The Influence of Learning Motivation and Analytical Thinking of Arabic Language Education Students at Darussalam Gontor University on the Test Results of Alikhtibar

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Abstract:

This research explores the influence of learning motivation and analytical thinking of Unida Gontor PBA (Arabic Language Education) students on the results of the alikhtibar test. This study aims to explore the relationship between motivation, analytical skills, and the results of the slide test. Using a quantitative correlation research method, data was collected through questionnaires and slide test results, then statistical analysis was carried out. and the results of this research show that there is no significant relationship between learning motivation, analytical thinking, and alikhtibar test scores, with a correlation coefficient of 0.214, which is included in the weak correlation category. Consequently, it appears that other factors beyond motivation and analytical ability may influence test results among PBA students. In conclusion, this study underscores the complexity of determinants of academic success and suggests the need for further investigation into additional factors that influence alikhtibar test results.

Keywords: Learning Motivation, Analytical Thinking, Alihkhtibar Test

Abstrak:

Penelitian ini menyelidiki pengaruh motivasi belajar dan berpikir analitis mahasiswa PBA (Pendidikan Bahasa Arab) Unida Gontor terhadap hasil tes alikhtibar. penelitian ini bertujuan untuk mengeksplorasi hubungan antara motivasi, keterampilan analitis, dan hasil tes alikhtibar. Dengan menggunakan jenis metode peneltian korelasi kuantitatif, data dikumpulkan melalui quisioner dan hasil tes alikhtibar, kemudian dilakukan analisis statistik. dan hasil penelitian tersebut menunjukkan tidak adanya hubungan yang signifikan antara motivasi belajar, berpikir analitis, dan nilai tes alikhtibar, dengan koefisien korelasi sebesar 0,214 termasuk dalam kategori korelasi lemah. Akibatnya, tampak bahwa faktor-faktor lain di luar motivasi dan kemampuan analitis dapat mempengaruhi hasil tes di kalangan siswa PBA. Kesimpulannya, penelitian ini menggarisbawahi kompleksitas faktor penentu keberhasilan akademik dan menyarankan perlunya penyelidikan lebih lanjut terhadap faktor-faktor tambahan yang mempengaruhi hasil tes alikhtibar.

Keywords: Motivasi Belajar, Analytical Thinking, Tes Alikhtibar

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INTRODUCTION

Educational institutions have a significant influence on the progress of a nation, as they are one of the very important elements in the advancement of a nation. Therefore, they are expected to produce intelligent and high-quality generations (Aziz & Jumadi, 2022). The progress of a country depends on the quality of its human resources. Hence, a platform is needed to produce high-quality human resources in terms of education (Nawawi, 2016). As stated in the Law of the Republic of Indonesia Chapter 2 Article 3 on the Objectives of National Education, "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the life of the nation. It aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (President of the Republic of Indonesia, n.d.).

In Indonesia, many educational institutions have developed in line with the advancement of technology, making it easier for students to access the information they need. However, in reality, this does not guarantee an improvement in student learning outcomes. Student learning outcomes can be influenced by various factors, including motivation (Simanjuntak, 2020) and analytical thinking (Yuwono et al., 2020). According to Sardiman, motivation can be described as the driving force within and inside the subject to perform certain activities in order to achieve a goal (Sardiman A.M., 2003). Analytical thinking is the ability to analyze a problem by relating various pieces of information, thus being able to solve the problem (Montaku, 2011).

The term "learning motivation" originates from the word "motive," which can be interpreted as the strength possessed by each individual that drives them to perform an action or deed. Motivation comes from the Latin word "MOVERE," meaning "drive or mover." In this context, motivation refers to how to encourage students' discipline and enthusiasm so that they are willing to study well to achieve learning goals (Uno, 2013). Thinking is an activity experienced by someone when faced with a problem that needs to be solved. According to Sudjiono, the ability to think analytically (analytical thinking) is the ability to break down and detail a situation into smaller parts and understand their relationships (Sudjiono, 2007). The al-Ikhtibar test is an assessment instrument used at UNIDA Gontor to measure students' language abilities. This test was developed by the

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UNIDA Gontor Language Institute, and the project is expected to become a reference in Arabic language learning methods (Rodifah, 2020).

Motivation and analytical thinking are factors that can influence learning outcomes, such as the results of the Arabic language exam (Alikhtibar). Alikhtibar is an application-based learning medium used by Darussalam University Gontor for online Arabic language testing, specifically evaluating listening, reading, and writing skills (Gontor, n.d.). Students with high and strong motivation and analytical thinking tend to have a high enthusiasm for learning, expanding their knowledge, and being able to think analytically about problems in an organized manner. Therefore, motivation and analytical thinking have the potential to be significant predictors of Alikhtibar test results. However, despite the abundance of information on the importance of motivation and analytical thinking in the educational context, the correlation between these two variables and the Alikhtibar test results of PBA students has not yet been revealed. Therefore, the aim of this study is to quantitatively investigate how the motivation and analytical thinking of PBA students relate to their Alikhtibar test results.

