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The Influence of the Quality of the *Akidah Akhlak* Learning Process on Students' Learning Interest at MTs Nurul Iman Beringin Jaya

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ABSTRACT: This study examines the influence of *Akidah Akhlak* learning process quality on students' learning interest at MTs Nurul Iman Beringin Jaya, addressing passive, teacher centered instruction. Using a quantitative correlational survey design with saturated sampling, the entire population of 66 students (grades VII–IX, 2025/2026) was sampled. Data collected via Likert scale questionnaires were analyzed using SPSS 27 for descriptive statistics and simple linear regression. Instruments demonstrated strong validity (Aiken's V: 0.75-0.85; EFA loadings > 0.50) and reliability (Cronbach's Alpha: 0.833 for quality, 0.916 for interest). Descriptive analysis categorized both learning process quality (77.78) and learning interest (71.73) as "good." The regression equation $Y = -6.896 + 1.201X$ and t-test ($t = 9.412$, $p < 0.001$, exceeding t-table = 1.998) rejected the null hypothesis. The coefficient of determination ($R^2 = 0.581$) indicated that learning process quality explains 58.1% of the variance in learning interest, with 41.9% attributed to other factors. These findings confirm that the quality of the *Akidah Akhlak* learning process exerts a positive, statistically significant influence on students' learning interest, underscoring the need for improved instructional practices in Islamic religious education.

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I. INTRODUCTION

Education is a long term investment that shapes the intellectual, emotional, social, and spiritual development of a nation's citizens. Within the Indonesian national education

system, which is grounded in Pancasila and the 1945 Constitution, religious and moral values occupy a central place in character formation. Islamic Religious Education (Pendidikan Agama Islam, PAI), and specifically its *Akidah Akhlak* (Islamic Creed and Ethics) component, plays a strategic role in cultivating belief, moral integrity, tolerance, and responsibility among students. *Akidah Akhlak* instruction is not limited to the theoretical transmission of doctrinal concepts, it is also intended to build students who are religious, ethically grounded, and capable of internalizing Islamic values in daily conduct, so that the success of the subject cannot be judged by academic scores alone but must also be measured through the extent to which the learning process cultivates genuine interest, comprehension, and practice [1].

The quality of the learning process itself is generally understood to comprise three interrelated dimensions: planning, implementation, and evaluation. Teachers are expected to design lessons that are engaging and contextual, to apply interactive methods, and to conduct evaluations that capture cognitive, affective, and psychomotor outcomes rather than cognitive achievement alone. Learning of this kind is presumed to stimulate students' curiosity, activeness, and motivation, including in subjects such as *Akidah Akhlak* [2]. Well designed instructional media likewise contribute to a richer, more contextual learning experience that resonates with the learning habits of today's digitally oriented generation [4].

Despite this theoretical expectation, preliminary observation at MTs Nurul Iman Beringin Jaya revealed that *Akidah Akhlak* instruction remains dominated by one directional lecturing. Teachers rarely employ varied instructional media or strategies capable of generating enthusiasm, and as a result many students display low participation, limited engagement, and diminished interest in the subject. This pattern echoes a broader concern noted in studies of PAI instruction elsewhere, where active-learning strategies are still underutilized and students' involvement in the learning process remains constrained by conventional methods [8]. Comparable evaluative research on PAI has similarly shown that assessment practice often privileges the cognitive domain while affective and psychomotor internalization of Islamic values receive comparatively less structured attention [6], even though a genuinely comprehensive approach requires integrated scoring across all three domains [7].

Learning interest is the internal drive that leads a student to feel attracted to, and to engage actively in, the learning process. A student with high learning interest tends to be more active, diligent, and responsible, whereas low learning interest is generally accompanied by passivity, reduced motivation to understand the material, and, over time, declining achievement. Prior research affirms that interest and motivation are closely tied to learning achievement, so that when interest weakens, its effects extend

beyond a single subject and can undermine broader learning outcomes [3]. Learning interest does not emerge automatically, it is shaped by many factors, among which the quality of the learning process is considered one of the most influential [3]. Instruction that is designed to be engaging, enjoyable, relevant to daily life, and participatory has strong potential to cultivate high interest toward PAI, a claim that gains further support from studies documenting how interactive strategies increase student engagement in religious-education classrooms specifically [5], [17].

