kunci: al-Qur'an Hadits; Hasil Belajar Self Awareness;

Proses belajar mengajar yang telah sesuai dengan tujuan pengajaran, maka hasil belajar adalah perubahan perilaku siswa yang sebenarnya. Namun ada beberapaka factor yang mempengaruhinya yaitu factor eksternal dan Internal siswa, sehingga kemungkinan terdapat Hubungan Self Awareness Dengan Hasil Belajar Mata Pelajaran Al-Qur'an Hadits Siswa kelas VII di Mts Se-Kecamatan Bekasi Utara. Hubungan Kecepatan Persepsi Dengan Hasil belajar Mata Pelajaran Al-

Qur'an Hadits Siswa kelas VII di Mts Se-Kecamatan Bekasi Utara. Hubungan Self Awareness dan Kecepatan Persepsi Dengan Hasil Belajar Mata Pelajaran Al-Qur'an Hadits Siswa kelas VII di Mts Se-Kecamatan Bekasi Utara. Metode penelitian ini menggunakan pendekatan kuantitatif, sampel yang digunakan siswa/® Madrasah Tsanawiyah kelas VII se-Kecamatan Bekasi Utara 399, serta Teknik sampel yang digunakan peneliti ini *random sampling* dengan menggunakan rumus slovin dan *Cluster*. Dari hasil data analisis penilaian koefisien korelasi ® sebesar 0,378 dan diperoleh koefisien determinas (R^2) sebesar 0,301 pada taraf signifikan 30,1%. Dapat kita simpulkan bahwa terdapat hubungan *Self Awareness* dan Kecepatan Persepsi dengan Hasil Belajar al-Qur'an Hadits.

INTRODUCTION

The success of education cannot be separated from the existence of learning activities, as expressed by (Jihad, 2019) The form of learning activities is the learning results of students to find out whether the process they carry out shows changes or developments in achieving learning objectives. The teaching and learning process that has been in accordance with the teaching objectives, then the learning outcome is a change in actual student behavior.(Jihad, 2019)

Factors that affect learning outcomes are external factors and internal factors(N.P.A.P. Paramita et al., 2023) , The lack of internal factors is also caused by *Self awareness* (self-awareness) of students as learners.(Sihaloho, 2019) Because students are faced with technological developments in the teaching and learning process where there is a tempting platform on their phones so that students do not focus on virtual learning.

The lack of external factors, namely parents and teachers in the implementation of the teaching and learning process because it greatly affects student learning outcomes during the teaching and learning process. Therefore there needs to be a fun

method in learning Qur'an Hadith. So that it will cause different perceptions between one student and another, the perceptions that arise will certainly be able to affect the implementation of learning.

Maskun and Ekwandari show a positive relationship, namely the higher the value of self-awareness, the higher the value of learning outcomes obtained.(Rini & Ekwandari, 2017)

The purpose of this study ®s to see the relationship between Self Awareness and Speed of Perception with the Learning Outcomes of Qur'an Hadith Subjects of grade VII students at Mts Se-Kecamatan Bekasi Utara.

RESEARCH METHODS

The following research is a type of research with a quantitative approach that the quantitative approach is research based on the philosophy of positivism to examine certain populations or samples and random sampling *Sampling* With data collection using statistical data analysis instruments.(Sugiyono, 2020)

To find out about the relationship between 3 (three) dependent independent variables, in two independent variables *Self Awareness* (X1) and Speed of Perception (X2) and one variable is tied to the learning

outcomes of the Qur'anic Hadith (y). (Sugiyono, 2020) Against the three variables in this study, namely independent variables consisting of: *Self Awareness* and *Speed of Perception* while the dependent variable is the learning outcomes of students of Qur'anic Hadith Material in Class VII.

The study was conducted from January to April 2024 with a total sample of 399 class VII Tsanawiyah Madrasahs in North Bekasi sub-district, consisting of 11 Tsanawiyah Madrasah schools.

Data collection techniques in this study are in the form of questionnaires and documentation. The instrument used is a questionnaire *Self Awareness* adapted from (Arabsarhangi & Noroozi, 2014) with 28 valid items while 20 student perception instruments and 22 student learning outcomes instruments. Before data collection is carried out, instrument trials, validity test unions, and reliability unions are carried out. This study used a closed questionnaire of only respondents to select appropriate answers. The scale used in this study is the scale *Likert*. Data collection is obtained by distributing questionnaires Online Through the Google Form link shared in the Whatsapp class group.

The documentation in this study was used to collect and obtain data sourced from teacher assessment documents regarding student learning outcomes in the Qur'an Hadith learning subjects taken from PAT (End of Year assessment) scores for odd semesters of the 2023/2024 academic year. Data processing and analysis techniques in this study are analysis requirements tests including normality tests. Linearity test and multicollinearity test then test test, hypothesis test which includes correlation test and multivariant correlation regression test using SPSS 26 for Windows.

