

THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND AND MOTIVATION IN TAKING RELIGIOUS DEPARTMENT ON THEIR ISLAMIC EDUCATION LEARNING ACHIEVEMENTS

(Study on Religious XI Graders of MAN 2 Kota Probolinggo)

Nurul Qomariyah¹
Endah Tri Wisudaningsih²

¹Islamic Education Department, Faculty Of Education And Teacher Training
Maulana Malik Ibrahim State Islamic University Malang.

²Univesitas Islam Zainul Hasan Genggong, Probolinggo
e-mail: Qomar.nurul16@gmail.com

Abstract

This study aims to: (1) determine the effect of the educational background of students majoring in religion on the learning achievement of Islamic religious education students of class XI Religion MAN 2 Kota Probolinggo, (2) determine the effect of student motivation in taking religious education. The Department of Islamic Religious Education in class XI Religion MAN 2 Probolinggo City, (3) knows how the influence of educational background and student motivation in taking the Department of Religion on the learning achievement of Islamic Religious Education students of class XI Religion MAN 2 Kota Probolinggo This research uses a descriptive quantitative approach. The population is students of the Department of Religion, MAN 2, Probolinggo City. The method used was purposive sampling. The research sample was 31 students of class XI Religion. Data collection was carried out using questionnaires, interviews, and documentation. To determine the effect of background and motivation to take a major in religion on learning achievement of Islamic Religious Education in class XI of Religion MAN 2 in Probolinggo City, researchers used multiple linear regression analysis. The t test and f test were analyzed using SPSS 21 for Windows software. The results showed that: (1) The educational

background of the students had no effect on the learning achievement of Islamic Religious Education in class XI of Religion MAN 2 in Probolinggo City. This is indicated by t arithmetic $t_{count} < t_{table} = 1.873 < 2.048$ and a significance level of $0.072 > 0.05$, (2) Student motivation in joining the department has an effect on the learning achievement of Islamic Religious Education. This is indicated by t count $t_{count} > t_{table} = 2.546 > 2.048$ and a significance level of $0.017 < 0.05$, (3). Both of these variables simultaneously affect their Islamic education learning achievement. This is indicated by f count $f_{count} > f_{table} = 4.918 > 3.33$ and a significance level of $0.015 < 0.05$. Furthermore, the results showed that the influence of the independent variables, student background and motivation to take the department of religion, on the dependent variable, learning achievement in Islamic education, showed a coefficient of determination (R^2) of 0.260 or 26.0%.

Keywords: *Educational Background, Motivation in Taking Religious Department, Islamic Education Learning Achievement.*

BACKGROUND

The government's efforts improve the quality of human resources is through education. The education way consists of formal, non-formal and informal. Formal education way start from kindergarten, elementary school, junior high school, senior high school and continue to university. Non-formal education way is the institutions for course and training. Informal education way related with family teaches. High school and Islamic high school are similar level but different concentrations. High school focus on general subjects, while Islamic high school more focus on religious subjects.

Education in terminology is "... work done by deliberately and systematically to encourage, assist and guide a person to develop all its potential and transform theirself from one quality to higher quality

(Pasaribi & Simanjutak, 1978:16)."¹ This is appropriate with the regulation of UU No. 20 in 2003 on the National Education System Chapter I Section I, that education is a conscious trade and planned to create learning atmosphere and learning process in order to actively develop their potential.²

Education basically easy to look the products of students ability which participated in some of the institution. Education is an effort to establish a goal according to skill and ambition. From explanation above there is reference of hadeeth in education for learners as follows:³

مَا مِنْ مَوْلُودٍ إِلَّا يُولَدُ عَلَى الْفِطْرَةِ، فَأَبَوَاهُ يُهَوِّدَانِهِ وَيُنَصِّرَانِهِ وَيُمَجِّسَانِهِ. رواه المسلم

Artinya: "Tidak ada dari seorang anak yang dilahirkan kecuali dilahirkan dalam keadaan suci, maka kedua orang tuanyalah yang menjadikan dia Yahudi, Nasrani dan Majusi." (HR. Muslim)