Existing research on the antecedents of learning interest, however, tends to isolate single instructional elements-such as one particular medium, one particular teaching method, or one evaluative practice-rather than examining the learning process holistically across its planning, implementation, and evaluation phases in relation to interest. This leaves a gap in understanding how a comprehensive measure of process quality, rather than an isolated instructional variable, relates to students' interest specifically within *Akidah Akhlak* instruction. The present study addresses this gap by investigating whether, and to what extent, the overall quality of the *Akidah Akhlak* learning process at MTs Nurul Iman Beringin Jaya influences students' learning interest. Concretely, the research question guiding this study is: does the quality of the *Akidah Akhlak* learning process have a significant influence on students' learning interest at MTs Nurul Iman Beringin Jaya? Addressing this question is expected to provide both a theoretical contribution to the study of Islamic religious education and a practical basis for teachers, school leaders, and policymakers seeking to design more effective and contextually responsive *Akidah Akhlak* instruction.

II. METHOD

Research Design: This study employed a quantitative approach using a correlational survey method. The design was selected to obtain an objective and measurable picture of the relationship between the quality of the *Akidah Akhlak* learning process (independent variable, X) and students' learning interest (dependent variable, Y), consistent with a positivist paradigm that emphasizes objective measurement, statistical analysis, and empirically grounded generalization. No treatment or manipulation was administered to either variable, the researcher observed naturally occurring conditions and collected data reflecting the field situation as it stood. Data obtained from respondents were subsequently analyzed using simple linear regression to determine the strength and magnitude of the relationship between the two variables.

Population and Sample: The population consisted of all students of MTs Nurul Iman Beringin Jaya in the 2025/2026 academic year, totaling 66 students across grades VII, VIII, and IX. Because the population size was relatively small, a saturated sampling technique (*sampling jenuh*) was applied, in which the entire population was treated as

the research sample. This approach was intended to ensure that the data collected fully represented the condition of the population.

Variables and Operational Definitions: Two variables were examined. The independent variable, quality of the *Akidah Akhlak* learning process (X), refers to the extent to which teaching and learning activities are conducted effectively, interactively, and meaningfully, encompassing three indicators: (1) learning planning, covering the clarity of objectives, preparation of structured teaching materials, delivery of learning steps, provision of apperception, and systematic sequencing of material; (2) learning implementation, covering clarity of concept delivery, provision of real-life examples, contextual linkage of material to students' experience, and use of strategies that encourage active participation; and (3) learning evaluation, covering the provision of assignments, constructive feedback, routine quizzes, appreciation of achievement, and evaluation that considers attitude and participation alongside test scores. The dependent variable, students' learning interest (Y), is defined as the psychological condition reflecting curiosity, attraction, and active involvement in learning, measured through five indicators: attention to subject matter, interest and involvement in learning activities, desire to know more, fondness for the subject, and active participation and consistency.

Instrument and Data Collection Technique: Data were primarily collected through a closed ended questionnaire using a five point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument initially comprised 29 items: 14 items for the learning process quality variable and 15 items for the learning interest variable. Observation and documentation were used as supplementary techniques to provide contextual information regarding classroom interaction and administrative records such as attendance and lesson plans.

Validity and Reliability: Instrument quality was established through a sequential testing procedure. First, content validity was examined through expert judgment involving seven validators, who rated each item on material, construction, and language aspects using a five point relevance scale. Ratings were analyzed with Aiken's V index; values above 0.40 were considered acceptable, values between 0.41 and 0.80 valid, and values above 0.80 highly valid. All 29 items produced Aiken's V coefficients between 0.75 and 0.85, indicating that the instrument was content valid and required only minor linguistic refinement.

