THE INFLUENCE OF LEARNING GUIDANCE ON STUDENTS ACHIEVEMENT OF ISLAMIC RELIGION EDUCATION

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Abstract: This article aims to confirm the influence of learning guidance on students’ achievement of Islamic education. In an educational institution, providing knowledge and understanding of Islamic education is very important. However, the ability of students to capture and understand the material presented is different. To cope with students who are less able to master and understand Islamic education material, madrasas do learning guidance to overcome this problem. This article was written using a quantitative approach, and the type of research is correlation using descriptive analysis survey methods. The population was taken from students of class VI MI Islamiyah Genukwatu Ngoro Jombang with 55 students, and 48 students were selected as samples based on a significance level of 5% with the Isaac & Michael formula. Data were collected through questionnaires and documentation. The calculation of the average Learning Questionnaire results in 53.25, and the standard deviation value 12.227 are classified into a score of 47-63, so it can be seen that the student’s learning guidance is high. While the calculation of learning achievement results using daily test scores, the average value of 80.75 is classified into a score of 71-85 and categorized well. The results of this study indicate that there is an influence of learning guidance on students’ achievement of Islamic education in MI. Islamiyah Genukwatu Ngoro Jombang. This is evident from the results of the SPSS data showing that the correlation coefficient is 0.861, which means significant, so the coefficient of determination obtained is 0.742.

Keywords: Tutoring, learning achievement, Islamic religious education.
Introduction

Children are the next generation of the nation who are still in the process of growth and development, both physical, spiritual (mental) and social aspects. If a good nation’s generation will surely be good for the nation. On the other hand, if the successor of a bad nation will be a bad nation. Growth and development are not things that happen by themselves. As with plants, to get maximum growth and development requires maintenance. Maintaining and fostering growth and development is what is called “educating”, and that is also the role of tarbiyah (conveying something to the stage of perfection gradually and gradually).\(^1\)

Learning is an important activity carried out by students in the world of education. Because with the learning process, the child will become aware of what he does not know. Learning is a word that is familiar and familiar to our ears. For students and students that learning is a very important activity in studying, this is something that cannot be separated from all their activities. Learning activities that they do are usually carried out at any time according to their wishes. Good morning, afternoon, evening, and at night.\(^2\)

In the translation of the book Ta’lim al-Muta’allim that Rasulullah explained the obligation to study and seek mandatory legal knowledge, this is in accordance with his words, namely:

قال رسول الله صلى الله عليه وسلم: طالب العلم فرض عليه كل مسلم و Muslim

Rasulullah said: “Demanding knowledge is fard\(^1\) for every Muslim, male or female.”\(^3\)

In Islam, learning is an obligation for every believer to gain knowledge in order to increase their degree in life. This is as described in the Qur’an al-Mujádalah verse 11:

يا أيها الذين آمنوا إذا قيل لكم تفسحوا في المجالس فافسحوا يفسح الل دين منكم والذين أتوا العلم درجات والله بما تعملون خير

O believers when it is said to you, “Give spaciousness in the majlis”, then broaden it. Surely Allah will give you space. In addition, when it says: “Stand ye up”, then stand up, Allah will appoint those who believe among you and those who are given

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\(^3\) Aly As’ad, *Terjemahan Ta’limul Muta’alim* (Kudus: Menara Kudus, 2007), 4.
some degree of knowledge. And Allah is thorough in what you do.⁴

In learning, each individual has advantages and disadvantages in absorbing the lessons given. Therefore, in the world of education, various methods are known to be able to meet the demands of individual differences.⁵

In the learning process, there are students who take their learning activities smoothly and successfully without experiencing difficulties, but on the other hand, not a few students who actually experience learning difficulties.⁶ Difficulties in student learning are usually indicated by certain obstacles to achieving learning outcomes, usually, these difficulties can be psychological, sociological, or physiological. So, in the end, it can lead to the achievement of learning that does not meet expectations.