Motivation could be the reason choosing a study program. Motivation is a concept used to give strength toward individuals to initiate and direct behavior. The concept used to explain the difference intensity of behaviors. The energetic behavior is the result of stronger motivation and to indicate behavior.⁴ Study in senior high school and choose the appropriate department that suitable with the goals and desires, is essential determining the future. Determine an option should be accompanied by clearly reasons and strong motivation. Select is the decision that taken which receive all the challenge and

¹ Abd. Aziz, *Orientasi Sistem Pendidikan Agama Di Sekolah* (Yogyakarta: Penerbit Teras, 2010), pg. 4

² Muhibin Syah, *Psikologi Belajar* (Jakarta: PT. Reamja Rosdakarya, 2013), pg. 34.

³ Al-Imam Abul Husain Muslim bin al-Hajjaj al-Qusyairi an-Naisaburi, *Shohih Muslim* (Saudi Arabia: Baitul Afkar ad-Dauliyah, 1998), pg. 2657.

⁴ M. Suyanto, *Revolusi Organisasi dengan Memberdayakan Kecerdasan Spiritual* (Yogyakarta: ANDI, 2006), pg. 25.

the consequences that would be faced later. Select the department not only because of the desire, but also consider the ability, skill, and motivation.

Educational background is important to know how professional the quality of personal knowledge. Start look at the educational before than what department takes to continue next study based on skill and motivation. Take study linearity is part of step to reach professional knowledge. In reality especially in MAN 2 Kota Probolinggo, there is religious department and there is students graduated from SMP and MTs.

In previous research there is no significant influence between learning achievement and educational background of students. The research takes place in SMA Darusalam Ciputat. The result of another research said that there is influence between learning motivation and learning achievement. The research takes place in SMP. In this research take place in MAN 2 Kota Probolinggo. MAN 2 Kota Probolinggo is a best school in Probolinggo, which has four programs of study; they are science, social, language and religious. MAN 2 Kota Probolinggo basically gets more religious material in depth but in that school there is religious department. The assumption is the existence of religious subjects portions in MTs/ MAN is more than other school. Students graduated from MTs should the learning achievements of Islamic education acquired increase and followed by the achievement of good behaviour.

Generally when the people take a linear education, they will get maximum results in learning achievement. Then, is there any influence of students' educational background and motivation in taking religious department on their Islamic education learning achievement who graduated from MTs and SMP? How the influence of students' educational background and motivation in taking religious department on their Islamic education learning achievement?

From these questions above is the task of researchers to research and analyse this research the titled is “The Influence of Students’ Educational Background and Motivation in Taking Religious Department on Their Islamic Education Learning Achievement (Study on Religious XI Graders of MAN 2 Kota Probolinggo)”.

THEORETICAL

a. Definition of Educational

Definition from word background is information about space time and the atmosphere when the event occurred.⁵ While the word back means part considered of the final.⁶ When combined with the word education, the meaning of educational background is information about space time and the atmosphere when the event occurred on a part that is considered as the end of an education. So educational background can be interpreted most recently education level going through a person before he is on education level now.

Educational background of the students meaning a ride track record of the students before stepping forward. The background has always been an important and valuable step determines the look of the future that will be going through. It can be understood with a history of education that had been reached before studying that now. As for the educational background is in research this is the background of the learners before Islamic Senior High School level, which case this is a Junior High School or Islamic Junior High School equivalents.

⁵ Sulchan Yasyin, *Kamus Lengkap Bahasa Indonesia* (Surabaya: Amanah, tt), pg. 313.

⁶ *Ibid.*, pg. 63.

a. Various of Educational Background

Various educational background in this research focus on the students who graduated from Junior High School and Islamic Junior High School. The School generally either state or private and whether the background of school is from village or city. The existence of a linear educational background between the previous education with in taking department of education today that will be reached can synergize, so that it becomes a mature education and complete.

