

## THE EFFECT OF MOTIVATION AND LEARNING STYLE ON STUDENT PAI LEARNING OUTCOMES AT SMP NEGERI 02 PIOBANG KEC. PAYAKUMBUH

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### Abstract

This study was conducted to address the low motivation and learning styles of class VIII students in participating in learning activities at SMP Negeri 02 Piobang, Payakumbuh District. Issues observed include students not paying attention during lessons, lack of focus, and leaving school early. The research aimed to: (1) examine the influence of learning motivation on PAI (Islamic Education) learning outcomes; (2) analyze the effect of learning styles on PAI learning outcomes; and (3) investigate the combined effect of motivation and learning style on PAI learning outcomes. The study employed a quantitative ex post facto approach, with data collected through questionnaires and multiple-choice tests. A simple random sampling technique was used to select participants from the student population. Multiple linear regression analysis revealed the following results: (1) Learning motivation significantly influences PAI learning outcomes, as indicated by a p-value  $< 0.05$  and t-value of  $13.527 > 1.99345$ ; (2) Learning style also significantly affects PAI learning outcomes, shown by a p-value  $< 0.05$  and t-value of  $14.279 > 1.99345$ ; and (3) Both factors together significantly influence PAI learning outcomes, with an F-value of  $101.516 > 3.124$  and p-value  $< 0.05$ .

**Keywords:** Learning Outcomes, Learning Style, Motivation

## INTRODUCTION

Education is the most important activity in the progress of human life. In the world of education will always appear new problems along with the times because basically this national developed in accordance with the times both at local and national levels. Likewise, Islamic religious education is very closely related to education in general. (Andy Riski Pratama, 2023). Likewise in the field of education, assessment is one of the activities that must be organized. Educational assessment has a very broad scope. It can be associated with teaching programs, educational policies and can also be associated with learning outcomes.

The achievement of learning objectives in the teaching and learning process can be seen from student learning outcomes, where whether or not the learning outcomes are good is influenced by how the motivation and learning style of the students (Ismail et al., 2023). Learning outcomes are things that can be viewed from two sides, namely from the student's side and from the teacher's side. From the student's side, learning outcomes are a better level of mental development when compared to before learning. The level of mental development is realized in the types of cognitive, affective and psychomotor domains.(Gustiar et al., 2022)

Subjects that exist at all levels of education aim to improve student abilities that can be seen from learning outcomes. To improve good learning outcomes cannot be separated from how the motivation and learning style of the student will affect the learning outcomes, one of which is the learning outcomes of Islamic Religious Education (PAI) subjects. PAI is a subject that aims to actively develop students' potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state, as stated in the National Education System Law No. 20 Article 3 of 2003 which states that: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, knowledgeable, capable, creative, independent and become citizens and democratic and responsible." in (Khunaifi & Matlani, 2019)

The premise of education is structured as a conscious effort that allows the Indonesian nation to maintain its survival and develop its potential continuously from one

generation to the next. Education is basically an effort to prepare students to be able to live well in their society, able to develop and improve the quality of life of their community and nation. (Sahlan, 2010) In line with that, the purpose of education in the Islamic concept is to lead students to become khalifah. Allah SWT on earth, which is able to prosper the earth and preserve the earth and furthermore realize mercy for the surrounding nature. (Ministry of Religious Affairs, 2010)

As the word of Allah Swt. in QS AL-Baqarah verse 30: "Remember when your Lord said to the angels, "Indeed I want to make a caliph on earth." They said: "Do you want to make (khalifah) on the earth someone who will make damage to it and shed blood, even though we always praise you and purify your name?" God said: "Surely I know what you do not know." (QS al-Baqarah verse 30).

A learning process can be said to be successful or not, it can be measured through two things, the first is the value or number obtained and second, changes in behavior that can be seen. (Hasan Albana, 2018) So the learning outcome of Islamic Education is the value obtained by students after they follow the learning activity process as the final result of student learning. In addition, the purpose of Islamic Religious Education learning outcomes is expected to form a young generation that has Islamic values in itself and can become a generation that is faithful and devoted to Allah SWT. To achieve these goals, of course, every human being needs.