Students who experience learning difficulties are characterized by certain characteristics. There are eight characteristics of students who experience learning difficulties, namely perception, attention, memory, speed of learning processing, metacognition, language, academic difficulties, and social difficulties. The purpose of the perception barrier is that students have difficulty recognizing or interpreting what is felt, seen and heard. Attention means the characteristics of students who have difficulty paying attention or focusing on learning activities. The purpose of memory is related to the difficulty of students in managing information specifically managing information that is read. The speed of processing learning is the ability to process information. It will be found in class students who are fast in processing information slowly. This can be seen from the speed of the learning material.

In metacognition difficulties, students who have learning difficulties are marked as having difficulty in building new understanding or making a conclusion from what is learned. Language means that students experience difficulties in language/phonology. Academic difficulties namely students who have learning difficulties are characterized by a decrease in academic achievement. In other

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words, the learning achievement of students is not the same as what was previously achieved. Social difficulties, namely students who have learning difficulties, are characterized by decreased social ability in learning. Success in learning is supported by classmates or students’ social relationships.\(^7\)

In addition to studying at school, children need to review their lessons outside of school. However, few parents find it difficult to accompany their children to study at home because of their busy schedules, and their children’s learning is not necessarily understood by their parents.\(^8\)

To overcome the problems mentioned above, it is better for a child to be given a learning guidance service for them, to be effective and efficient in learning and to obtain the desired learning achievement. In the Alquran there are the words of God that contain guidance and counselling because the Qur’an itself was revealed to guide and advise people so that they can obtain a calm, healthy inner life and free from all psychological conflicts. With human guidance will be able to overcome all forms of life difficulties faced on the basis of faith and devotion to Allah, the Almighty.\(^9\) Allah said:

\[
\text{ياَ أَي ُّهَا النَّاسَُ قَدَْ}
\]

O people, you have come to teach you a lesson from your Lord and healer for diseases in the chest and guidance and mercy for those who believe.\(^10\)

Learning guidance is guidance and counselling services that enable students (clients) to develop themselves with good attitudes and study habits, learning the material with speed and learning difficulties, as well as various aspects of goals and other learning activities. So that learning is a process to bring active students in learning activities, stimulate students to explore, find and master subject matter that is useful in life and optimal development themselves.


\(^{10}\) Departemen Agama RI, \textit{Al Quran Tafsir Perkata}, 216.
Learning guidance is expected to help students in learning, so they no longer face difficulties in learning, for example, they no longer get below-average grades, no longer have bad habits, for example always delaying assignments, not making homework (homework), never record the schedule so do not know what should be learned for the lessons taught tomorrow. Furthermore, it is expected that students are better prepared to participate in learning activities, if later with this service clients or students feel they can change these bad habits, positive feedback will be given. Positive reinforcement is a pattern of behaviour by giving rewards as soon as the expected behaviour appears. Thus it is estimated that learning guidance services to improve learning achievement for students who have learning difficulties will be effective in helping students deal with learning difficulties.¹¹

The main problem that makes the writer review about the Effect of Learning guidance on Student Achievement in Islamic Education Subjects in MI. Islamiyah Genukwatu Ngoro Jombang is because many parents have difficulty accompanying their children to study at home because of their busy schedules, and children’s learning is not necessarily understood. On the proposal of these parents at MI. Islamiyah Genukwatu held Learning guidance for students’ grade three to grade five that aims to help students repeat the material that has been delivered by the teacher and get the learning achievements as desired, especially in Islamic Education Subjects.

To focus the discussion, the author will examine the pattern of learning guidance conducted at MI Islamiyah Genukwatu, student achievement in Islamic education, and see how much influence learning guidance has on student achievement.

**Associative Methodology**

This article was written based on research using a quantitative approach. Saifudin Azwar explained that “quantitative research is field research whose analysis is on data in the form of numbers which will be processed using statistical methods.”¹² Based on the types of problems discussed in this study, the authors use cause-and-effect

correlation, namely research that aims to find out the relationship between two or more variables, or the relationship between the independent variable and the dependent variable.\textsuperscript{13}

Learning guidance (hereinafter denoted X) is positioned as an independent variable, where the sub-variable is the existence of a desire and desire to succeed as well as the existence of encouragement and needs in learning. Meanwhile, the dependent variable in this study was student achievement in Islamic religious education subjects (hereinafter denoted Y), in the form of the results of daily test scores of Islamic religious subjects in class VI odd semester students at MI Islamiyah Genukwatu Ngoro Jombang.