1. Motivation

a. Definition of Motivation

The definition of motivation in etymology is derived from word motive, meaning push, wish, reason or desire.⁷ Motif is the condition inside of the individual that motivate them to do certain activities to reach a goal.⁸ Another reference said that the term motivation derived from Latin word, the meaning is move. Psychologists define motivation as an internal process that activates, guides, and maintains behavior over time. Can be defined that motivated is behavior that is full of energy, directional, and last a long

time.⁹ So, motivation is a concept used to explain the strength of working in the individual to initiate and direct behavior.

b. Function of Motivation

Based on the definition above about motivation so, we explain the function of motivation as follows:

⁷ Mahfudh Salahuddin, *Pengantar Psikologi Pendidikan* (Surabaya: PT Bina Ilmu, 1990),

⁸ Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2014),

⁹ Thahroni Taher, *Psikologi Pendidikan Agama Islam* (Jakarta: Rajawali Press, 2013), p

- a) Motive is motivating human to doing something or action. The function of motive is giving the energy (power) to people to do the assignment.
- b) Motive determines deed the direction aim of realization or ambition. Motivation prevents the deviated from the right way reaching a goal.
- c) Motive is selecting our deed. The meaning is which action that should do to reach a goal with put aside the action that did not useful.¹⁰

c. Purpose of Motivation

Generally the purpose of motivation is to move or to arouse the people until they have desire or their want to do something important until they get the success or reach some goal.¹¹ Motivation is make the people have purpose or project in their live and they have target to reach some goal.

d. Theory of Motivation

Theory of motivation used the theory of Maslow's human needs stating that formed in a hierarchy. These needs are physiological needs, safety and security, social, esteem and self actualization.¹² In addition Mc Clelland proposed the theory of motivation that is closely related to learning. Most research results support the theory of a studied and needs have been provided by Mc Clelland himself or by his colleagues. That research has provided an overview of the people who are high achievers in society. The picture gives the impression that:

¹⁰ Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2006), pg. 70-71.

¹¹ Ibid., pg. 73.

¹² M. Suyanto, *op. cit.*, pg. 26.

- a) Those who have high achievers need prefer sets himself the goal of his achievements;
- b) People who have high achievers needs prefer to avoid the purpose of easy and difficult achievement. They actually prefer the aim that suits with their abilities;
- c) People who have high achievers needs prefer fast and efficient feedback about their achievements;
- d) People who have high achievers needs happy with responsible on overcoming issues.¹³

e. Principles of Motivation

Some principles existing in motivation:

- a) Learners have different principles in accordance with the influences of the internal and external environment;
- b) The appropriate of learning experience in the past and is associated with the new learning experience will growing up the learning motivation of learners;
- c) Learning Motivation will growing up if accompanied by praise than giving punishment;
- d) Intrinsic motivation of learners in learning would be better than extrinsic motivation, although both of them corroborate;
- e) One motivation of learning can be penetrated to the other motivations;
- f) Motivation of learning the learners will grow up if accompanied with a clear purpose.¹⁴

¹³ M. Suyanto, *op. cit.*, pg. 32-33.

¹⁴ Nanang Hanafiah and Cucu Suhana, *Konsep Strategi Pembelajaran* (Bandung: PT. Refika Aditama, 2009), pg. 27.

f. Various of Motivation

The scientists of psychological cluster the motive in various types, appropriate with the side of each consideration. Some of them as follow:

- a) Based on Woodworth and Marquis, motive divided into three types: (1) Organic needs, means motives based on the body need, include need to: eat, drink, breathe, sexual, doing something and relaxing; (2) Emergency motives, means motive that include doing: discharge their self from dangerous, adversary, try, race and catch. (3) Objective motives, means motive that include doing: exploration, manipulation, and give the interest.
- b) Motive based on forming divided into two type, they are: (1) Wafting motive, means motive that they get from was born, without studied. The example, motive to: eat, drink, work, rest, sexual; and (2) Motive that studied, means motive that appear because of studied. The example is motive to study one of the lessons, motive to race the position in the society.
- c) Motive based on the function divided into two types, they are: (1) Extrinsic, means motive that get excitement from outside. The example, students diligent to study because avoid the punishment from the teacher, to get the reward that has been promised, etc; and (2) Intrinsic, means motive that get without excitement from outside. So, in this type have awareness about need and try to fulfill.¹⁵

¹⁵ Abd. Rachman Abror, *Psikologi Pendidikan* (Yogyakarta: Tiara Wacana, 1993), pg. 119-120.