LITERATURE REVIEW

Research on the influence of motivation or analytical thinking is not a new topic in the Indonesian education sector. Although it is not considered a new topic, there has not been any research directly investigating these two variables. There are several previous studies related to the research to be examined. Here are some of the studies

First, Chatarina Novianti (2020) conducted a study titled "Pengaruh Motivasi Belajar Terhadap Hasil Belajar Matematika Peserta Didik" (The Influence of Learning Motivation on Mathematics Learning Outcomes of Students). This research is quantitative, using the theory of learning motivation and mathematics learning outcomes. The results showed a significant influence of learning motivation on the mathematics learning outcomes of third, fourth, and fifth-grade students at SDI Ende 11 (Novianti et al., 2020). The differences and similarities between this research and previous studies are as follows: the research methodology used is the same, which is quantitative. However, the theories, objectives, and research locations differ. This study uses theories of motivation and analytical thinking, with the aim focused on the Alikhtibar test results of PBA students at UNIDA, and it is conducted at Darussalam University Gontor.

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Second, Almi Ranti Datu (2022) conducted a study titled "Pengaruh Motivasi Belajar terhadap Hasil Belajar Siswa di Tengah Pandemi Covid-19" (The Influence of Learning Motivation on Student Learning Outcomes During the Covid-19 Pandemic). This research is quantitative correlational, using theories of learning motivation, learning outcomes, and Covid-19. The results showed an influence of learning motivation on student learning outcomes during the Covid-19 pandemic among fourth-grade students at SD Negeri 2 Tomohon. This was evident from the hypothesis testing using a t-test, resulting in =2,15 > t*tabel* = 2,00 (Datu et al., 2022). The differences and similarities between this research and previous studies are as follows: the research methodology used is the same, which is quantitative. However, the theories, objectives, and research locations differ. This study uses theories of motivation and analytical thinking, with the objective focused on the Alikhtibar test results of PBA students at UNIDA Gontor, and it is conducted at Darussalam University Gontor.

Third, Galih Rinekso Yuwono (2020) conducted a study titled "Pengaruh Kemampuan Berpikir Analitis Pada Pembelajaran Berbasis Masalah (PBL) Terhadap Hasil Belajar Ranah Pengetahuan" (The Influence of Analytical Thinking Ability in Problem-Based Learning on Cognitive Learning Outcomes). This research is quantitative, using theories of analytical thinking ability and learning outcomes. The study concluded that there is no significant influence of high and low analytical thinking ability on cognitive learning outcomes (Yuwono et al., 2020). The differences and similarities between this research and previous studies are as follows: the research methodology used is the same, which is quantitative. However, the theories, objectives, and research locations differ. This study uses theories of motivation and analytical thinking, with the objective focused on the Alikhtibar test results of PBA students at UNIDA Gontor, and it is conducted at Darussalam University Gontor.

Based on the aforementioned previous studies, it is known that motivation has an influence on learning outcomes, while analytical thinking does not have a significant influence on learning outcomes. However, none of the previous studies have directly examined both variables together, namely motivation and analytical thinking. Therefore, this research is novel in investigating whether motivation and analytical thinking have an influence on learning outcomes, specifically on the Alikhtibar test results.

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METHOD

Based on the research title, this study employs a quantitative method with a correlational approach. The quantitative correlational method is used in this research to describe the relationship between variables X and Y in an objective manner using statistical data (Sugiyono, 2019).

In this study, the variables examined are the relationship between learning motivation, analytical thinking, and Alikhtibar test results. The correlational technique is used to describe and measure the degree of relationship between variable Y (Alikhtibar test results) and variables X (learning motivation and analytical thinking). Correlational research techniques use statistical calculations to determine the correlation between research variables. Correlational research is employed to determine whether there is a relationship between one variable and another (Astono, 2021).

This study uses a questionnaire as the data collection instrument. A questionnaire is a list of questions and statements on a specific topic given to research subjects individually or in groups to obtain specific information related to the topic determined by the researcher. The questionnaire consists of 24 items. The questionnaire used is a Likert scale questionnaire with positive or negative questions and statements, scored as 4, 3, 2, 1 (Positive) and 1, 2, 3, 4 (Negative), using multiple-choice response options.

