

THE EFFECT OF ISLAMIC INTEGRATION LEARNING MODEL ON STUDENTS' LEARNING MOTIVATION AT ASSOFA ISLAMIC SENIOR HIGH SCHOOL, PEKANBARU

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Abstrak

Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran Integrasi Islam terhadap motivasi belajar siswa di SMA Islam As-Shofa Pekanbaru. Penelitian ini merupakan jenis penelitian eksperimen dengan menggunakan desain quasi eksperimen dengan post test only Control Group Design. Populasi penelitian ini adalah seluruh siswa kelas X yang berjumlah 131 orang. Sampel penelitian ini adalah 55 siswa kelas X.1 dan kelas X.3. Pengumpulan data menggunakan observasi, angket dan dokumentasi. Teknik yang digunakan adalah regresi sederhana. Berdasarkan hasil penelitian yang telah dilakukan penulis dapat disimpulkan bahwa H_a diterima H_0 ditolak dibuktikan dengan hasil t hitung $> t$ tabel taraf signifikan 5% (1,674) dan 1% (2,398) atau $1,674 < 4,422 > 2,398$ 5%. Selain itu pada kelas eksperimen persentase siswa sebesar 90,19% sedangkan pada kelas kontrol sebesar 81,75%.

Kata Kunci: Model Pembelajaran Integrasi Islam terhadap Motivasi Belajar Siswa.

Abstract

This research was purposed at testing the effect of Islamic Integration learning model toward student learning motivation at Senior High School of Islam As-Shofa Pekanbaru. It was experimental research with quasi-experiment and posttest-only control group design. All the tenth-grade students were the population of this research, and they were 131 students. The samples were the tenth-grade students of classes 1 and 3, and they were 55 students. Observation, questionnaire, and documentation were used to collect data. Simple regression was the technique used. Based on the research findings, it could be concluded that H_a was accepted and H_0 was rejected. It was proven with the result that observed was higher than t table at 5% (1.674) and 1% (2.398) significant levels, $1.674 < 4.422 > 2.398$. Besides, the student percentages were 90.19% in the experimental group and 81.75% in the control group.

Keywords: Islamic Integration Learning Model toward Student Learning Motivation

INTRODUCTION

Student learning motivation must always be developed and maintained in students as the function of learning motivation, namely teachers must be able to raise students' enthusiasm in learning, provide real hope, provide incentives, and direct students to behavior that is in accordance with the goals that have been set. According to Suharni, teachers' efforts to realize learning motivation are greatly influenced by the learning model they use. Therefore, teachers must know how to raise students' enthusiasm for learning. Teachers must also be able to find the best way to increase students' learning motivation. (Suharni, 2021).

The learning model is a plan of learning activities designed in such a way that students can actively participate in learning activities. Therefore, teachers must apply the right learning model to improve the quality of their learning activities. (Shiphy A. Octavia, 2020).

In the Qur'an it is explained in Surah An-Nahl (125), namely:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْ لَهُمُ الْبَلَدَ
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: Call (humans) to the path of your Lord with wisdom and good teaching, and argue with them in a good way. Indeed, your Lord, He knows better who goes astray from His path and He knows better who is guided.

Students at As-Shofa Islamic High School in Pekanbaru still show boredom and saturation when economics learning takes place, so this condition shows that their learning motivation is low for the economics lesson, as seen when the author made observations, namely

there were still students who were working on other learning during the learning process, there were still students who often asked permission to go to the toilet, and talked while studying and there were still students who were indifferent when the teacher delivered the learning material.

From the observations made by the researcher, students at As-Shofa Islamic High School, Pekanbaru, want economic learning to be more than just conventional learning, namely learning that is centered on the teacher, where the teacher's role controls most of the presentation of learning or can also be called a lecture model. which assumes that students can learn by themselves through books, but students also want economics learning in other subjects.

In research, Musruroh Mahmudah said that learning must be innovative and creative rather than just using conventional or monotonous models. This lecture model is considered less effective and efficient because it cannot arouse students' interest and desire (motivation) to learn. (Musruroh Mahmudah, 2016)

In their research, Moralman Gulo and Talizaro Tafonao also stated that the lecture model is one of the boring models if teachers do not use it in a creative way. This makes it more difficult for students to participate actively, which means they do not reach their full learning potential. (Moralman Gulo and Talizaro Tafonao, 2023)

Sa'yu Ahyana Nasution in his research said that the Islamic integration learning model can make students more motivated to learn economics. This is because students not only get conventional economic learning but also

economic learning that is adapted to Islam. (Sa'yu Ahyana Nasution, 2020).