Students' achievement in their learning outcomes cannot be separated from the various factors that influence learning itself. factors that influence student learning outcomes can be divided into three types, namely internal factors, external factors and learning approach factors. One of the external factors of students is the family environment. It is hoped that families will be able to pay more attention to children to provide support in their education. But in reality, parents only leave their children's education to the school. so that the PAI learning outcomes obtained by students only what they get at school are less than satisfactory. Whereas the first religious education obtained by a child is from his family, especially from his mother and father who are responsible for the education of their children. As Allah's Word in QS An- Nisa': 9

وَأَيُّهَا الَّذِينَ آمَنُوا لَا تَرْكُؤُوا مِنْ خَلْفِهِمْ ذُرِّيَّتَهُمْ ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ۙ

Meaning: "And let those fear Allah who should leave behind them weak children, whom they fear for their welfare; therefore let them fear Allah, and let them speak the truth" (QS An Nisa': 9).

If parents are able to carry out their role in accordance with the verse above, Islamic religious education will be seen in children's daily lives (de Vos et al., 2015). Furthermore, in the teaching and learning process, teachers must have basic abilities in carrying out their duties. One of the basic abilities is the personal ability of the teacher himself, namely the teacher must be creative, always looking for how the teaching and learning process can be achieved in accordance with the planned objectives. However, not many teachers have and develop creativity in the learning process, especially Islamic Religious Education (PAI) lessons so that students become discouraged in following PAI lessons in class.

Based on the results of research conducted by Nurtilawati, the results show that learning styles and learning motivation have an influence of 61.9% on student learning outcomes. This is done to support the learning and learning process so that it is successful and well implemented in accordance with the expected goals. Thus, teachers are expected to be able to motivate and foster student motivation in learning during the learning process. (Rahmawati, 2019). In addition to involving motivation, students' emotional involvement in the teaching and learning process also needs to be considered.

In the teaching and learning process, a teacher must encourage student motivation so that they develop a strong sense of willingness and desire to learn. This is in accordance with the results of research conducted by Suciati which concluded that the contribution of motivation was 36 percent to student learning outcomes. (Sumanto, 2023). So that with the encouragement of learning motivation in students, the expected learning objectives can be achieved. At a minimum, teachers will try to apply various learning methods to accommodate the various learning styles of their students. (Suyono & Hariyanto, 2022)

Although students are in the same school or even sit in the same class, the ability of students to understand and absorb lessons is definitely at different levels. Some are fast, medium and some are very slow (Mustafa, 2022). Students need to use the easiest way to absorb information or it can be said that students need learning modalities. The phenomenon that occurs in the school environment, students often have to take different ways to be able to understand the same information or lesson. Some students often like to

scribble when the teacher gives lessons or are more interested in looking at maps than listening to explanations. There are also students who would rather listen to a lecture than be told to read a book. And there are also students who often make limb movements when speaking because they feel that by doing so they will be able to think or learn faster and better than having to sit and be silent.

Apart from learning motivation, learning style is also a factor that influences learning outcomes. (Fitri, 2021). As the results of research conducted by New View argue, knowing students' learning styles appropriately can encourage all of their potential abilities. In addition, each form has unique perfection and behavior that is not shared by others. It is unlikely that anything different is more suited to his behavior than himself. This expression reinforces that each student has their own learning style in achieving knowledge, and if this is directed, it will have a good impact on students. Likewise, according to Verson's observation, children who enter school each have different levels of intelligence, attention, and knowledge with different readiness. The differences that occur at the beginning will certainly make their learning styles different. These differences must then be addressed wisely by teachers in guiding students. (Santrock, 2018).

Learning styles are key to developing performance in work, school, and in interpersonal situations, so learning styles will affect a person in absorbing and processing information so that it will affect learning achievement. Learning style is the way a person tends to choose to receive information from the environment and process that information. Each student has their own learning style in the learning process (Rasheed & Wahid, 2021).

Efforts to foster high learning motivation need to create a conducive learning environment, so that it can support learning well driven by a force from within the person, then this driving force is called motivation. So that later student learning outcomes can be as expected.

According to Hamzah B. Uno, motivation is one of the factors that determine the effectiveness and success of learning, because students will learn seriously if they have high learning motivation. (Hamzah B. Uno, 2017) Then learning style according to Sarasin is a specific pattern of thinking in individuals in the process of receiving new information and developing new skills. According to another opinion, learning style is the way each individual sees and experiences an event. Meanwhile, Keefe argues that learning style is a

characteristic of cognitive, affective and psychomotor behavior as an indicator that acts relatively stable for learners to interconnect and react to the learning environment.