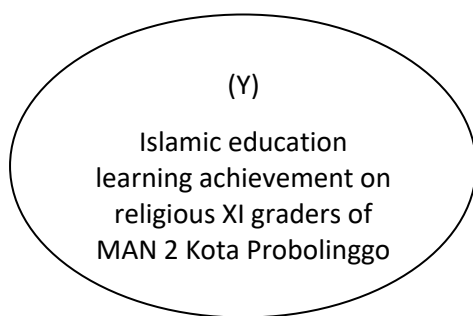
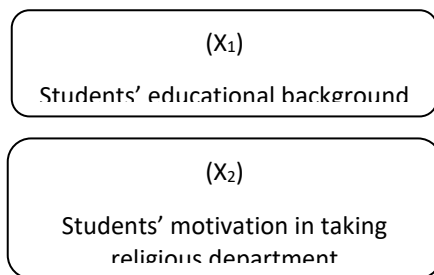
g. Factors of Affecting Motivation

Ali Imaron suggests a six-element factors affecting motivation in the learning process, namely: a) Goals or aspirations of learning; b) The learning ability; c) Conditions of learning; d) Learning environment; e) Elements of dynamic learning; f) Teachers in the effort to spend learning.¹⁶

Other reference explains about the factors of affecting motivation are ages, physical condition, and the power of intelligence. Motivation is important because one group have motivation would be success than other group that did not have motivation (less of study or not success). So, motivation have to growing up based on the consideration of the individual.¹⁷

The higher motivation of students it will be the higher learning achievements of students, and the students generally set behind the school graduates from MTs should be continue to MAN will have a higher achievement than friend who graduated from SMP. So if the students have a high motivation and a positive reason for choosing majors and graduates from MTs will be increasingly higher levels of learning achievement in Islamic education. As for the frame of thought in the study can be described as follows:

Picture of Thinking Framework



¹⁶ M. Alisuf Sabri, *Psikologi Pendidikan* (Jakarta: Pedoman Ilmu Jaya, 1995), pg. 86.

¹⁷ Oemar Hamalik, *Psikologi Belajar dan Mengajar* (Bandung: CV. Sinar Baru, 1992), pg. 179.

RESEARCH METHODOLOGY

A. Research Setting

This research setting conducted in MAN 2 Kota Probolinggo. The located is on Soekarno-Hatta Street No. 255 Probolinggo. The located is strategic, near from town city. MAN 2 Kota Probolinggo is the best school in Probolinggo city. The school offers five major programs namely Science, Social, Language, Religious and Acceleration. From these major, religious become the main research object in this thesis. MAN 2 Kota Probolinggo accept the students from any levels, they are who students graduated from MTs and from SMP.

B. Approach and Research Design

The approach and research design use descriptive quantitative type. This research used positivistic paradigm. The descriptive quantitative research got data in nominal and the description help researchers describe the result of research. In this research want to know is there any influence and how the influence of students' educational background and motivation in taking religious department on their Islamic education learning achievement on religious XI graders of MAN 2 Kota Probolinggo.

C. Research Variable

Variables in this research consist of dependent and independent variable. Independent variables are variables that influence dependent variable or incidence. While the dependent

variables are influence and become due to the independent variable.¹⁸

In this research there are two independent variables and there is one dependent variable, meaning three variables include. In this research used double paradigm with two independent variables, which students' educational background is the first independent variables (X_1), students' motivation in taking religious department is the second independent variable (X_2), and Islamic education learning achievements is the dependent variable (Y).