In their research, Fretycia Laurenty, M. Rahmad, and Yennita stated that the application of the science and religion integration approach can increase students' attention. This is due to the fact that the verses of the Qur'an related to the subject matter can attract students' attention and encourage them to understand and complete the stages of learning. (Fretycia Laurenty, et al, 2015).

According to the author, one way economics teachers can improve their students' learning motivation is by using the Islamic integration learning model. This is because Islamic integration is an important area of learning for everyone to understand. In the world of education, Sri Erdawati stated that success in integrating Islam and science is proportional to the success of learning. Learning resources or media used during the learning process affect the success of learning. (Sri Erdawati, 2018)

To achieve these goals there must be good interaction between students and teachers, as well as students with other students. However, the integration of Islam also has weaknesses, namely in the teacher, namely the teacher must master the concepts, attitudes, and skills that are prioritized. its application, namely the difficulty of implementing this type in full, this model requires a team between fields of study, both in planning and implementation, integration of learning with concepts from each field of study requires a variety of learning resources. The way to overcome the weaknesses of the Islamic integration model is: making the Qur'an and hadith as sources of knowledge, expanding the material for studying Islam and avoiding the

dichotomy of knowledge, developing individuals with ulul albab characters, and tracing the verses of the Qur'an that talk about economics.

The formulation of the problem in this study is: Does the Islamic Integration learning model influence students' learning motivation at As-Shofa Islamic High School, Pekanbaru?

The purpose of this study was to determine the effect of the Islamic integration learning model on students' learning motivation at As-Shofa Islamic High School, Pekanbaru.

RESEARCH METHODS

Researchers used a type of quantitative research called Quasi Experiment.

This research was conducted in the even semester of the 2023/2024 academic year at As-Shofa Islamic Senior High School, Pekanbaru for class X.

The subjects in this study were students of class X at SMA Islam As-shofa Pekanbaru. While the object of this study is the influence of the Islamic integration learning model on students' learning motivation.

The population of this study was students of class X at SMA Islam As-shofa Pekanbaru. The sample is part of the population studied, in this study using two sample classes, namely the experimental class and the control class, for the sample class is class X, to determine the experimental and control classes using the Purposive Sampling technique. The reason for using the Purposive Sampling technique is because the sample was deliberately selected based on considerations and recommendations from the teacher. So it can be determined that class X.3 as an experimental class using the Islamic integration learning

model and class X.1 using conventional learning as a control class.

To obtain the data needed in this study, the author uses the Observation, Questionnaire, Documentation techniques. The trial of this research instrument is Validity Test, Reliability Test.

The research instruments in this study are the Learning Process Plan, Observation Sheet. The data analysis technique used is quantitative data analysis.

RESEARCH RESULTS AND DISCUSSION

Presentation of Research Data

This study aims to determine whether there is a significant difference between Student learning motivation using Islamic integration learning model with Student learning motivation using conventional model at As-Shofa Islamic High School Pekanbaru. This research was conducted in 2 meetings.

1. Preparation Stage

In the preparation stage, prepare all the needs in the research, namely planning the research time appropriately with the school and the Economics teacher of As-Shofa Islamic High School Pekanbaru. The researcher also prepares teaching modules/RPP and observation sheets for teacher motivation and questionnaires for students.

2. Implementation of Learning

Several days before the research was conducted, namely on April 18, 2024, the researcher informed the economics teacher, Mrs. Angie Yureca Hutapea, S.Pd, that to conduct research using the Islamic integration learning model in the experimental class (X.3), the description of the implementation of

learning using the Islamic integration learning model in the experimental class is as follows:

3. Implementation Stage of Experimental Class Learning

a. The first meeting

At the first meeting held on Monday, April 22, 2024, which was held in class X.3 of As-Shofa Islamic High School, Pekanbaru. At this first meeting, researchers and teachers in the field of economics carried out the learning process with an Islamic integration model on the material of demand and supply according to the teaching module.

The teacher conveys the competencies to be achieved in the learning process in more detail. The core of delivering the competencies to be achieved is that students can understand the subject matter taught using the Islamic integration learning model, the teacher demonstrates or presents the material according to the TKP, the teacher explains the subject matter according to the topic of the lesson being taught.

In explaining the lesson material more clearly and in more detail, giving students the opportunity to ask questions, asking questions, both questions from students to students, teachers to students, and vice versa, giving students the opportunity to ask and solve questions from students. To test students' understanding, they are asked to make a powerpoint with their groups and present the results of each group's discussion.