Second, construct validity was tested with Exploratory Factor Analysis (EFA). For the learning process quality variable, the Kaiser-Meyer-Olkin (KMO) index was 0.615, exceeding the 0.50 threshold for sampling adequacy, and five factors with eigenvalues above 1 emerged, jointly explaining 74.929% of total variance, all factor loadings

exceeded 0.50 (ranging from 0.516 to 0.930). For the learning interest variable, KMO was 0.701, and three factors with eigenvalues above 1 emerged, jointly explaining 66.842% of total variance, with all loadings again exceeding 0.50. These results confirmed that both instruments possessed adequate construct validity.

Third, item discrimination analysis was performed with jMetrik using the item total correlation criterion ($r \geq 0.30$). For the learning process quality instrument, 13 of 14 items met this criterion ($r = 0.413$-0.629); one item (KP13, $r = 0.282$) was removed, leaving 13 valid items. For the learning interest instrument, all 15 items met the criterion ($r = 0.511$-0.713), and all were retained. The final instrument therefore consisted of 28 items (13 for X and 15 for Y).

Fourth, reliability was assessed using Cronbach's Alpha in SPSS 27 and cross validated with multiple coefficients (Guttman's Lambda 2, Feldt Gilmer, Feldt-Brennan, Raju's Beta) in jMetrik. The learning process quality instrument produced a Cronbach's Alpha of 0.833 (jMetrik estimates ranging 0.8431-0.8491), and the learning interest instrument produced a Cronbach's Alpha of 0.916 (jMetrik estimates ranging 0.9249-0.9279). Both instruments therefore demonstrated high to excellent internal consistency and were deemed suitable for data collection.

Data Analysis Technique: Data were analyzed in three stages using SPSS version 27. First, descriptive statistics (minimum, maximum, mean, standard deviation, and frequency distribution) were computed to characterize each variable, with raw mean scores converted to a 0-100 achievement scale using the formula Achievement Score = (Mean / Maximum Ideal Score) × 100, and the resulting scores interpreted against a five category benchmark (85-100 = very good; 70-84 = good; 55-69 = fairly good; 40-54 = poor; below 40 = very poor). Second, classical assumption tests were conducted: normality of the regression residuals was examined with the One Sample Kolmogorov-Smirnov test (residuals considered normal if Sig. > 0.05), and linearity was examined through ANOVA's Deviation from Linearity test (a linear relationship was inferred if Sig. > 0.05). Third, hypothesis testing was performed through simple linear regression, expressed as $Y = a + bX$, accompanied by a partial t-test (H0 rejected if t-count > t-table and Sig. < 0.05) and the coefficient of determination (R^2), calculated as $KD = R^2 \times 100\%$, to quantify the proportion of variance in learning interest explained by learning process quality.

III. RESULT AND DISCUSSION

Descriptive Statistics

Table 1 summarizes the descriptive statistics for both variables based on responses from all 66 students.

Variable	N	Min	Max	Mean	Std. Deviation
Learning Process Quality (X)	66	42.00	63.00	50.5606	5.88905
Learning Interest (Y)	66	32.00	74.00	53.8030	9.27896

The learning process quality variable was measured with 13 valid items on a 1-5 scale (ideal range 13-65). The obtained mean of 50.56 corresponds to an achievement score of (50.56/65) × 100 = 77.78, which falls within the "good" category (70-84). The frequency distribution showed that 44 students (66.7%) rated the learning process as good, 17 (25.7%) as fairly good, and 5 (7.6%) as very good, with no students rating it poor or very poor. The learning-interest variable, measured with 15 valid items (ideal range 15-75), produced a mean of 53.80, corresponding to an achievement score of (53.80/75) × 100 = 71.73, also within the "good" category. Its distribution showed 35 students (53.0%) in the good category, 23 (34.8%) fairly good, 5 (7.6%) poor, and 3 (4.5%) very good. Both variables therefore cluster in the good range, and their distributions move together in a way that is consistent with-though not yet statistical proof of-a positive association, which the subsequent inferential analysis was designed to test directly against the study's research question.