Based on interviews and documentation results conducted on November 17, 2023 at SMPN 02 Piobang Kec. Payakumbuh with PAI teachers who teach class VIII Mrs. Yessi Gusman obtained information that the motivation and learning style of class VIII students in participating in learning is low. there are students who do not pay attention to the teacher when explaining the lesson, many students joke with their classmates, lack of student focus during the learning process and many students go home before time (pull out).

Seeing the problems of learning styles and low learning motivation, will this have an influence on learning outcomes, as the theory conveyed by Joko Susilo in Nora Nasution(Nasution, 2022) states that: what affects learning outcomes is the student's learning style, because learning style is the way students capture information by remembering, thinking and solving problems, which is related to a person's personality which is influenced by education and development history. So learning style is the way a person tends to choose to receive information from the environment and process that information. Then the theory stated by Citra Ayu in Atis Budiyani (Budiyani et al., 2021) that the learning success of a person cannot be separated from the motivation that exists in that person, because basically learning motivation is one of the things that is very important to achieve success in learning. Students with high learning motivation will have a positive effect on learning outcomes that will be good, students with low learning motivation will have an effect on learning outcomes that are also low. Learning motivation does not only come from oneself (intrinsic) but also from other people, be it family, friends, teachers, society and others (extrinsic).

The low learning style and learning motivation is because the teacher does not pay attention to the learning method for students before the learning process takes place which can result in students getting bored with the learning taught by the teacher and making noise which ultimately disturbs other students in the learning process. The research aimed to: (1) examine the influence of learning motivation on PAI (Islamic Education) learning outcomes; (2) analyze the effect of learning styles on PAI learning outcomes; and (3) investigate the combined effect of motivation and learning style on PAI learning outcomes.

## METHODS

The research method in this study uses a quantitative approach that focuses on numerical data to be analyzed statistically. (Sugiyono, 2019). This research is a cause-and-effect correlation, in which the relationship between the independent variables (learning motivation and learning style) and the dependent variable (students' PAI learning outcomes) is examined based on the influence that may arise. As a type of ex post facto research, data is collected after the observed event or phenomenon occurs, allowing researchers to analyze the cause-and-effect relationship through tracing existing data. With this approach, the research aims to measure and quantify indicators of the variables under study in order to gain an in-depth understanding of the influence between variables. (Creswell & Creswell, 2018). This research was conducted in the second semester on January 12, 2024 to April 01, 2024.

The study population included all students of SMP Negeri 02 Piobang, totaling 301 students from various classes. From this population, the sample was selected using simple random sampling technique with a proportion of 10% of the total population, so that 75 students were obtained as respondents. This technique allows each individual in the population to have an equal chance of being selected, regardless of certain stratifications. The random selection of samples from class VIII was carried out to ensure the homogeneity of respondents, so that the results of the study could better represent the relationship between motivation, learning style, and student learning outcomes in the context under study.

Data collection was carried out through three main methods, namely questionnaires, documentation, and instrument testing. The questionnaire was prepared with a Likert scale to explore information related to learning motivation variables, learning styles, and student learning outcomes. (Monalisa & Santosa, 2022). Documentation was used to obtain secondary data, such as students' academic grades, to support further analysis. The validity and reliability of the instruments were tested using statistical analysis, including content validity using Aiken's V method and reliability using Cronbach's Alpha. The instruments were declared valid if the r-count value was greater than the r-table and significant at the 95% confidence level. Thus, this study was systematically designed to ensure the validity of the data and conclusions obtained.

## RESULTS

The data analysis method used in this research is multiple linear regression analysis. According to Arikunto (Arikunto, 2019) Multiple linear regression is an analysis to determine the magnitude of the influence between the independent variable and the dependent variable simultaneously. This study aims to determine and analyze the effect of motivation, and learning styles on student PAI learning outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh.