The teacher asks each group to present the material on demand and supply using the Islamic integration learning model and other participants are asked to pay attention and provide responses or questions to the presenter.

The closing of this model is the group summarizing the results of the discussion and the teacher giving feedback to the students, as well as reflection after learning using the Islamic integration learning model. The steps above have been adjusted to the attached module.

Learning activities using Islamic integration learning model in the subject of economics reached a percentage of 51.25%. The percentage is quite good because it is in the interval of 41%-60% which means that the implementation of learning activities in the experimental class using Islamic integration learning model in economic subjects is classified as quite good.

b. Second Meeting

At the second meeting held on Monday, April 29, 2024, which was held in class X.3 of SMA Islam As-Shofa Pekanbaru. At this second meeting, researchers and teachers in the field of economics carried out the learning process with an Islamic integration model on the material of demand and supply according to the teaching module.

The teacher conveys the competencies to be achieved in the learning process in more detail. The core of delivering the competencies to be achieved is that students can understand the subject matter taught using the Islamic integration learning model, the teacher demonstrates or presents the material according to the TKP, the teacher explains the subject matter according to the topic of the lesson being taught.

In explaining the lesson material more clearly and in more detail, giving students the opportunity to ask questions, asking questions,

both questions from students to students, teachers to students, and vice versa, giving students the opportunity to ask and solve questions from students. To test students' understanding, they are asked to make a powerpoint with their groups and present the results of each group's discussion.

The teacher asks each group to present the material on demand and supply using the Islamic integration learning model and other participants are asked to pay attention and provide responses or questions to the presenter.

The closing of this model is the group summarizing the results of the discussion and the teacher giving feedback to the students, as well as reflection after learning using the Islamic integration learning model. The steps above have been adjusted to the attached module.

Learning activities using Islamic integration learning model in the subject of economics reached a percentage of 62.5%. The percentage is considered good because it is in the interval of 61%-80% which means that the implementation of learning activities in the experimental class using Islamic integration learning model in economic subjects is classified as good.

c. The Third Meeting

At the third meeting held on Monday, May 6, 2024, which was held in class X.3 of As-Shofa Islamic High School, Pekanbaru. At this third meeting, researchers and teachers in the field of economics carried out the learning process with an Islamic integration model on the material of demand and supply according to the teaching module.

The teacher conveys the competencies to be achieved in the learning process in more detail. The core of delivering the competencies to be achieved is that students can understand the subject matter taught using the Islamic integration learning model, the teacher demonstrates or presents the material according to the TKP, the teacher explains the subject matter according to the topic of the lesson being taught.

In explaining the lesson material more clearly and in more detail, giving students the opportunity to ask questions, asking questions, both questions from students to students, teachers to students, and vice versa, giving students the opportunity to ask and solve questions from students. To test students' understanding, they are asked to make a powerpoint with their groups and present the results of each group's discussion.

The teacher asks each group to present the material on demand and supply using the Islamic integration learning model and other participants are asked to pay attention and provide responses or questions to the presenter.

The closing of this model is the group summarizing the results of the discussion and the teacher giving feedback to the students, as well as reflection after learning using the Islamic integration learning model. The steps above have been adjusted to the attached module.

Learning activities using Islamic integration learning model in the subject of economics reached a percentage of 73.7%. The percentage is considered good because it is in the interval of 61%-80% which means that the implementation of learning activities in the

experimental class using Islamic integration learning model in economics subjects is classified as good.

d. The Fourth Meeting

At the fourth meeting held on Monday, May 13, 2024, which was held in class X.3 of SMA Islam As-Shofa Pekanbaru. At this fourth meeting, researchers and teachers in the field of economics carried out the learning process with an Islamic integration model on the material of demand and supply according to the teaching module.

The teacher conveys the competencies to be achieved in the learning process in more detail. The core of delivering the competencies to be achieved is that students can understand the subject matter taught using the Islamic integration learning model, the teacher demonstrates or presents the material according to the TKP, the teacher explains the subject matter according to the topic of the lesson being taught.

In explaining the lesson material more clearly and in more detail, giving students the opportunity to ask questions, asking questions, both questions from students to students, teachers to students, and vice versa, giving students the opportunity to ask and solve questions from students. To test students' understanding, they are asked to make a powerpoint with their groups and present the results of each group's discussion.

The teacher asks each group to present the material on demand and supply using the Islamic integration learning model and other participants are asked to pay attention and provide responses or questions to the presenter.