Classical Assumption Tests and Hypothesis Testing

Before hypothesis testing, two prerequisite assumptions were examined. The One-Sample Kolmogorov-Smirnov test on the regression residuals produced Asymp. Sig. (2-tailed) = 0.200, which exceeds 0.05, indicating that the residuals were normally distributed. The linearity test through ANOVA's Deviation from Linearity produced F = 0.796 with Sig. = 0.688 (greater than 0.05), confirming a linear relationship between the two variables, while the Linearity component itself was significant (F = 83.782, Sig. < 0.001), reinforcing that the linear association is not merely assumed but statistically supported. With both assumptions satisfied, the data were suitable for simple linear regression analysis.

Simple linear regression analysis, summarized in Table 2, was used to answer the study's central research question regarding the influence of learning process quality on learning interest.

Model	B	Std. Error	Beta	t	Sig.
(Constant)	-6.896	6.492	-	-1.062	0.292
Learning Process Quality	1.201	0.128	0.762	9.412	< 0.001

The resulting regression equation is Y = -6.896 + 1.201X. The regression coefficient of

1.201 indicates that each one unit increase in learning process quality is associated with a 1.201 unit increase in students' learning interest; because the coefficient is positive, the relationship is unidirectional, meaning that better learning process quality corresponds to higher learning interest, and conversely. The constant of -6.896 has no substantive interpretation on its own, since a learning process quality score of zero is not attainable given the measurement scale used; it functions only as the mathematical intercept of the regression line.

The partial t-test directly addresses the study's hypothesis. With degrees of freedom df = n - 2 = 64 and $\alpha = 0.05$, the critical t-table value is 1.998. The obtained t-count was 9.412 with a significance value below 0.001. Because t-count (9.412) exceeds t-table (1.998) and the significance value is below 0.05, the null hypothesis (H0), which states that there is no significant influence of learning process quality on learning interest, is rejected, while the alternative hypothesis (H1), which states that a significant influence exists, is accepted. This result provides a direct and unambiguous answer to the research question: the quality of the *Akidah Akhlak* learning process does exert a statistically significant, positive influence on students' learning interest at MTs Nurul Iman Beringin Jaya.

The coefficient of determination, presented in Table 3, quantifies the magnitude of this influence.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.762	0.581	0.574	6.056

R Square = 0.581 indicates that learning process quality accounts for 58.1% of the variance in students' learning interest (KD = 0.581 × 100% = 58.1%), while the remaining 41.9% is attributable to factors outside the scope of this study, such as learning motivation, family environment, learning facilities, peer influence, and students' psychological conditions. The correlation coefficient R = 0.762 falls in the strong category, corroborating the practical, and not merely statistical, importance of the relationship.

Discussion

The results provide a direct and consistent answer to the research question posed at the outset of this study: there is a positive and statistically significant influence of Akidah Akhlak learning process quality on students' learning interest at MTs Nurul Iman Beringin Jaya. This is evidenced jointly by the regression equation (Y = -6.896 + 1.201X), the t-test (t-count = 9.412 > t-table = 1.998, Sig. < 0.001), and a substantial coefficient of

determination ($R^2 = 0.581$). The discussion below interprets these findings strictly in relation to that question, without extending into aspects of the learning process that fall outside what the data were designed to test.

Descriptively, both variables were already positioned in the "good" category (77.78 for process quality and 71.73 for learning interest) before any inferential test was run, and the regression analysis shows that this co-occurrence is not incidental but reflects a genuine directional relationship: as the quality of planning, implementation, and evaluation in the *Akidah Akhlak* classroom improves, students' attention, engagement, curiosity, enjoyment, and consistency rise correspondingly. This pattern is consistent with instructional-quality research showing that lessons which are interactive, well-planned, and evaluated comprehensively rather than narrowly focused on test scores-tend to sustain higher levels of student engagement [9], [14]. It is also consistent with findings on the specific value of structured lesson planning for instructional quality [13] and with evidence that well-designed instructional media enrich the learning experience in ways that translate into stronger engagement [4].