The research site in MI. Islamiyah Genukwatu Ngoro Jombang but before coming to the place of research, the researcher first asked permission from the authorities (Head of MI. Islamiyah Genukwatu Ngoro Jombang). This is done so that transparency from a researcher in explaining the aims and objectives of the research can be realized. The time of the study starts in July to August 2017.

The population in this study was all students of class VI MI Islamiyah Genukwatu Ngoro Jombang, totaling 55 students. In this research, the sampling technique used is simple random sampling where each individual from the population has the possibility to become a research sample. The number of samples taken in this study amounted to 48 respondents from the existing population, with a significance level of 5%. This is based on the following Isaac & Michael formula:

\[
S = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2 (N-1) + \lambda^2 \cdot P \cdot Q}
\]

Where:

- \(N\): number of population
- \(S\): number of samples
- \(Q=P\): Proportion in population = 0.5
- \(d\): Accuracy = 0.05
- \(\lambda^2\): the value of chi-square table with df = 1.\textsuperscript{14}

Based on this formula, the sample involved 48 students. Data collection in a study must be objective. The authors use the

\textsuperscript{13} Iskandar, Metodologi Penelitian Pendidikan dan Sosial (Jakarta: Gaung Persada Press, 2009), 63.

\textsuperscript{14} Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2018), 87.
questionnaire or questionnaire method. A questionnaire or questionnaire is a technique or a way of collecting data indirectly (researchers do not directly answer questions with respondents). Instruments or data collection tools are also called questionnaires that contain a question or statement that must be answered or responded by the respondent.\footnote{Nana Syaodih Sukmadinata, Metode Penelitian Pendidikan (Bandung: Remaja Rosdakarya, 2011), 221.}

The questionnaire used in this study was a closed questionnaire, which contained questions and their choice of answers so that the respondents only had to choose the answers that had been provided by researchers. This questionnaire method is used to obtain data about student learning guidance in MI. Islamiyah Genukwatu Ngoro Jombang.

In this questionnaire, the researcher uses a direct questionnaire that provides a list of questions directly to respondents to obtain the data needed, so that someone’s opinion or attitude towards a problem can be known. This data collection technique is used to collect data about the relationship between student guidance and student achievement in Islamic Religious Education subjects in MI. Islamiyah Genukwatu Ngoro Jombang.

In addition, the author also used the documentation method. The documentation method is a written report of an event whose contents consist of an explanation of thought about the event and is written intentionally to store or forward information about the event.\footnote{Suharsimi Arikunto, Prosedur Dan Penelitian Suatu Pendekatan Praktik (Jakarta: Rineka Cipta, 2014), 187.} The method used by researchers to collect data by investigating existing documents and is a place to store a number of data and information. In carrying out the method of documentation, researchers investigate written objects, such as books, magazines, documents, regulations, minutes of meetings, diaries, and so on.

The measurement used in this research is the Likert Scale. Likert scale, namely: distinguish the intensity of a person’s attitude or feeling towards a certain thing.\footnote{S. Nasution, Metode Research(Penelitian Ilmiah) (Jakarta: Bumi Aksara, 2012), 64} Researchers use a Likert Scale because it has high reliability in sorting people based on the intensity of certain attitudes. The score for each statement also measures the intensity of the respondent’s attitude towards the statement.\footnote{Ibid.}
The answers to each instrument item that uses a Likert Scale have a graduation from very positive to very negative. For the purposes of quantitative analysis, the answer can be discounted.\(^1^9\)

Questions are divided into favorite and unfavorable items. This is an attempt to avoid the stereotype of answers. If the division of answers is not divided in the form of favorable and unfavorable items, then the respondent will usually give answers at the end of the continuum only, so that for the next item he tends to simply place the answer following the given. It is different if the direction of the item is varied, sometimes favorite sometimes not, then the subject will read each item carefully before placing the answer.\(^2^0\)

In this research instrument, as many as 18 items, the highest theoretical score possible is \(18 \times 4 = 72\), and the lowest possible score is \(18 \times 1 = 18\). For the class interval, the highest theoretical score minus the lowest theoretical score results are divided three.