D. Population and Sample

1. Population

The population basically region of generalizations which consisting objects or subjects that certain qualities and characteristics set by researchers to learn and then drawn conclusion.¹⁹ The population in this resesarch is students from religious department in MAN 2 Kota Probolinggo. The students in religious department should have track record report in X grade in first and second semester. It means the population is XI and XII grade of religious class. This research conducted in even semester. Students in XII grade of religious department cannot be object of research because preparing to face National final exam.

The researcher cannot take the entire grade of class in religious department because there is some factor. Religious department in X graders also cannot be research because they have not enough the report of second semester that needed in

¹⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2010), pg.61.

¹⁹ *Ibid.*, pg.117.

this research. Because this research occur in even of semester so the population is from religious XI graders of MAN 2 Kota Probolinggo.

2. Sample

Sample is part of the number and characteristics owned by the population. Sample taken from population must be exactly representative (representing).²⁰ Suharismi argues that when the subject is less than a hundred people are better taken all, whereas when more then a hundred people taken between 10-25% or 20-25% or more.²¹

Gay in (Ruseffendi & Sanusi) said that for descriptive research, the minimum sample is 10%-20% from population. For correlation research it can be 30 subjects (people). For experiment research minimal 30 people each of group. Experiment research control strictly may be 15 people enough.

²⁰ *Ibid.*, pg. 118.

²¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: 2000), pg. 112.

Sample in this research used purposive sampling because there is some factor that made researcher takes the students in XI grade of religious department to be sample. In this research the total of students in XI grade religious department amounts 31 students.

As for the questioner form the instrument that used in this research are positive statement. The criteria used in instrument is students' educational background and motivation in taking religious department. This questioner use Likert scale with sumated ratings method, from the statement made the respondents choose one of five possible answers provided, are strongly agree (5), agree (4), hesitate (3), disagree (2) and strongly disagree (1).²²

DISCUSSION

1. Classic Assumption Test

a. Normality Test

Normality data test in this research helped by software of *SPSS 21 for Windows* using Kolmogorov-Smirnov test. Data said normal distribution when the significance value from Kolmogorov-Smirnov test bigger than $\alpha = 0,05$.

The Result of Normality Test

²² Nana Syaodih Sukmadinata, *op. cit.*, pg. 238.

One-Sample Kolmogorov-Smirnov Test

| | | Educational Background | Students Motivation | Learning Achievements |
|----------------------------------|----------------|------------------------|---------------------|-----------------------|
| N | | 31 | 31 | 31 |
| Normal Parameters ^{a,b} | Mean | 30.45 | 151.06 | 670.52 |
| | Std. Deviation | 3.355 | 14.672 | 9.000 |
| Most Extreme Differences | Absolute | .146 | .148 | .155 |
| | Positive | .112 | .090 | .133 |
| | Negative | -.146 | -.148 | -.155 |
| Kolmogorov-Smirnov Z | | .810 | .827 | .861 |
| Asymp. Sig. (2-tailed) | | .527 | .501 | .449 |

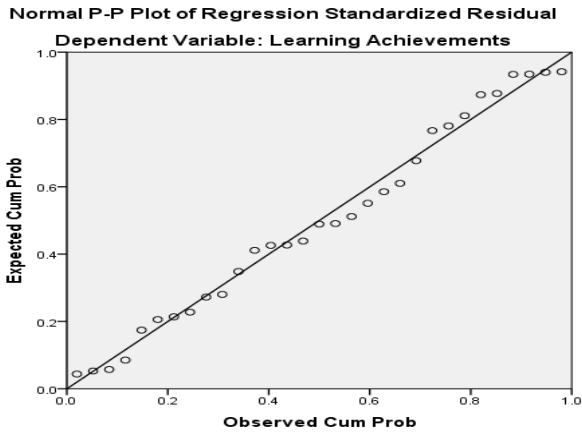
a. Test distribution is Normal.

b. Calculated from data.