For Positive Questions/Statements:	Strongly Agree	Score	4
	Agree		3
	Disagree		2
	Strongly Disagree		1
For Negative Questions/Statements:	Strongly Agree	Score	1
	Agree		2
	Disagree		3
	Strongly Disagree		4

The population in this study consists of students of Arabic Language Education at Darussalam University Gontor. Sampling is conducted using purposive random sampling technique, which involves selecting 30 (thirty) students from various semesters of the study program randomly. The data will be analyzed using tests for normality, linearity, and correlation using SPSS software.

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RESULT AND DISCUSSION

This research utilizes a quantitative method, which comprises the variables of Learning Motivation (X1), Analytical Thinking (X2), and Alikhtibar Test Results (Y). The instrument used in this study is a questionnaire. Before distributing the questionnaire to PBA students at UNIDA Gontor, the researcher validated each item with experts. Out of 30 questionnaire items, 24 were deemed suitable for use in the study, while 6 items were deemed unsuitable. Subsequently, the researcher conducted data analysis, including tests for Normality, Linearity, and Correlation.

The Normality test is used to determine whether the sample comes from a population with a normal distribution or not. The normality test is conducted using SPSS 22.0 with the Kolmogorov-Smirnov method. The results of the normality test can be seen in the following table:

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	16.22412727
Most Extreme Differences	Absolute	.127
	Positive	.070
	Negative	-.127
Test Statistic		.127
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the Kolmogorov-Smirnov normality test, it is found that the significance value is 0.200 > 0.05, thus it can be concluded that the residual values are normally distributed. After conducting the normality test, the next step is to perform the linearity test. The linearity test in this study is conducted using the SPSS 22.0 program. The linearity test is used to determine whether variables X1 and X2 have a linear relationship with variable Y. Below are the results of the linearity test.

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Table 2. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
HASIL ALIKHTIBAR * MOTIVASI BELAJAR	Between Groups	(Combined)	3072.486	13	236.345	.768	.681
		Linearity	123.165	1	123.165	.400	.536
		Deviation from Linearity	2949.321	12	245.777	.798	.648
	Within Groups		4926.181	16	307.886		
	Total		7998.667	29			

From the table of linearity test results above, it can be seen that the significance value is 0.648 > 0.05, which means that variables X1, X2, and Y have a linear relationship. After fulfilling the requirements of normality and linearity tests, the next step is to conduct a hypothesis test for correlation to determine whether there is a relationship between X1, X2, and Y.

Decision criteria in the product-moment correlation test:

- Comparing the significance (Sig) value with the predetermined significance level, the decision is that H0 is rejected if the calculated Sig > Sig t at 5% (0.05).
- Comparing the calculated F value with the F-table value, the decision is that there is a significant difference if H0 is rejected, where r calculated > r table.

Comparing the calculated r value with the r table:

- Based on the significance value Sig. (2-tailed): if the Sig. (2-tailed) value < 0.05, there is a correlation between the variables being connected. Conversely, if Sig. (2-tailed) > 0.05, there is no correlation.
- Based on the r calculated value (Pearson Correlation): if the calculated r value > r table, there is a correlation between the variables being connected. Conversely, if r calculated < r table, there is no correlation.
- Based on the r table value, the criteria for the strength of the relationship between independent and dependent variables can be determined according to the following rules:

0.00 – 0.20 = very weak

0.21 – 0.40 = weak

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0.41 – 0.60 = medium

0.61 – 0.80 = strong

0.81 – 1.0 = very strong.

The results of the product-moment correlation test between learning motivation and analytical thinking with the Alikhtibar test results can be seen in the following table:

Table 3. Product-Moment Correlation Test

Correlations

		MOTIVASI BELAJAR	ANALYTICAL THINKING	HASIL ALIKHTIBAR
MOTIVASI BELAJAR	Pearson Correlation	1	.501**	-.124
	Sig. (2-tailed)		.005	.514
	N	30	30	30
ANALYTICAL THINKING	Pearson Correlation	.501**	1	-.213
	Sig. (2-tailed)	.005		.259
	N	30	30	30
HASIL ALIKHTIBAR	Pearson Correlation	-.124	-.213	1
	Sig. (2-tailed)	.514	.259	
	N	30	30	30

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

Based on the table results above, the interpretation according to the decision-making criteria in correlation data analysis is as follows:

a) Based on the Significance Value Sig. (2-tailed): from the output table above, it is known that:

- the Sig. (2-tailed) value between Learning Motivation (X1) and Alikhtibar Test Results (Y) is 0.514 > 0.05, indicating that there is no significant correlation between learning motivation and Alikhtibar test results.
- the Sig. (2-tailed) value between Analytical Thinking (X2) and Alikhtibar Test Results (Y) is 0.259 > 0.05, indicating that there is no significant correlation between analytical thinking and Alikhtibar test results.