Data analysis is an activity after data from all respondents have been collected. Activities in data analysis are grouping data based on variables and types of respondents, presenting data for each variable studied, doing calculations to answer the problem formulation, and doing calculations to test hypotheses that have been proposed. For research that does not formulate a hypothesis, the final step is not carried out.\(^2^1\)

Data analysis is the most decisive way to compiling and processing the data collected so that it can produce a conclusion that can be accounted for. In this study, researchers used statistical data in the form of questionnaires and daily test scores of students.

This type of research is used to determine the relationship between learning guidance and student achievement is a correlation. Correlative research is research that is designed to determine the level of relationship between different variables in a population.\(^2^2\) This article will explore further how much influence the guidance of learning on student learning achievement MI Islamiyah Genukwatu Ngoro Jombang on Islamic religious education subjects.

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Overview of the Students of MI Islamiyah Genukwatu Ngoro Jombang

The characteristic of respondents is to provide a description of the identity of the respondents in the study because by outlining the identity of the respondents who were sampled in this study it will be known the extent of the respondent’s identity in this study. Therefore, the description of respondents’ identities in this study can be grouped into two groups, namely the sex and age of the respondent.

The gender of the respondents in this study can be grouped into two groups, namely male and female groups, according to the sex of the respondents, then of the 48 respondents who were sampled in this study, the largest group of respondents based on gender in this study were men namely by 28 students or 58%. This shows that the average student who took learning guidance at MI. Islamiyah Genukwatu Ngoro Jombang is dominated by male students compared to female students.

Description of respondents by age is to provide an overview of the age of the respondents who were sampled in this study. According to the Age of Respondents, it is dominated by the age of 12 years which is 79%, so it can be concluded that the average student who follows learning guidance at MI. Islamiyah Genukwatu Ngoro Jombang is dominated by 12-year-old students.

The Validity and Reliability of Learning guidance

In this study, the data collection process was carried out using the questionnaire method. Before the questionnaire was used as a research instrument, the questionnaire was first tested on students to find out whether the questionnaire was feasible or not used as a research instrument. The data to be tested was obtained through the distribution of questionnaires given to 48 students of class VI MI Islamiyah Genukwatu Ngoro Jombang by using random sampling techniques which were the object of research.

The results of the questionnaire research can be seen in the table “Data on Questionnaire Results for Learning guidance on student achievement in MI. Islamiyah Genukwatu Ngoro Jombang 2017-2018 Academic Year”. After the results of the Learning guidance Questionnaire are collected, then the validity test and instrument reliability test will be conducted using SPSS version 20.0. Decision making to determine valid items is used calculated r
compared to \( r \) table with the degree of freedom (df) the number of samples reduced by two, namely the item and the total. When calculated \( r > r \) table, the item is said to be valid, but if calculated \( r > r \) table, the item is said to be invalid. Since \( r \) table with df 48 and the real level (\( \alpha \)) = 0.05, we find \( r \) table with df 48 and the real level (\( \alpha \)) = 0.05, the score \( r \) table = 0.284.

To find out whether the instrument items are reliable or not, it must be compared with a “Cronbach Alpha” value of 0.60. If the overall Alpha coefficient is more than 0.60 then it is declared reliable. Alpha coefficient above as a whole is obtained, 969 which is greater than the Cronbach Alpha value of 0.60, then all of the instrument items are reliable.

**Description of Learning Guidance in MI Islamiyah Genukwatu Ngoro Jombang**

Regarding data about learning guidance that is carried out, the author processed data using SPSS. From the output, it can be seen that the mean value is 53.25 standard deviation is 12.227 the minimum is 28.00 the maximum is 72.00.