The closing of this model is the group summarizing the results of the discussion and the teacher giving feedback to the students, as well as reflection after learning using the Islamic integration learning model. The steps above have been adjusted to the attached module.

Learning activities using Islamic integration learning model in the subject of economics reached a percentage of 82.5%. The percentage is classified as very good because it is in the interval of 81%-100% which means that the implementation of learning activities in the experimental class using Islamic integration learning model in economics subjects is classified as very good.

1. Recapitulation of Observation Results

Table 1

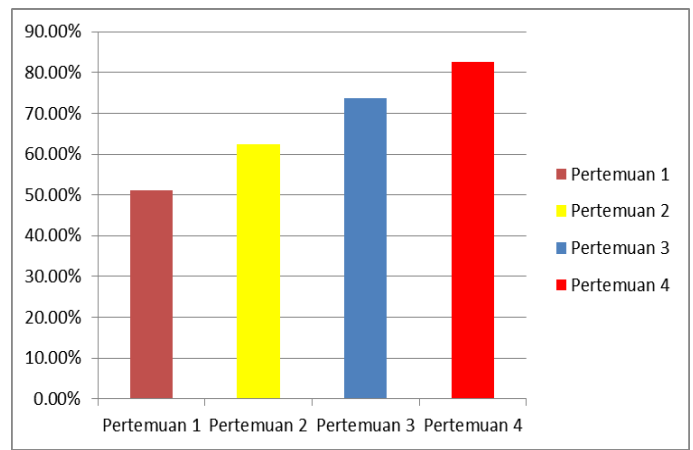
Results of Recapitulation of Observation of Teacher Activities Using Islamic Integration Learning Model in Economics Lessons

No	Observation	Percentage
1	Meeting 1	51.2%
2	Meeting 2	62.5%
3	Meeting 3	73.7%
4	Meeting 4	82.5%

Source: Researcher Observation Results 2024

Based on table IV. it can be explained that the observation results at each meeting increased. Thus it can be said that the teacher's activities implemented using the Islamic integration learning model in economic subjects have very good criteria. This can be seen in the average meeting of teacher observation results at four meetings reaching 82.5%.

Figure 1
Average Chart of Teacher Activity in Economics Subject Using Islamic Integration Learning Model



Presentation of Experimental Class Questionnaire

The data presented below are the results of research conducted at SMA Islam As-Shofa Pekanbaru which aims to obtain data on the influence of the Islamic integration learning model on student learning motivation. In order for the results to be objective, all questionnaires were given directly as assessors by answering question items totaling 13 items regarding the student learning motivation questionnaire.

Data on learning motivation were obtained from a questionnaire with 13 statements consisting of 5 indicators that had been filled in by students as respondents totaling 27 students in the experimental class.

Table 2
Recapitulation of Motivation Variable Questionnaire Answers Experimental Class Students Learning

No item	Alternative Answers										Number of students	
	Very good		Good		Pretty good		Not good		Very bad			
	F	%	F	%	F	%	F	%	F	%	F	%
1	11	40.7	15	55.6	1	3.7	0	0	0	0	27	100
2	18	66.7	9	33.3	0	0	0	0	0	0	27	100
3	8	29.6	17	63	2	7.4	0	0	0	0	27	100
4	18	66.7	5	18.5	4	14.8	0	0	0	0	27	100
5	20	74.1	7	25.9	0	0	0	0	0	0	27	100
6	9	33.3	14	51.9	4	14.8	0	0	0	0	27	100
7	16	59.3	8	29.6	3	11.1	0	0	0	0	27	100
8	11	40.7	15	55.6	1	3.7	0	0	0	0	27	100
9	10	37	15	55.6	2	7.4	0	0	0	0	27	100
10	23	85.2	4	14.8	0	0	0	0	0	0	27	100

11	11	40.7	16	59.3	0	0	0	0	0	0	27	100
12	19	70.4	8	29.6	0	0	0	0	0	0	27	100
13	22	81.5	5	18.5	0	0	0	0	0	0	27	100
Amount	196	55.8	138	39.3	17	4.8	0	0	0	0	27	100

Source: Research Results Data 2024

Based on table 2 above, the total number of alternative answers for the 13 items is known. The number of respondents in the questionnaire was 351. Meanwhile, those who chose the BS answer were 196 times, the B answer was 138 times, the CB answer was 17 times, the KB answer was 0 times and the STB answer was 0 times.

Thus, because the score of 90.19% is in the range of 81-100%, it can be concluded that the learning motivation of students in the experimental class is...As-Shofa Islamic High School Pekanbaru classified as very good.