The magnitude of the effect ($R^2 = 0.581$) can be interpreted through Self Determination Theory, which holds that intrinsic motivation of which learning interest is an expression flourishes when three basic psychological needs are met: competence, relatedness, and autonomy [18]. A learning process of higher quality, particularly one that provides clear objectives, real life examples, active participation opportunities, and constructive feedback, plausibly satisfies these three needs directly: clear planning and feedback support a sense of competence, participatory implementation supports relatedness through interaction with teachers and peers, and involvement in classroom activities supports a sense of autonomy over the learning process. This theoretical account aligns with recent evidence that perceived emotional support and motivation grounded in self determination principles predict both students' well being and their engagement in learning [15]. It is also compatible with Maslow's hierarchy of needs, in which interest is more readily cultivated once students' needs for security and appreciation are addressed within the classroom [19], which resonates with the finding that a majority of students rated the *Akidah Akhlak* learning process as good rather than merely adequate.

These findings align closely with prior empirical research linking specific instructional elements to learning interest in religious and general education contexts. Studies on interactive teaching methods have shown that when instructional design departs from a purely lecture based format, student interest increases measurably [5], and studies on the disruption of interactive classroom dynamics such as during fully online instruction report corresponding declines in learning interest, reinforcing by contrast the value of

well managed, interactive, in-person process quality [17]. More directly relevant to the discipline under study, prior work on Islamic Religious Education instruction similarly connects teaching quality and active engagement strategies to stronger student involvement in the classroom [8], while comprehensive evaluation practices spanning cognitive, affective, and psychomotor domains precisely the dimensions incorporated into the process quality construct used here-have been argued to be central to meaningful PAI instruction [6], [7]. Taken together, the present findings both replicate and extend this literature by demonstrating, within a saturated sample of an entire school population, that it is the composite quality of the learning process not a single isolated instructional element that carries the strongest and most direct statistical relationship with learning interest.

At the same time, the R^2 value indicates that 41.9% of the variance in learning interest remains unexplained by learning process quality alone. Learning interest is understood in the literature as a determinant that itself channels into broader learning outcomes [16], and as a construct shaped by a constellation of internal and external factors, including motivation, family support, facilities, and peer environment, as well as the specific attractiveness of the instructional content itself [20]. The unexplained variance in this study is therefore consistent with that broader theoretical understanding: the quality of the learning process is a necessary and demonstrably influential contributor to learning interest, but it operates alongside other conditions that were outside the scope of the present research question and were accordingly not measured here.

In direct answer to the research question, then, the evidence indicates unambiguously that improving the quality of the *Akidah Akhlak* learning process through clearer planning, more interactive and contextual delivery, and more comprehensive evaluation constitutes a statistically significant and practically meaningful lever for raising students' learning interest at MTs Nurul Iman Beringin Jaya, while also making clear that process quality improvements alone will not exhaust the full range of factors relevant to sustaining that interest over time.

IV. CONCLUSION

This study set out to determine whether the quality of the *Akidah Akhlak* learning process significantly influences students' learning interest at MTs Nurul Iman Beringin Jaya. Based on data collected from all 66 students through a validated and reliable questionnaire, and analyzed via descriptive statistics, classical assumption testing, and simple linear regression, the answer is affirmative. The regression equation $Y = -6.896 + 1.201X$, together with a t-count of 9.412 (exceeding the t-table value of 1.998) and a significance value below 0.001, indicates a positive and statistically significant influence, leading to rejection of the null hypothesis. The coefficient of determination

(R^2 = 0.581) further shows that learning process quality accounts for 58.1% of the variance in students' learning interest, with the remaining 41.9% explained by factors beyond the scope of this study. Both variables were independently found to be in the "good" category, with achievement scores of 77.78 for process quality and 71.73 for learning interest. These findings confirm that strengthening the planning, implementation, and evaluation dimensions of *Akidah Akhlak* instruction is an evidence based strategy for enhancing students' interest in learning, and they provide empirical grounding for continued investment by teachers and school leadership in instructional quality as a driver of student engagement in Islamic religious education.

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