To change the raw score into a standard scale of 4 or A, B, C, and D, the researcher uses the following guidelines:

<table>
<thead>
<tr>
<th>guide</th>
<th>calculation</th>
<th>score</th>
<th>grade</th>
<th>category</th>
<th>total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>M+(1,5,SD)</td>
<td>53.25+ (1,5. 12,227)</td>
<td>64 - 80</td>
<td>A</td>
<td>Very high</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>M+(0,5,SD)</td>
<td>53.25+ (0,5. 12,227)</td>
<td>47 - 63</td>
<td>B</td>
<td>High</td>
<td>23</td>
<td>48</td>
</tr>
<tr>
<td>M-(0,5,SD)</td>
<td>53.25- (0,5. 12,227)</td>
<td>30 - 46</td>
<td>C</td>
<td>Enough</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>M-(1,5,SD)</td>
<td>53.25- (1,5. 12,227)</td>
<td>&lt; 29</td>
<td>D</td>
<td>low</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

From the table above it can be seen that the Student Guidance in the very high category is 11 children with a percentage of 23%. Students in the high category are 23 children, with a percentage of 48%. Students in the sufficient category are 13 children with a percentage of 27%, and students with a low category of 1 child with a percentage of 2%, while students.

Meanwhile, to find out the students’ Learning guidance criteria at MI. Islamiyah Genukwatu Ngoro Jombang, then true scores are used. The category with the true score is determined using the raw
score value, which is the difference between the highest possible value and the lowest possible value, and the results are divided by the number of desired categories, i.e. 3. And the 18 statement items available, the highest possible score is (18 x 4) = 72, while the lowest possible score is (18 x 1) = 18. Then a difference of 72 - 18 = 54 is obtained and this value is divided by the available categories (3) the result is 18 and this is used as a class interval, so the table formed is:

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>37 – 54</td>
</tr>
<tr>
<td>Sufficient</td>
<td>19 – 36</td>
</tr>
<tr>
<td>Low</td>
<td>0 – 18</td>
</tr>
</tbody>
</table>

It was known that the mean of the X variable (tutoring) was 53.25. Based on the categorization table above, it can be determined that the value of 53.25 is in the high category. Then it can be concluded that the students’ learning guidance at MI Islamiyah Genukwatu Ngoro Jombang is high.

Learning Achievement of Students of MI Islamiyah Genukwatu Ngoro Jombang in PAI

Student achievement of class VI, MI. Islamiyah Genukwatu Ngoro Jombang is obtained by documenting daily test scores. From the attachment, the results of daily test scores obtained student achievement in MI Islamiyah Genukwatu Ngoro Jombang. Furthermore, calculating the mean and standard deviation, the authors use SPSS software version 20.0, and the results can be seen in the table below:

<table>
<thead>
<tr>
<th>Student Achievement Grade VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Guidance</td>
</tr>
<tr>
<td>48</td>
</tr>
<tr>
<td>Valid (listwise)</td>
</tr>
<tr>
<td>48</td>
</tr>
</tbody>
</table>
From the above output, it can be seen that the mean is 80.75, standard deviation is 9.530, the minimum is 70.00, and the maximum is 98.00.

Next, to determine the category of student achievement scores in MI. Islamiyah Genukwatu Ngoro Jombang, the researcher refers to the value of daily tests as in the table below:

**Table 4. Guidelines Daily Test**

<table>
<thead>
<tr>
<th>Scores</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 – 100</td>
<td>Very good</td>
</tr>
<tr>
<td>71 – 85</td>
<td>Good</td>
</tr>
<tr>
<td>56 – 70</td>
<td>Sufficient</td>
</tr>
<tr>
<td>41 – 55</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Table 5. Frequency Distribution of Student’s Achievement of Class VI**

<table>
<thead>
<tr>
<th>Grade class</th>
<th>Grade Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86 - 100</td>
<td>13</td>
<td>27</td>
<td>Very good</td>
</tr>
<tr>
<td>2</td>
<td>71 - 85</td>
<td>21</td>
<td>44</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>56 - 70</td>
<td>14</td>
<td>29</td>
<td>Sufficient</td>
</tr>
<tr>
<td>4</td>
<td>41 - 55</td>
<td>0</td>
<td>0</td>
<td>Low</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>48</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the learning achievements of students are in the excellent category of 13 children with a percentage of 27%. Students in the good category are 21 children with a percentage of 44%, students in the sufficient category totalled 14 children with a percentage of 29%, for students with a category of less and very less by 0%.

From the above explanation, it can be concluded that student achievement in MI. Islamiyah Genukwatu Ngoro Jombang is in a good category. This can be seen from the average value of student achievement in class VI that is 80.75.