RESULTS AND DISCUSSION

The results of the analysis requirements test using SPSS 26 for windows have a significance level of 5%, namely the variables *Self awareness*, perception and learning outcomes derived from normally distributed data because it has a significant > 0.050 . A linearity test was also carried out with a significant value between *self awareness* With learning outcomes of 0.401 and learning perceptions with learning outcomes of 0.682 which means > 0.05 so that it can be said that the data is linear, in addition, the multicollinearity test due to the *collinearity statistics value* < 10.00 . After going through the prerequisite analysis test, the hypothesis test is then carried out. The first hypothesis testing used a bivariate correlation test with the help of SPSS 26 for windows which can be seen in Table 1.

Tabel 1. Uji Korelasi Bivariat antara Self Awareness dengan Hasil Belajar

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	Sig. F Change
1	.325 ^a	.106	.092	4.128	.106	7.464	1	.008

a. Predictors: (Constant), Self Awareness

Based on the table. It is listed that the significant value is $0.008 < 0.05$. This means reject H_0 This means that there is a significant correlation between *Self Awareness* with the results of learning the Qur'an Hadith. Correlation coefficient R between *Self Awareness* With the results of student learning

outcomes of 0.325 which means there is a relationship between variables that fall into the low category. In addition, the 1131etermination coefficient value (R^2) of 0.106. This shows that *Self Awareness* contributed 10.6% to student learning outcomes while the remaining 89.4% was determined by other variables.

Seeing that the relationship between self-awareness that students have and learning outcomes is in the low category according to (Astuti et al., 2019). This means that students still lack in recognizing their own emotions, lack of realistic self-assessment of their abilities and weaknesses, and lack strong self-confidence. Therefore, students really need to grow and increase self-awareness that exists in themselves.

Through self-awareness, students will be able to develop or improve themselves positively, put themselves in certain situations and conditions, be aware of themselves, and know what must be done to meet their needs in accordance with the goals that need to be achieved. This is in line with (Debjani Bhattacharya et al., 2020) Explaining that self-awareness involves feelings and thoughts that help students to know their weaknesses and strengths, evaluate schoolwork given by teachers, can understand how their behavior affects performance and people around them so that it will make students better at self-monitoring and self-reflection. Thus, seeing this, of course, when

students have self-awareness of themselves, students will be able to better control their attitudes and behaviors consciously when learning the Qur'an Hadith, trying to evaluate themselves or related to learning activities towards a better future so that the learning results obtained will be good too.

The second hypothesis testing used a bivariate correlation test with SPSS 26 for windows which can be shown in Table 2.

Table 2 test of Bivariate Correlation between perception and learning outcomes

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	.319 ^a	.102	.087	4.137	.102	7.131	1	63	.010
a. Predictors: (Constant), Motivasi Belajar									

a. Predictors: (Constant), Motivasi Belajar

Based on Table 2, it is stated that the significance value is $0.010 < 0.05$. This means that reject H_0 means that there is a significant correlation between learning motivation and learning outcomes of the Qur'an Hadith. The correlation coefficient R between student perception and student learning outcomes is 0.319 which means there is a relationship between variables that fall into the low category. In addition, the value of the coefficient of determination (R^2) of 0.102 was also obtained. Thus, learning motivation contributes 10.2% to student learning outcomes and the

remaining 89.8% is determined by other variables. The results of the study obtained showed that the relationship between learning motivation and student learning outcomes was included in the low category and was positive. The low results are influenced by several factors that influence it, such as the learning process carried out online, thus making students less enthusiastic in their learning activities. This is characterized by less active learning when the learning process of the Qur'an Hadith takes place. As learning transitions online, many learners say online learning is an unpleasant experience and show a negative attitude towards online learning, in addition to finding it difficult but also lacking supporting resources. (Mentari & Rosyid, 2021)

Perception in the learning process is very necessary because it has a very strategic role for the benefit of learning activities to run well.

According to research conducted by (Majid & Abidin Arief, 2015) that there is a significant relationship between perception and learning outcomes. The correct, appropriate, and effective way of learning can be applied with the perception of learning that is carried out really in a planned and regular manner, so that good learning results can be achieved. Students who have a high perception will have a strong desire to participate in learning activities to increase their understanding of learning

and can be better prepared to receive subject matter.

So it can be interpreted that students who have high learning motivation tend to have high learning outcomes while students who have low learning motivation tend to have low learning outcomes. This is supported by research conducted by Hutagaol and Harsono (Hutagaol, 2016) That learning activities are based on motivation, then any increase in learning motivation will add value to student learning outcomes. In line with this, Suhail (Rahmawati & Suprpto, 2022) Affirming that learning motivation will have implications for learning outcomes because basically both knowledge and perception are in students. Teachers only need to make how students remain comfortable in following each learning process. Thus, the perception of learning is very necessary to improve learning outcomes in the subjects of the Qur'an Hadith.