### Multiple Linear Regression Equation Analysis

Statistical calculations in multiple linear regression analysis used in this study are using the help of the SPSS 25 program. The results of data processing using the SPSS 25 program can be seen in the table below:

**Table 1.** Multiple Linear Regression Equation Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	54,088	1,383		39,116	,000
1 PercentX1	,157	,223	,327	,701	,485
PercentX2	,577	,228	1,183	2,534	,013

a. Dependent Variable: PercentY

Based on the table above, it can be seen that the regression equation formed is:

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 54.088 + 0.157 X_1 + 0.577 X_2$$

Description:

Y = Learning Outcome

A = Constant Number

B = Regression Coefficient

B2 = Regression Coefficient

X1 = Motivation

X2 = Learning Style

From the equation above, it can be explained that:

- a. Motivation variables, and learning styles have a positive coefficient direction on learning outcomes.
- b. The motivation coefficient provides a coefficient value of 0.157, which means that if competence increases by 1 (one), learning outcomes will increase by 0.157 (1.57%).
- c. The learning style coefficient provides a coefficient value of 0.577, which means that if competence increases by 1 (one), learning outcomes will increase by 0.577 (5.77%).

### Partial Test Analysis (t Test)

The t test is used to determine the effect of each independent variable on the dependent variable. The t hypothesis test has the following testing criteria:

- a. If  $\text{sig} < 0.05$  or below 0.05 (5%) then the independent variable is declared significant to the dependent variable, and vice versa. If  $\text{sig} > 0.05$  or below 0.05 (5%) then the independent variable is declared insignificant to the dependent variable.
- b. If  $t \text{ count} > t \text{ table}$ , then there is an influence between the independent and dependent variables. If  $t \text{ count} < t \text{ table}$ , then there is no influence between the independent and dependent variables.

**Table 2.** Variable t test X1 against Y

<b>Coefficients<sup>a</sup></b>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16,375	,426		38,463	,000
TotalX1	,081	,006	,845	13,527	,000

a. Dependent Variable: TotalY

**Table 3.** Variable t test X2 against Y

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16,234	,413		39,277	,000
TotalX2	,084	,006	,858	14,279	,000

a. Dependent Variable: TotalY

So that the SPSS results above are easier to understand, you can see the T test information table below:

### Simultaneous Test Analysis (F-test)

The F test was conducted to determine the effect of the independent variables simultaneously on the dependent variable. The independent variables are declared to have a significant effect together on the dependent variable if sig. <0.05 (5%), or F count > F table. The results of simultaneous regression calculations are obtained as follows:

**Table 4.** Simultaneous Test Analysis (F-test)

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5993,399	2	2996,700	101,516	,000 <sup>b</sup>
Residuals	2125,405	72	29,520		
Total	8118,805	74			

a. Dependent Variable: PercentY

b. Predictors: (Constant), PercentX2, PercentX1

Based on the table above, the statistical calculation results show the value of F count = 101.516 > 3.124 with a significance value of 0 < 0.05, so the significant value is smaller than 0.05 (0 < 0.05). This means that the hypothesis which states that simultaneously the variables X1, and X2 have an influence on variable Y. The hypothesis test statement can be stated below: "There is an Effect of Motivation and Learning Style on Student PAI Learning Outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh."

### Coefficient of Determination Analysis (R2)

Measuring how much the contribution of variables X1, and X2 to variable Y is used to test the coefficient of determination to multiple (R2). The coefficient of

determination ( $R^2$ ) is a quantity that shows how much change in the dependent variable (Y) can be influenced by the independent variable (X). The coefficient of determination is zero to one.

- a.  $R^2 = 0$  (zero) means that there is no influence between the independent variable and the dependent variable.
- b.  $R^2 =$  close to 0 (zero) means the weak influence of the independent variable on the dependent variable.
- c.  $R^2 =$  close to 1 means the strong influence of the independent variable on the dependent variable.

**Table 5.** Coefficient of Determination Analysis ( $R^2$ )

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,859 <sup>a</sup>	,738	,731	5,43319

a. Predictors: (Constant), PercentX2, PercentX1

Based on the table above, it can be seen that the Adjusted R Square value is 0.731 or 73.1%. This means that 73.1% of variable Y is influenced by variables X1, and X2. The remaining 26.9% is influenced by other variables outside of the variables of this study.