The result of normality data test used Kolmogorov-Smirnov test showed that variable of educational background in Kolmogorov-Smirnov Z value is 0,810 and significance value is 0,527 > 0,05; variable of students' motivation in Kolmogorov-Smirnov Z value is 0,827 and significance value is 0,501 > 0,05; and learning achievement in Kolmogorov-Smirnov Z value is 0,861 and significance value is 0,449. The conclusion is the hypothesis accepted, it means that there is no differences residual distribution with normal distribution. So, the residual distribution is normal.

Data said normal distribution if the residual distribution is normal means have significance level up 5%. The result from normality test that showed by chart as follows:

P-P Plot Normality Test



From chart above meaning the data is normal because the gravity follow the diagonal line.

b. Linearity Test

Linearity data test in this research is used software of *SPSS 21 for Windows*. The result of linearity data test as follows:

The Result of Linearity Test

| No | Variable | Sig. Deviation from Linearity | Sig. | Descriptive |
|----|---|-------------------------------|------|-------------|
| 1 | Educational Background with Learning Achievements | 0,323 | 0,05 | Linear |
| 2 | Students Motivation with | 0,385 | 0,05 | Linear |

| | | | | |
|--|-----------------------|--|--|--|
| | Learning Achievements | | | |
|--|-----------------------|--|--|--|

Based on table above derivation value from linearity between educational backgrounds and learning achievement is 0,323, and derivation value from linearity between student's motivation and learning achievement is 0,385. The criteria result of linearity test is derivation value from linearity > significance (0,05) meaning there is linear correlation. From table above each of derivation value from linearity is > 0,05. The conclusion is students' educational background and motivation in taking religious department on their Islamic education learning achievements is linear, it means linearity test completed.

c. Multicollinearity Test

Multicollinearity test to measure is there any relation model of regression between independent variable. Good regression model should not have correlation between independent variables.

To detect there is multicollinearity in regression model, in this research used Tolerance Value (TOL) and Variance Inflation Factor (VIF).

TOL and VIF used to measure variables and to analyze start look at the value of TOL and VIF. Indication that show there is no multicollinearity is the value of TOL > 0,1 and VIF < 10. Than the indication that show there is multicollinearity is the value of TOL < 0,1 and VIF > 10. To analyze the result of multicollinearity used software of *SPSS 21 for windows* look at the table as follows:

The Result of Multicollinearity Test

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|------------------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 607.289 | 20.296 | | 29.921 | .000 | | |
| | Educational Background | .817 | .436 | .305 | 1.873 | .072 | 1.000 | 1.000 |
| | Students Motivation | .254 | .100 | .414 | 2.546 | .017 | 1.000 | 1.000 |

a. Dependent Variable: Learning Achievements

From table of multicollinearity test above showed that each of tolerance values from each variable is $1,000 > 0,1$ and VIF value from each variable is $1,000 < 10,00$. It means there is no multicollinearity that occurs in this data test.

a. Heteroskedastisity Test

Heteroskedastisity tested to know there is difference residual variance from observe to other observe or not. Good regression model is homoskedastisity or not heteroskedastisity. Heteroskedastisity in this research used scatter plots “Spearman-Test”. The result of regression heteroskedastisity as follows:

