

Relationship Between Teacher Communication and Students Against Learning Outcomes in Al-Quran Hadist Class 7 MTsN 3 Bogor

Siti Nurjanah^{1*}, M. Dahlan R², Ahmad Shobari³

^{1,2,3}Faculty of Islamic Education Bogor Ibn Khadun University, Indonesia

Abstract

The purpose of this study was to determine the relationship between teacher communication with students towards learning outcomes in the Al-Qur'an Subjects of the 7th grade Hadith 3 Bogor. This research method uses quantitative methods with data collection techniques, namely questionnaires, interviews, observation and documentation. The research site was conducted in Bogor State Islamic Elementary School (MTsN) 3 which is addressed in the integrated education complex of Bogor district. While the research time the author plans to start from January 6 to April 2019. The respondents of this study were determined randomly. Data collection by means of questionnaires are given to respondents who have been selected randomly, while the data collection technique is by interviewing teachers of MTsN 3 Bogor. Then the data that has been obtained is analyzed quantitatively by product moment statistical test with the help of MBS SPP. Research on the Relationship between Teacher Communication and Students Against Learning Outcomes in Al-Qur'an Subjects in the 7th grade Hadiths of Bogor 3, shows that there is a significant relationship between teacher communication with students on learning outcomes with a score of 0.421 based on a range of 0.400-0.599 which means related MEDIUM.

Keywords: Communication, Result of Learning, Teacher

1. Introduction

Humans are social beings, therefore humans will not be able to live alone (Azzet, 2011: 47). Social beings must be able to collaborate with other creatures in one way or way to work together through communication. Communication is a part of inerkasi in creature social development so communication becomes the leading tool for building socialism (M. Dahlan R, 2018: 302). In the world of education the ability to communicate is very important, because part of the process of achieving achievement. Students will find it difficult to succeed if they cannot communicate well. So from that need the ability to give birth to good communication skills for students. This is where the importance of the role of teachers in building the ability of their students to communicate. Therefore the teacher must have good communication skills in order to be able to build good communication of the students because the teacher is the most important component in

the education process (M. Dahlan R, 2016: 103).

In teaching and learning activities, communication between teachers and students is a must. This is so that a harmonious relationship occurs between the instructor and students. The effectiveness of communication in teaching and learning activities is very dependent on two parties. But because the instructor is in control of the class, the responsibility for communication in a healthy and effective class lies with the teacher or teacher (Majid, 2014: 292). The teacher is a very decisive component in the implementation of a learning strategy (M. Dahlan R, 2016: 37). Based on these problems researchers want to do research related to the relationship of teacher communication with students on learning outcomes of 7th grade students in the Qur'an Hadist subjects at MTsN 3 Bogor.

2. Research Method

This type of research is quantitative research. According to (Juliansyah Noor, 2015: 38) suggests quantitative research is a method for testing certain theories by examining relationships between variables.

^{*}) Corresponding Author.

E-mail: nuynunuy240@gmail.com

These variables are measured (usually with research instruments) so that data consisting of numbers can be analyzed based on statistical procedures. The research site was conducted in Bogor State Islamic Elementary School (MTsN) 3 which is addressed in the integrated education complex of Bogor district Jl. Raya Pemda, Kampung Kaumpangan Rt.02 Rw.07, West Java 16915. While the research time the author plans to start from February 6 to April 2019. The population comes from the English population, which amounts to a population. The research population is the whole (universe) of the research object which can be in the form of humans, animals, plants, air, symptoms, values, events, attitudes of life, etc., so that these objects can be research data sources (Burhan Bungin, 2017 : 141). The population in this research is class VII students of MTsN 3 Bogor, while the total population for this study is 352 students. According to Suharsimi Arikunto is part of the population studied so that the results of the study can be generalized, generalization of the results of the research by the sample applies also to the study population. If less than 100 populations are better taken all so that the research is population research. In this study a sample of 25% of the total population was made. The number obtained was 88 students. With Random Sampling technique in determining the population subject (Asep saepul Hamdi, 2014: 38). The data collection technique is part of the data collection instrument that determines the success or failure of a study (Burhan Bungin, 2013: 133). Data collection techniques needed by this type of quantitative research are: (observation, interviews, documentary studies, and questionnaires / questionnaires). In quantitative research, generally researchers use instruments (measuring instruments) to collect data. The research instrument is used to measure the value of the variable to be examined. The number of instruments used depends on the number of variables to be examined, the instruments of this research are used to take measurements aimed at producing accurate and accurate quantitative data (Riduwan, 2015: 78). The rating scale uses a Likert scale or scale of four, (4) which is realized in four positive options, strongly agree (SS) score (4), agree (S) score (3), disagree (KS) score (2) and disagree (TS) score (1). While the negative question form is given a score, namely: strongly agree (SS) score (1), agree (S) score (2), disagree (KS) score (3), strongly disagree (STS) score (4).

3. Result and Discussion

Based on the results of the analysis, the significance test of the regression model based on the linearity test of the regression line equation obtained

Fcount (b / a) of 18.561 and p-value = 0.000 <0.05, the conclusion that can be taken is that H0 is rejected, so it can be stated that the equation model regression Y over X is quite significant. The test results make the regression equation expressed by $\hat{Y} = 74.135 x 0.215$ can be used to conclude there is a relationship between teacher communication with students on student learning outcomes. The hypothesis states that there is a relationship between teacher communication with students and student learning outcomes, the magnitude of this relationship can be calculated using SPSS. From the results obtained, the correlation coefficient between X and Y (rxy) is 0.421 and F count is 18.561, so the determination coefficient (R2) is 0.178. Because rxy is consulted with a simple interpretation of the values obtained that the level of the relationship between the two variables is moderate or sufficient. So it can be concluded that there is a strong enough relationship between teacher communication with students on student learning outcomes.