**DISCUSSION**

In the following, researchers will discuss the results of the research. This discussion will be strengthened by research relevant to the research results. For more details can be seen in the following description:

**The Effect of Motivation on Student PAI Learning Outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh**

The results of this study indicate that: There is an effect of motivation on student PAI learning outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh, it can be seen from the value of t count greater than t table. The results of this study are in accordance with research conducted by Ahmad Patoni (Patoni, 2015) with the title: "The Effect of Learning Motivation on Student Learning Outcomes in PAI Material on the Subject of Islamic Law Sources at SMAN 3 Palangka Raya." The results of the study explain that: motivation from

students will affect whether or not student learning outcomes are good, because motivation becomes a driving force that generates activity in living things and causes behavior and directs it towards certain goals. With high motivation, it will be able to accelerate the achievement of a desired goal, but if motivation is low, it will slow down the goals to be achieved such as less than optimal learning outcomes.

The learning motivation of students at SMP Negeri 02 Piobang Kec. Payakumbuh tends to be lower due to various problems faced. Children who study in madrasas certainly get more religious knowledge than children in elementary schools (SD). It should be a driver and trigger to improve learning achievement in PAI subjects at school, but children have not been able to get maximum scores. Motivation in this student underlies the action to carry out the learning process to carry out the assigned tasks and becomes the driving force to achieve academic achievement at school.

Students who have strong motivation in participating in learning will look enthusiastic, enthusiastic, have high curiosity, are active, and diligently work on assignments. Meanwhile, students who are classified as having low motivation tend to show lazy, sleepy and less able to concentrate during the learning process. This requires student learning assistance which is contained in their actions to learn so that the academic achievement scores they get will be good. Apart from the academic aspect.

The lack of student interest in this religious field is due to the lack of ability of some students who still do not have a religious foundation. Lack of religious basis will affect the attitude of a student. A less positive attitude makes students lazy in learning, this is an obstacle to student achievement in improving their achievements.

From the results of the above research, it can be seen that the existence of learning motivation affects the results of PAI learning in class V students of SMP Negeri 02 Piobang Kec. Payakumbuh. That learning motivation is one of the factors determining students' PAI learning achievement. This shows that motivation becomes a driving force as well as a provider of direction in learning activities.

Providing motivation can be done at any time, especially after completing religious learning at school. This includes providing motivation in carrying out daily habits related to physical needs and student learning discipline. It is expected that the provision of this motivation (as extrinsic motivation) if given regularly and continuously will foster intrinsic motivation. Because in essence it is intrinsic motivation that plays a strong role in moving

someone to do something. Intrinsic motivation will also last long without being influenced by someone.

Based on the explanation above, it can be concluded that: Motivation is the provision of encouragement or enthusiasm so that it can generate student interest, attention and willingness to learn. Motivation is an impulse that arises in a person, whether realized or not, to take an action with a specific purpose. So students who have high motivation to learn, will make it easier for them in the teaching and learning process, and get satisfying learning results, on the other hand students who are without motivation in learning, will experience many difficulties in learning because motivation is a driving factor in learning, low motivation is caused by self-factors, and also the methods given by the teacher in learning are too monotonous such as the lecture method, thus making the passion in learning low and uninteresting.

### **The Effect of Learning Style on Student PAI Learning Outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh**

The results of this study indicate that: There is an effect of learning style on student pai learning outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh. It can be seen from the value of t count greater than t table. The results of this study are in accordance with research conducted by Laila Miftahul Jannah(Jannah, 2019) with the title: "The Effect of Student Learning Styles on Student Learning Achievement in Islamic Religious Education (PAI) Subjects at SMA IT Misykat Al-Anwar Jombang." The results of the study explain that: learning styles have an influence on learning outcomes or learning achievements of students, because learning styles become a person's effort in understanding information and by the way a person views an event that is felt and experienced. Therefore, the way of thinking, and the views of one student with another student are certainly different, even though the two students grow up in the same situation and family environment and social environment. Meanwhile, in the context of learning, learning style is defined as a student's effort in understanding the subject matter. Meanwhile, learning styles are divided into three, namely visual, audiotorial and kinesthetic.

Student learning styles and student learning outcomes have a mutual influence. Rita Dunn and Kenneth Dunn in Selly Marselina's thesis(Marselina, 2023) explains that students who are able to know their own learning style have an impact on the results of the test scores obtained will be better and have a better attitude in learning, and are smart in

utilizing time in learning. Therefore, students who know their learning style type tend to master all subject matter so that they will get maximum learning results.