Heteroskedastisity Spearman-Test

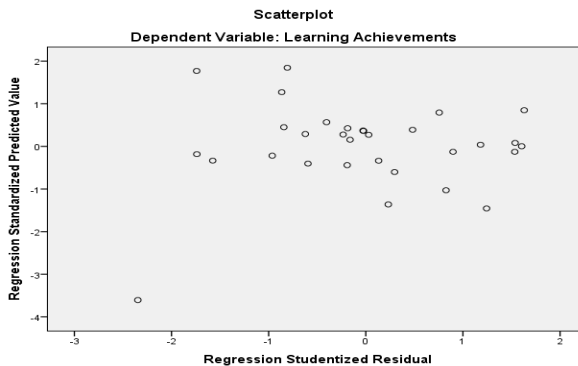
Correlations

| | | | Educational Background | Students Motivation | Unstandardized Residual |
|----------------|-------------------------|-------------------------|------------------------|---------------------|-------------------------|
| Spearman's rho | Educational Background | Correlation Coefficient | 1.000 | -.157 | .023 |
| | | Sig. (2-tailed) | . | .400 | .903 |
| | | N | 31 | 31 | 31 |
| | Students Motivation | Correlation Coefficient | -.157 | 1.000 | -.186 |
| | | Sig. (2-tailed) | .400 | . | .317 |
| | | N | 31 | 31 | 31 |
| | Unstandardized Residual | Correlation Coefficient | .023 | -.186 | 1.000 |
| | | Sig. (2-tailed) | .903 | .317 | . |
| | | N | 31 | 31 | 31 |

The indication of heteroskedastisity showed the coefficient regression from each independent variable toward value of residual absolute. If the probability value (sig.) $> \alpha$, it means model not indicated heteroskedastisity.

Based on output above the significance of variable X_1 toward absolute residual is $0,903 > 0,05$ and significance of variable X_2 toward absolute residual is $0,317 > 0,05$. It means there is no indication of heteroskedastisity. The result above express in this picture of heterokedastisity that used scatterplot as follows:

Result of Heteroskedastisity Test



Based on picture above the plot is spread up between upper and under 0 line and not gather in one place, not formed a model. It means that in this test there is no heteroskedastisity.

2. Double Regression Linear Analysis

Double regression linear analysis used to know the regression or correlation independent variable of students' educational background (X_1), students' motivation in taking religious department (X_2), and dependent variable of Islamic education learning achievement. The accurate data will get from software of *SPSS 21 for Windows* in coefficient table as follows:

Double Regression Linear Analysis

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 607.289 | 20.296 | | 29.921 | .000 |
| | Educational Background | .817 | .436 | .305 | 1.873 | .072 |
| | Students Motivation | .254 | .100 | .414 | 2.546 | .017 |

a. Dependent Variable: Learning Achievements

The similar regression as follows:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 604,356 + 0,751X_1 + 0,290X_2$$

Descriptive regression analysis explained as follows:

- Constanta value is 607,289 meaning learning achievement will be constant amounts 607,289 if not influenced by X_1 (Students' Educational Background) and X_2 (Student's Motivation).
- b_1 (0,817) X_1 (Students' Educational Background) influence Y (Learning Achievements) amounts 81,7% positive influence. Meaning if X_1 increasing 1%, so Y (Learning Achievements) will increase amounts 81,7%. In another side, if decreasing variable X_1 amounts 1%, it will decrease Y (Learning Achievements) amounts 81,7% in impression X_2 is unchanged.
- b_2 (0,254) X_2 (Students' Motivation) influence Y (Learning Achievements) amounts 25,4% positive influence. Meaning if X_2 increasing 1%, so Y (Learning Achievements) will increase amounts 25,4%. In another side, if decreasing variable X_2 amounts 1%, it will decrease Y (Learning Achievements) amounts 25,4% in impression X_1 is unchanged.

3. Coefficients Determination Test (R^2)

Coefficient determination in regression linear used to know how the influence measured by the percentage. Coefficient determination result detected from R square. Look at the table as follows:

The Result of Coefficients Determination Test

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .510 ^a | .260 | .207 | 8.014 |

a. Predictors: (Constant), Students Motivation, Educational Background

b. Dependent Variable: Learning Achievements

The result from table above R square is 0,260. It means that the influence percentage of students' educational background and motivation in taking religious department on their Islamic education learning achievements is 26,0%.

4. Partial Test (T-Test)

The Result of Partial Test (T-Test)

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 607.289 | 20.296 | | 29.921 | .000 |
| | Educational Background | .817 | .436 | .305 | 1.873 | .072 |
| | Students Motivation | .254 | .100 | .414 | 2.546 | .017 |

a. Dependent Variable: Learning Achievements

Statistic T-Test (Partial Test) showed:

- a. Students' educational background (X_1) on their Islamic education learning achievements (Y) in Religious XI graders of MAN 2 Kota Probolinggo.