The results of the analysis test above show that there is a fairly strong relationship between the two variables. This means that the better the relationship between teacher communication with students when learning takes place, the better the student learning outcomes. From the coefficient of determination (R2) 0.178 or 17.8% the variance that occurs in the tendency of increasing and decreasing student learning outcomes can be caused by teacher communication with students when learning.

For the results of the interpretation of values that are more rigorous test the hypothesis by looking at the table of correlation coefficient r Product Moment. With df equal to 86 rtable obtained at a significant level of 5% at 0.207, while at a significant level of 1% rtable is obtained at 0.267. Apparently (rxy) 0.421 is greater than rtable, both at a significant level of 5% or 1%. So the null hypothesis (Ho) is rejected, and the hypothesis (Ha) is accepted. This means there is a significant positive relationship between Communication Teachers and Students (Variable X) on Student Learning Outcomes (variable Y) MTsN 3 Bogor.

Based on the results of the two hypothesis testing studies above, it can be explained that there is a positive relationship between teacher communication with students on the learning outcomes of students of Bogor MTsN 3. The test of this analysis was conducted to find out whether there was a direction for the relationship between teacher and student communication (variable X) on learning outcomes (variable Y). From the results of the correlation analysis, two research variables obtained that there is a relationship with the level that is moderate or sufficient

between teacher communication variables with students on the student learning outcome variables decorated with the Pearson correlation, and obtained a correlation efficiency value of 0.421. The coefficient of determination in this analysis test obtained a value of 0.178, which means that 17.8% of student learning outcomes variables can be explained from the teacher communication variable with students. This shows that the relationship between the two variables has a moderate or sufficient level. From the results of ANOVA calculations and linear regression, it was obtained that the regression of teacher communication with students amounted to 0.421 showed that every increase in the value of teacher communication with students by 1 unit would increase the value of student learning outcomes by 74.135. While the standardized coefficients of 0.178 show the correlation number, which means the relationship between teacher communication variables with students and student learning outcomes variables have a moderate or quite significant level of student learning outcomes in Madrasah Tsanawiyah Negeri 3 Bogor.

4. Conclusion

Based on the results of research on "Relationship between Teacher Communication and Students to Learning Outcomes of Grade VII Students at MTsN 3 Bogor" then it can be summarized as follows: There is a significant relationship between teacher communication with students on learning outcomes. This can be seen from the results of the above research which concludes that the test results of the analysis of the relationship between teacher and student communication variables on the variables of learning outcomes of students in Bogor MTsN 3 have a relationship. This finding shows that the better the teacher's communication with students when teaching and learning activities, the higher the student learning outcomes.

References

- Abdul M. (2014). *Strategi Pembelajaran*. Bandung: PT Remaja rosdakarya.
- Akhmad. A. (2011). *Urgensi Pendidikan Karakter di Indonesia*. Jogjakarta: Ar-Ruzz Media.
- Asep S. H. Dkk. (2014). *Metode Penelitian Kuantitatif Aplikasi dalam Pendidikan*. Yogyakarta: CV Budi Utama.
- Burhan B. (2011). *Metodologi Penelitian Kuantitatif*. Jakarta: Kencana Prenada Media Group.
- Donni J. P. (2017). *Pengembangan Strategi & Model Pembelajaran*. Bandung: CV Pustaka Setia.
- Juliansyah N. (2015). *Metodologi Penelitian*. Jakarta: Prenadamedia Group.
- Nana S. (2015). *Pengantar Statistik Pendidikan*. Jakarta: PT Raja GrafindoPersada.
- R.. M. Dahlan. (2018). *Konsep Pembelajaran Akidah Akhlak*. Yogyakarta: Deepublish.
- R. M. Dahlan. (2018). *Relevansi Pemahaman Agama dengan Interaksi Sosial Siswa (Studi Pada Sekolah Menengah Atas Negeri (SMAN) Se-Kecamatan Tanahsareal Kota Bogor*: Penamas. Vo. 31. No. 2. Desember 2018.
- R. M. Dahlan dan Lela Qodriah. (2018). *Lingkungan Pendidikan Islami dan Hubungannya dengan Minat Belajar PAI Siswa SMA Negeri 10 Bogor*: Jurnal Edukasi Islami. Vol. 7, No.2, September 2018.
- R. M. Dahlan, & Sari Purwaningrum. 2016. *The Realtionhip Between Leadership Behavior Of Principal And Organitazion Culture Toward Teacher Work Descipline Of Public Vocation High School Of South Tangerang*. Ta'dib: Journal Of Islamic Education. Vol.21. No. 1, June 2016.
- Rasyid. Z. (2019). *Pretasi Belajar*. Malang: Literasi Nusantara.
- Riduwan. (2015). *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*. Bandung: Alfabeta.
- Sihabudin Afroni. R. T. (2018). *Komunikasi Pembelajaran Berbasis Al-Qur'an*. Pendidikan Islam.
- Soyomukti. N. (2016). *Pengantar Ilmu Komunikasi*. yoyakarta: Ar-Ruzz Media.
- Sukardi. (2013). *Metode Penelitian Pendidikan*. Jakarta: PT Bumi Aksara.
- Susanto. (2014). *Teori Belajar dan Pembelajaran di Sekolah SD*. Jakarta: Kencana Prenada Media Group.
- Sutirman. (2013). *Media & Model-model Pembelajaran Inovatif*.