**Effect of learning guidance on Student Achievement in Islamic Education**

This research starts from the hypothesis that there is an influence between student learning guidance and student achievement in MI Islamiyah Genukwatu Ngoro Jombang. To test this hypothesis,
researchers used the product-moment correlation statistical formula. The significance level for testing the hypothesis in this study used 95% ($\alpha = 0.05$). The hypothesis will be accepted if the calculated correlation coefficient (calculated $r$ greater than the value of the correlation coefficient in the table ($r_{table}$). In calculating the above hypothesis the author uses SPSS software version 20.0. The results are as follows:

Table 6. The Output of the Regression Model

<table>
<thead>
<tr>
<th></th>
<th>Learning guidance</th>
<th>Learning achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>1</td>
<td>0.861**</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>48</td>
<td>48</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the SPSS output, it is known that the value of $r$ count = 0.861, where $r_{table} = 0.284$ so that it can be concluded that calculated $r > r_{table}$, then the null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted.

Next is the correlation significance test, where the formula used is:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}, \quad \text{calculated } t \text{ is obtained } =$$

$$\frac{0.861\sqrt{48-2}}{\sqrt{1-0.861^2}} = 11.448$$

Calculated $t$ is then compared to $t_{table}$.

For the 5% error of the two-tailed test and $df = n - 2 = 46$, we get 2.021. This can be described as follows:
Based on the calculation of the data shown in the figure, it is stated that calculated $t$ is in the rejection area of $H_0$. Then it can be stated the null hypothesis which states there is no relationship between student learning guide with learning achievement is rejected, and $H_a$ is accepted. Therefore, in conclusion, the correlation coefficient between the relationship of student learning guide with learning achievement of 0.861 is significant, meaning that the coefficient can be generalized or can apply in populations where a sample of 48 people is taken.

Based on the decision making above, where $H_0$ is rejected and $H_a$ is accepted with a significant level $\alpha = 0.05$. This shows that 95% of this research can be trusted that there is a relationship between student learning guidance and student achievement in MI Islamiyah Genukwatu Ngoro Jombang.

Based on testing the hypothesis using the product-moment correlation statistical formula obtained value $r = 0.861$, where $r_{table} = 0.284$ so that it can be concluded that $r_{count} > r_{table}$ then the null hypothesis ($H_0$) is rejected and the working hypothesis ($H_a$) is accepted. So, in conclusion, the correlation coefficient between the relationship of student learning guide with learning achievement of 0.861 is significant, so we get a coefficient of determination of 0.742, this means that the learning achievement variable 74.2% is determined by the learning guidance variable. So, in this study, there is the Effect of Learning guidance on Student Achievement in Islamic Education Subject in MI Islamiyah Genukwatu Ngoro Jombang.

**Analysis of the Effect of Learning Guidance on Student Learning Achievement**

Basically, learning guidance is flexible and aims to shape learning independence in students. So actually what is targeted is the level of learning independence. If students already have independence
in learning, they will form self-efficacy. And if the self-efficacy is accompanied by motivation from educators, then learning achievement will also increase.  

Learning guidance is held to facilitate and have a positive impact on student development. Learning guidance services are said to have a positive function if there are uses, benefits, or benefits provided. A learning guidance service can be said to not function if it does not show the usefulness or does not provide certain functions or benefits. In general, there are four functions that will be obtained from the implementation of learning guidance services, namely the function of understanding, prevention, alleviation, and maintenance.

The function of understanding is a function obtained in this case means the understanding generated by the guidance service for other people’s problems. Prevention function is an attempt to influence in a positive and wise way that can cause difficulties or losses before the difficulties actually occur. In this case, the environment is the main focus that must be understood because a good environment will have a positive influence on individuals. For example, inadequate learning facilities, inadequate teacher-student relations, inadequate learning facilities, all of which will create difficulties and disadvantages for students in optimally developing themselves in school.

Alleviation function is a function performed to solve problems faced by a person, students, employees, and others. While the function of maintenance is to maintain everything that is good in the individual, both of which are carried out as well as the results of development that have been achieved previously. Such as high intelligence, special talents, prominent interest in things that are positive and productive, attitudes and habits that have been fostered in acting and acting, high ideals and realistic, and various other positive aspects of individuals need to be maintained and maintained.