b) Based on the r calculated value (Pearson Correlation), it is known that:

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- the r calculated value between Learning Motivation (X1) and Alikhtibar Test Results (Y) is -0.124 < 0.361, thus it can be concluded that there is no correlation between learning motivation and Alikhtibar test results.
- the r calculated value between Analytical Thinking (X2) and Alikhtibar Test Results (Y) is -0.213 < 0.361, thus it can be concluded that there is no correlation between analytical thinking and Alikhtibar test results.

c) Based on the r calculated value (Pearson Correlation):

- for X1, which is -0.124 obtained, the strength of the relationship between learning motivation and Alikhtibar test results is very weak.
- for X2, which is -0.213 obtained, the strength of the relationship between analytical thinking and Alikhtibar test results is weak.

Based on the results above, it can be concluded that learning motivation and analytical thinking do not significantly influence the Alikhtibar test results of PBA UNIDA Gontor students. Therefore, hypothesis 1 is rejected. Motivation serves as the driving force behind actions or behaviors. With motivation, it is expected that students will be more enthusiastic and engaged in learning, ultimately leading to improved learning outcomes and analytical thinking skills, which enable students to think more critically. However, based on this research, it is found that motivation and analytical thinking do not affect Alikhtibar test results. Thus, it can be interpreted that there is no influence of motivation and analytical thinking on Alikhtibar test results for PBA UNIDA Gontor students. Based on these findings, motivation does not align with learning outcomes. 3

In this study, it is revealed that learning motivation and analytical thinking do not significantly affect Alikhtibar test results, suggesting that there may be other factors influencing students' grades such as interest, talent, learning style, learning environment, and others. Although in this study learning motivation does not have an effect, previous studies have shown that learning motivation and analytical thinking can impact student learning outcomes, as evidenced by research conducted by (Chatarina Novianti, 2020) and (Galih Rinekso Yuwono, 2020), which assert that motivation and analytical thinking can influence student learning outcomes.

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The finding that learning motivation and analytical thinking do not significantly affect Alikhtibar test results can provide insights to educators about factors that may not directly impact student achievement. Although motivation and analytical thinking are considered important in learning, this study suggests that in certain contexts, they may not significantly contribute to specific test outcomes. This can help in adjusting teaching and learning strategies more effectively and encourage further research to explore other factors that may affect those test outcomes. This opens up opportunities for further research to deepen understanding of the learning process and its influencing factors.

Based on the research findings, for future studies, it is necessary to examine adjustments to learning strategies to emphasize aspects that directly affect Alikhtibar test results, as well as the development of motivation and analytical programs that may be needed to effectively enhance students' learning motivation and analytical thinking. Furthermore, a deeper understanding of the local context and student characteristics is also important to consider. Therefore, further research identifying other factors influencing Alikhtibar test results, such as cultural factors, learning environments, or institutional factors, can provide a more comprehensive insight. Additionally, future research can also consider additional factors that may affect Alikhtibar test results, such as intrinsic and extrinsic motivation, learning environment, instructional quality, and other psychological and social factors. This will help deepen

CONCLUSION(S)

The conclusion of this research is that based on the findings, there is no significant correlation, relationship, or influence between learning motivation and analytical thinking with the Alikhtibar test results of Arabic Language Education students at UNIDA Gontor. The influence is very weak for the variable of learning motivation and weak for the variable of analytical thinking. This result is demonstrated through prerequisite tests of statistical calculations, namely normality and linearity tests. It was found that the data were normal and linear, followed by the final test, the Pearson product-moment correlation test. The Pearson correlation coefficient obtained was -0.124 for learning motivation and -0.213 for analytical thinking, both of which are smaller than their respective critical values (r-value), which is 0.361. With significance values of 0.514 and 0.259, both values > 0.05, the results are not significant. Thus, in this study, the null

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hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, indicating a weak relationship.

The findings of this research are crucial in the context of developing learning strategies in the Arabic Language Education Program at UNIDA Gontor. Although learning motivation and analytical thinking have been considered important factors in improving Alikhtibar test results, this research shows that their relationship with the test results is not significant. Therefore, a reassessment of the learning approach focusing on enhancing learning motivation and analytical thinking directly is necessary. Instead, attention should be paid to various factors that may affect Alikhtibar test results, such as learning environment, learning methods, and effective teaching strategies. Furthermore, further research is essential to identify other factors that may contribute to Alikhtibar test results, so that learning strategies can be adjusted more accurately.

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