Significance value of students' educational background (X_1) is 0,099 in coefficient table with $\alpha = 0,05$ meaning $0,072 > 0,05$ and $t_{\text{calculate}} \text{ is } < t_{\text{table}} = 1,873 < 2,048$. It means that H_0 accepted, there is no significant influence between students' educational backgrounds (X_1) on their Islamic education learning achievements (Y).

- b. Students' motivation in taking religious department (X_2) on their Islamic education learning achievements (Y) in religious XI graders of MAN 2 Kota Probolinggo.

Significance value of students' motivation in taking religious department (X_2) is 0,021 in coefficient table with $\alpha = 0,05$ meaning $0,017 < 0,05$ and $t_{\text{calculate}} \text{ is } > t_{\text{table}} = 2,546 > 2,048$. It means that H_0 rejected and H_a accepted, so there is significant influence between students' motivations in taking religious department (X_2) on their Islamic education learning achievements (Y).

5. Simultant Test (F-Test)

The result of simultant tested that used software of *SPSS 21 for windows* as follows: The Result of Simultant Test (F-Test)

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 631.643 | 2 | 315.822 | 4.918 | .015 ^b |
| | Residual | 1798.098 | 28 | 64.218 | | |
| | Total | 2429.742 | 30 | | | |

a. Dependent Variable: Learning Achievements

b. Predictors: (Constant), Students Motivation, Educational Background

Based on table above $f_{\text{calculate}} = 4,918$ and f_{table} from significance 5% is 3,33. Means $f_{\text{calculate}} > f_{\text{table}} = 4,918 > 3,33$. And the significance is $0,015 < 0,05$. Because of $f_{\text{calculate}}$ bigger than f_{table} and the sig. $< 0,05$ meaning H_0 rejected and H_a accepted. It means there is influence of independent variables toward dependent variable.

So the conclusion is students' educational background and motivation in taking religious department influence on their Islamic education learning achievements in religious XI graders of MAN 2 Kota Probolinggo.

CLOSING

Based on the result and the discussion, the conclusions are as follows:

Students' educational background did not influence on their Islamic education learning achievements on religious XI graders of MAN 2 Kota Probolinggo. It showed by the value of $t_{\text{calculate}} < t_{\text{table}} = 1,873 < 2,048$ and the significance value is $0,072 > 0,05$. It means that other factors from students' educational background that influence students' learning achievements dominant than factor from students' educational background. Other factor are may be about the background of families, financial, environment they live, and etc. Students' educational background is not always able to give the positive influence on their Islamic education learning achievements.

Students' motivations in taking religious department influence on their Islamic education learning achievement on religious XI graders of MAN 2 Kota Probolinggo. It showed by the value of $t_{\text{calculate}} > t_{\text{table}} = 2,546 > 2,048$ and the significance value is $0,017 < 0,05$. It means factors from student's motivations in taking religious department is dominant than another factors. Factors from students' motivation in taking religious department are consist of intrinsic and extrinsic. They are; have desire to be success, have motivation and requirement to study, have expectation and ambition in the future, there is reward in study, there is interest activity in study and there is interest environment in study. Students' motivation in this research is able gave the positive influence their Islamic education learning achievement.

Students' educational background and motivation in taking religious department influence significance on their Islamic education

learning achievement on religious XI graders of MAN 2 Kota Probolinggo. It showed by the value of $f_{\text{calculate}} > f_{\text{table}} = 4,918 > 3,33$ and the significance is $0,015 < 0,05$. Beside that the result of research show that the percentage influence of independent variable students' educational background and motivation in taking religious department toward dependent variable Islamic education learning achievements produce coefficient determination (R^2) amounts 0,260 or 26,0% variation dependent learning achievements of Islamic education. Other factor from students' educational background and motivation influence learning achievement didn't dominant than students' educational background and motivation in this research.

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