In learning guidance, helping students to develop themselves, attitudes, and good study habits and master knowledge and skills are

The most important thing. Learning guidance or academic guidance is in terms of finding the right way of learning, choosing an appropriate study program, and overcoming difficulties that arise related to demands in an educational institution. Mistakes in choosing study programs at secondary and tertiary levels can have fatal consequences for a person’s life. Wrong ways of learning can also result in poor mastery of study programs.

Before conducting guidance, teachers or supervisors need to know for certain the problems faced by students in their field of study. That is because, in addition to a large number of students who are successful in learning, there are also students who have failed, such as poor test scores or failing a grade. In general, such students are seen as students who experience learning problems. But more broadly, learning problems come in various forms, such as academic delays, speed in learning, and lack of motivation to learn.  

To overcome these learning difficulties, it can be done in various ways. One alternative that can be done is to refer to Mavuso’s ideas about teaching strategies in facilitating the learning process of students who have learning difficulties. He explained that there were four effective strategies, namely giving additional assignments to students to be re-taught, conducting learning with a variety of strategies, conducting assessments relevant to student assignments, and developing peer learning so that students felt comfortable and excited.  

The learning guidance provided by the school does not always run smoothly. Therefore, it is necessary to know the factors that influence motivation to follow learning guidance activities. In accordance with the results of the study Eriany and her team that 89.12% of students attending Bimbel were influenced by intrinsic factors. Intrinsic factors in question are needs, attitudes, interests, values, and aspirations. Of the five intrinsic motivational characteristics that play by sequence are attitudes to follow Bimbel (23.23%), the value of following Bimbel (21.64%), the purpose of attending Bimbel (20.39%), the need to follow Bimbel (18.89%) and interest in following Bimbel (15.85%) ). Meanwhile, the three

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characteristics of extrinsic motivation that play a role are family (45.80%), others (32.82%) and friends (21.37%).

In undergoing the learning process, students need help and guidance from others. Whether we realize it or not, in reality, the teachers in all teaching given effectively implies some form of guidance that helps a student to overcome his difficulties in counting, shows students ways to improve completion and reread the lesson assignments, advises students to be respectful and friendly to others is an activity or act of guidance. One form of guidance is tutoring.

In general, guidance that is often carried out by schools can be in the form of three kinds, namely personal and social guidance, study guidance, and career guidance. Personal and social guidance is given with the aim of helping students solve problems related to personal and social problems whereas learning guidance is a guidance that is done every day at school or in teaching and learning activities both during lessons and outside class hours.

Guidance in learning specifically can be done in various aspects, both from learning guidance in terms of writing, memorizing, motivating students, and learning guidance in reading. Although there are many learning guidance lessons, basically learning guidance still always has the same important role in aspects of student learning both formally and informally so that it will be able to encourage children to achieve optimal learning achievement. In this case, learning achievement is the result of learning that can be achieved by students when evaluating. According to W.S. Winkel achievement is evidence of learning outcomes that students can achieve after doing the learning process.

However, a problem arises at this time when the school is a must to do and the development of education such as the development of technology and educational facilities actually more and more students who do not have the motivation to learn and receive guidance from their teachers. This is evidenced by the large number of students who like to play truant, arrive late, not do homework, and show an attitude that is not reasonable. So with these things have an impact on student achievement themselves. This is the

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duty of teachers to work extra so that they can make changes to their students become more active for learning, one of which is through learning guidance.

It is undeniable that learning guidance in school is only an effort that can be done by institutions for the realization of optimal student learning achievement, but this program certainly cannot stand alone. That is, there needs to be compact cooperation between all stakeholders, including the community and parents.