Learning style is a specific pattern of thinking in individuals in the process of receiving new information and developing new skills. And learning style is the way each individual sees and experiences an event. Therefore, learning style is a characteristic of cognitive, affective and psychomotor behavior as an indicator that acts relatively stable for learners to interconnect and react to the learning environment. So that the learning style becomes a way that is individual to obtain and absorb information from the environment, including the learning environment. Therefore, learning styles become a method that individuals have to obtain information, which in principle is an integral part of the active learning cycle.

Based on the explanation above, it can be concluded that: learning styles have an influence on learning outcomes, the better a student's learning style, the better the learning outcomes, but if the student's learning style is not good, it will make learning outcomes less optimal.

### **The Effect of Motivation and Learning Style on Student PAI Learning Outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh**

The results of this study indicate that: simultaneously the variables of motivation and learning style affect the PAI learning outcomes of students at SMP Negeri 02 Piobang Kec. Payakumbuh, it can be seen from the value of  $F_{\text{count}} > F_{\text{Table}}$ , with the value of  $F_{\text{count}} = 101.516 > 3.124$  and a significance value of  $0 < 0.05$ , ie there is a simultaneous influence. This research is also in accordance with previous research from Dian Rahmawati (Rahmawati, 2019) entitled: "The Effect of Motivation and Learning Style on PAI Learning Outcomes of State Junior High School Students 02 Punggur Central Lampung." Based on the explanation above, it can be concluded that: learning styles and learning motivation together affect learning achievement. Both learning styles and motivation have a very important role in improving student achievement. A teacher must know the learning style used by students and provide more motivation to improve student achievement.

Learning style activities, learning motivation plays a very large role in learning outcomes. With high motivation, each student will have a strong view and know what efforts can be made with their learning activities so that they will carry out their duties not

out of compulsion but happily. On the other hand, if the learning style and low learning motivation will make low learning outcomes as well. Therefore, motivation and learning style are important things that affect the way we absorb information, organize and process it. Knowing our learning style and those around us can improve performance and build good communication according to each learning style. Learning style is an internal factor that affects the performance and level of achievement of student learning outcomes.

Based on the explanation above, it can be concluded that: In the process of learning PAI, teachers must be able to know students' learning styles and be able to guide students through learning approaches in accordance with the learning styles of each student accompanied by motivating these students to continue to have the ability to learn. This is because the accuracy of using methods or approaches that are in accordance with students' learning styles is an important factor in efforts to realize learning and improve PAI learning outcomes. Learning outcomes become changes in student behavior as a result of learning. PAI learning outcomes are a process of changing attitudes and behaviors as a result of the learning process. Changes in behavior are caused by achieving mastery over a number of materials given in the teaching and learning process. The achievement is based on the teaching objectives that have been set. The results can be in the form of changes in cognitive, affective and psychomotor aspects.

## CONCLUSION

Based on the results of data analysis and discussion in the research titled "The Effect of Motivation and Learning Style on Student PAI Learning Outcomes at SMP Negeri 02 Piobang Kec. Payakumbuh," the following conclusions were drawn First, the descriptive analysis of research variables revealed that the motivation variable achieved a percentage value of 42.1%, categorized as low. Similarly, the learning style variable obtained a percentage value of 41.9%, categorized as less effective. The learning outcome variable also fell into the less effective category, as evidenced by 44.1% of students receiving a D grade. Second, the partial test analysis (t-test) showed that the motivation variable had a significant value of  $0 < 0.05$ , with a calculated t-value of  $13.527 > 1.99345$ , indicating a significant effect of motivation on learning outcomes. Similarly, the learning style variable also had a significant value of  $0 < 0.05$ , with a calculated t-value of  $14.279 > 1.99345$ , confirming its significant effect on learning outcomes. Finally, the results of the

simultaneous test analysis (F-test) revealed that the F-count value was  $101.516 > 3.124$ , with a significance value of  $0 < 0.05$ . This indicates that both motivation and learning style simultaneously influence the learning outcomes of PAI students at SMP Negeri 02 Piobang Kec. Payakumbuh.

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