

ABSTRAK

Penelitian ini bertujuan untuk mengetahui: 1) kondisi fasilitas belajar MAN Yogyakarta II. 2) metode mengajar guru yang digunakan. 3) kondisi minat belajar SKI siswa MAN Yogyakarta II. 4) pengaruh antara fasilitas belajar dan metode mengajar guru terhadap minat belajar SKI siswa MAN Yogyakarta II.

Penelitian ini menggunakan pendekatan kuantitatif model korelasional. Populasi dalam penelitian ini yaitu seluruh siswa kelas 10 dan 11 serta sampel yang digunakan oleh peneliti yaitu *stratified random sampling*, sedangkan pengambilan sampel diambil 25% dengan cara diambil acak atau mengambil nomor absen ganjil siswa. Adapun metode pengumpulan data yang digunakan peneliti yaitu angket, observasi, wawancara dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan analisis data kuantitatif yaitu statistik deskriptif dan regresi linier berganda.

Hasil penelitian ini menunjukkan bahwa 60% siswa menyatakan kondisi fasilitas belajar sudah lengkap. Selanjutnya, 71% siswa mengatakan bahwa metode mengajar guru sudah bervariasi. Kemudian, mengenai minat belajar berada pada posisi yang seimbang antara yang tinggi dengan yang rendah yaitu sebesar 50%. Penelitian ini juga menunjukkan bahwa: (1) ada pengaruh positif dan signifikan antara fasilitas belajar terhadap minat belajar ditunjukkan dengan nilai ($2,635 > 1,984$) dan signifikan 0,010. (2) ada pengaruh yang positif dan signifikan antara metode mengajar guru terhadap minat belajar ditunjukkan dengan nilai ($3,442 > 1,984$) dan signifikan 0,001. (3) adapun pengaruh fasilitas belajar dan metode mengajar guru terhadap minat belajar SKI siswa MAN Yogyakarta II, dapat dilihat pada hasil uji F yaitu $8,657 > 3,09$ dan nilai signifikan 0,000 lebih kecil dari 0,05 ($0,000 < 0,05$), berarti bahwa H_0 ditolak dan H_a diterima. Pengaruh fasilitas belajar dan metode mengajar guru berkontribusi sebesar 15,1%, sedangkan 84,9% dipengaruhi oleh faktor lain yang tidak diteliti. (4) Metode mengajar guru lebih berpengaruh terhadap minat belajar Sejarah Kebudayaan Islam. Hal ini dapat dilihat bahwa nilai Koefisien Determinasi (*R Square*) metode mengajar guru sebesar 0,091. Dengan demikian, maka kontribusi variabel metode mengajar guru mempengaruhi minat belajar Sejarah Kebudayaan Islam sebesar 9,1%, sedangkan, 90,9% dipengaruhi faktor lain yang tidak diteliti.

Keyword: Fasilitas belajar, metode mengajar guru, minat belajar

EFFECT OF LEARNING FACILITY AND TEACHING METHOD TOWARDS INTEREST IN LEARNING THE HISTORY OF ISLAMIC CULTURE AMONG STUDENTS OF MAN 2 YOGYAKARTA

Abstract

This research aims to find out: 1) the condition of learning facility at MAN 2 Yogyakarta, 2) the condition of teaching method applied by the teachers, 3) interest in learning the history of Islamic Culture, 4) effects of learning facility and teaching method towards interest in learning the History of Islamic Culture among students of MAN 2 Yogyakarta.

This research employed quantitative approach using correlational model. The population consisted of all students of grade 10 and 11 of MAN 2 Yogyakarta, and the sampling was done using stratified random sampling. 25% of samples were taken randomly from attendance list, consisting of students with odd numbers. The data collection method was done using questionnaire, observation, interview, and documentation. The obtained data were analyzed using quantitative data analysis of descriptive statistic and double linear regression.

The research results showed that 60% students stated that the learning facility was already complete. Then, 71% students stated that teachers' teaching method was varied. Regarding the learning interest, the number of students with high interest was the same as those with low interest, which was 50%. The research also revealed that: (1) there was a positive and significant effect of learning facility towards learning interest, as the value was $2.635 > 1.984$ and the significance was 0.010, (2) there was a positive and significant effect of teaching methods towards learning interest, as the value was $3.441 > 1.984$, and the significance was 0.001, (3) the effect of learning facility and teaching method towards interest in learning the History of Islamic Culture among students of MAN 2 Yogyakarta could be seen from the test result of F which was $8.657 > 3.09$ and the significance value was smaller than 0.05 ($0.000 < 0.05$), meaning that H_0 was refused and H_a was accepted. The effect of learning facility and teaching method contributed as much as 15.1%, while 84.9% was influenced by other factors, (4) teaching method had more effect on interest in learning the History of Islamic Culture. It could be seen that coefficient determination (R Square) of teaching method was 0.091. Thus, the variable contribution of teaching method affected interest in learning the History of Islamic Culture as much as 9.1%, while 90.9% was affected by other factors.

Keywords: learning facility, teaching method, learning interest