Parents are the first and foremost figures in children’s education. Although the child has been entrusted to school, parents still play a role in children’s learning achievement. Arifin said, there are three roles of parents who play a role in children’s learning achievement, namely:

1. Provide the best opportunities for children to find interests, talents, and other skills and encourage children to ask for guidance and advice from the teacher.
2. Providing important and relevant information in accordance with the talents and interests of children.
3. Providing learning facilities or facilities as well as helping learning difficulties.²⁸

From this description, it can be understood that the role of parents is indeed very vital. Parents play the role of educators because in their work they are not only teaching but also training children’s skills, especially training the child’s mental attitude. So in this case, parents must be and be able to take responsibility for discovering the talents and interests of children, so that children are cared for and educated, either directly by parents or through the help of others, such as teachers, according to their own talents and interests, so that children can get more optimal learning achievement. Not because of the selfishness of parents, which actually “imprison” children with the conditions desired by parents.

Guidance is all activities carried out by someone in order to provide assistance to others who are experiencing difficulties so that the person is able to handle it himself with full awareness. So in this case, parents must always provide ongoing guidance. Children at school only have six hours, and meet with their teachers only for 2 and 3 hours. Then the child’s learning achievement is strongly

supported by learning guidance that parents provide on an ongoing basis, directly or indirectly.

Parents provide encouragement about the importance of learning with the aim of improving learning achievement so that children really feel important and need what is recommended by their parents. Parents must be able to be a motivator for children’s learning. This is done, among others, by guiding children’s learning with affection on an ongoing basis, as well as by creating an atmosphere of learning at home. The learning atmosphere can be realized by minimizing habits that are less useful, such as watching TV continuously, then how the learning atmosphere can be conditioned by parents, so far as children are motivated to learn. The higher the child’s motivation to learn, the higher the likelihood of children to obtain maximum learning achievement.

In teaching and learning, parents provide a variety of facilities such as media, props, including determining various ways to get certain facilities to support children’s learning programs. Parents as facilitators also influence the level of achievement achieved by children. Another form of support that is no less important with respect to the role of parents in children’s learning is to prepare various learning facilities. This facility starts with tuition fees because there is no free education. The next educational facility is related to the provision of textbooks needed by students, as well as other facilities, such as stationery, learning places, and others.

**Conclusion**

Based on the calculation of the results of the questionnaire about Learning guidance obtained the mean value (average) of 53.25 and the standard deviation value of 12.227, then from the mean and standard deviation made a categorization guideline with a true score. Based on the mean of 53.25 it can be classified into a score of 47 - 63, so it can be seen that the Learning guidance of Grade VI students in MI Islamiyah Genukwatu Ngoro Jombang is high. Based on the calculation of the results of class VI student achievement MI Islamiyah Genukwatu Ngoro Jombang by using the daily test scores obtained mean value (average) of 80.75. Based on the results of the calculation of the mean with the categorization guidelines on daily test scores, the mean value of 80.75 can be classified into a score of 71-85 and the score is categorized as good, so it can be seen that the
learning achievement of grade VI students at MI Islamiyah Genukwatu Ngoro Jombang is good.

Based on testing the hypothesis using the product-moment correlation statistical formula obtained value \( r \) count = 0.861, where \( r \) table = 0.284 so that it can be concluded that calculated \( r > r \) table then the null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted. So, in conclusion, the correlation coefficient between the relationship of student learning guide with learning achievement of 0.861 is significant, so we get a coefficient of determination of 0.742, this means that the learning achievement variable 74.2% is determined by the learning guidance variable. So, in this study, there is the Effect of Learning guidance on Student Achievement in Islamic Education Subject in MI Islamiyah Genukwatu Ngoro Jombang. In accordance with the theory of the relationship between learning guidance and student achievement, that is, if students follow learning guidance and always try to give satisfying results or learning achievements.

To improve the activities of learning guidance to students, schools should pay more attention to work programs that can improve the activities of learning guidance and work together with the community and the student, because the holding of learning guidance activities affects the learning process of students and student achievement.

In order to have a high level of learning achievement, you should try and follow the learning guidance activities in MI Islamiyah Genukwatu Ngoro Jombang. High learning achievement will make a very good contribution to life. This is inseparable from the factors that must first be considered are things that are able to understand their own motivation. Individual Learning guidance Levels can be developed by training and getting used to getting to know and understand yourself. On the other hand, the family is the first environment, where children get lessons and guidance. Therefore the family should provide guidance that leads to learning achievement by paying attention to children’s learning guidance.

References

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