Furthermore, testing the third hypothesis using a multivariate correlation regression test with the help of SPSS 26 for windows can be seen in Table 3.

Table 3 Regression Test Correlation of Multivariate Self Awareness and Learning Perception with Learning Outcomes.

Model Summary ^a									
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	.378 ^a	.143	.115	4.074	.143	5.162	2	62	.008

a. Predictors: (Constant), Motivasi Belajar, Self Awareness

Based on Table 3, it is stated that the significance value is $0.008 < 0.05$. This means that reject H_0 means that there is a significant correlation between self-awareness and learning perception with the learning outcomes of the Qur'an Hadith. The correlation coefficient R between self-awareness and learning perception with student learning outcomes is 0.378 which means there is a relationship between variables that fall into the low category. In addition, the value of the coefficient of determination (R^2) is also obtained at 0.143. This shows that learning outcomes contribute 14.3% to student learning outcomes while the remaining 85.7% is determined by other variables. Further to find out the effective contribution (SE) and relative contribution (SR) of each independent variable is shown in Table 4.

Tabel 4. Perhitungan Sumbangan Efektif dan Sumbangan Relatif

Variabel	SE (%)	SR (%)
Self awareness	7,38%	51,8%
persepsi	6,86%	48,1%
Total	14,24%	100%

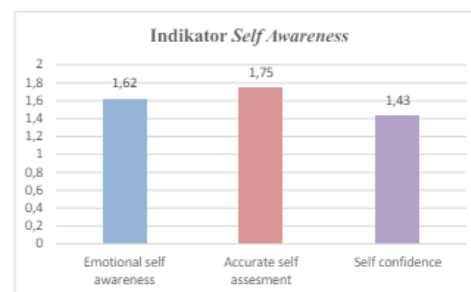
In Table 4, it is known that the effective contribution given from independent variables is self-awareness of 7.38% and learning perception of 6.86% so that the total SE obtained is 14.24%. In addition, the relative contribution (SR) given from self-awareness is 51.8% and learning perception is 48.1% so that the total SR is 100%. Thus, it can be concluded that the self-awareness variable has the most dominant contribution to student learning outcomes.

Through self-awareness, students can understand and know what is in themselves and the understanding gained will help them in realizing their goals and goals. (Yulianti, 2021) When students increase their self-awareness, they will tend to no longer drift in their thoughts and feelings but respond to them more objectively and wisely which can help students to continue to develop themselves in learning biology. The increase in self-awareness is more about looking inside oneself, so that being aware of this will be a responsibility for his perception as a student to achieve success in the desired learning outcomes. Thus, it can be concluded that the variables of self-awareness and perception of learning have a positive and significant relationship with the learning outcomes of students. That is, these two aspects are interrelated and support each other in achieving student success in the learning process. Seeing this can certainly be a consideration in order to provide good learning activities so that it will increase maximum learning outcomes.

The researcher categorizes the independent variable based on the indicator. The average achievement score of each self-awareness indicator can be seen in Figure 1 below. It is known that the 1st indicator of emotional self awareness is an indicator that has the second highest average score of 1.62. This shows that students are good enough to recognize and realize emotions in themselves, able to know

their influence on their performance in learning Qur'an hadith so that it can be used as a guide to be able to manage their emotions and actions effectively that will be carried out. The 2nd indicator is an accurate self assessment, an indicator that has the highest average score among others, which is 1.75. It is concerned with the learner's ability to assess and evaluate himself. This includes awareness of his strengths and weaknesses so that he can evaluate himself appropriately and accurately. Then the learner is also aware of his tendency to be judged by others, not underestimating himself too much. This ability to accurately assess is the basis of important self-development. In addition, the 3rd indicator having the lowest average score of 1.43 is self-confidence, which is having confidence and a strong awareness of self-esteem and confidence in one's own

abilities.(Maharani, 2016) The low score is characterized by the lack of response of students in expressing their opinions when in the process of learning the Qur'an Hadith, from this illustrates that students need to develop strong confidence in their abilities and need to learn to take responsibility for their learning and performance by showing perseverance or courage in facing a challenge.



Gambar 1. Skor Rata-Rata Indikator Self Awareness

Figure 1. Average score of self-awareness indicators

CONCLUSION

Based on the results of research, data processing and hypothesis testing, the author concludes that there is a significant correlation between self-awareness and learning perception with student learning outcomes. The amount of contribution given by self-awareness to learning outcomes is 14.3% and is in

the low correlation category. So that in this study it can be known that self-awareness and learning motivation can be used as a reference in improving student learning outcomes in the subjects of the Qur'an Hadith.

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