Presentation of Control Class Questionnaire

The data presented below are the results of research conducted at SMA Islam As-Shofa Pekanbaru which aims to obtain data on the influence of the Islamic integration learning model on student learning motivation. In order for the results to be objective, all questionnaires were given directly as assessors by answering question items totaling 13 items regarding the student learning motivation questionnaire.

Table 3
Recapitulation of Questionnaire Answers for Students' Learning Motivation Variables in the Control Class

No item	Alternative Answers										Number of students	
	Very good		Good		Pretty good		Not good		Very bad			
	F	%	F	%	F	%	F	%	F	%		
1	6	21.4	16	57.2	6	21.4	0	0	0	0	28	100
2	8	28.6	16	57.1	4	14.3	0	0	0	0	28	100
3	8	28.6	12	42.8	8	28.6	0	0	0	0	28	100
4	8	28.6	15	53.6	5	17.8	0	0	0	0	28	100

5	6	21.4	15	53.6	7	25	0	0	0	0	28	100
6	8	28.6	17	60.7	3	10.7	0	0	0	0	28	100
7	12	42.9	10	35.7	5	17.8	1	3.6	0	0	28	100
8	10	35.7	15	53.6	3	10.7	0	0	0	0	28	100
9	7	25	13	46.4	8	28.6	0	0	0	0	28	100
10	14	50	11	39.3	3	10.7	0	0	0	0	28	100
11	4	14.3	17	60.7	7	25	0	0	0	0	28	100
12	6	21.4	16	57.2	6	21.4	0	0	0	0	28	100
13	7	25	16	57.1	5	17.9	0	0	0	0	28	100
Amount	104	28.6	189	51.9	70	19.2	1	0.27	0	0	28	100

Source: Research Results Data 2024

Based on table 3 above, it is known that the total number of alternative answers from the 13 questionnaire statement items is 364. Meanwhile, those who chose the BS answer were 104 times, the B answer was 189 times, the CB answer was 70 times, the KB answer was 1 time and the STB answer was 2 times.

Thus, because the score of 81.75% is in the range of 81-100%, it can be concluded that the learning motivation of students in the control class is...As-Shofa Islamic High School Pekanbaru classified as very good.

Data analysis

1. Change Ordinal Data to Interval

Data on student learning motivation is ordinal data which will then be changed into interval data, so that there is significant data. The steps to change ordinal data into interval data are as follows:

Table 4
Descriptive Statistics of Students' Learning Motivation in Experimental Class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experiment	27	50	63	58.63	3.272
Valid N (listwise)	27				

Source: Research Results Data 2024

Based on the table above, it can be seen that the learning motivation of students in the experimental class where the lowest value is 50, the highest value is 63, the average (mean) is 58.63 and the standard deviation (SD) is 3.272.

Table 5
Descriptive Statistics of Learning Motivation of Control Class Students

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Control	28	39	64	53.14	5.589
Valid N (listwise)	28				

Source: Research Results Data 2024

Based on the table above, it can be seen that the learning motivation of students in the control class where the lowest value is 39, the highest value is 64, the average (mean) is 53.14 and the standard deviation (SD) is 5.589.

$$T_i = 50 + 10 (X_i - X) / SD$$

- a. Determining the standard deviation of each variable score. Based on the calculation results of SPSS 25.0, the standard deviation is 3.272 for the student learning motivation questionnaire in the experimental class and 5.589 for the student learning motivation questionnaire in the control class.
- b. The mean of the data for each variable score was 58.63 for the student learning motivation questionnaire in the experimental class and 53.14 for the learning motivation questionnaire in the control class.
- c. Motivation to learn experimental class students
 - 1) Student learning motivation 1 ordinal data
59 is changed to interval data by:
 $T_i = 50 + 10 (59 - 58.63) / 3.272 = 51.1$
attached
 - 2) Student learning motivation 2 ordinal data

58 is changed to interval data by:

$$T_i = 50 + 10 (58 - 58.63) / 3.272 = 48.1$$
.....
attached

- 3) Student learning motivation 3 ordinal data

53 is changed to interval data by:

$$T_i = 50 + 10 (53 - 58.63) / 3.272 = 32.8$$
.....
attached

- d. Learning motivation of control class students

- 1) Student learning motivation 1 ordinal data

61 is changed to interval data by:

$$T_i = 50 + 10 (61 - 53.14) / 5.589 = 64.1$$

attached

- 2) Student learning motivation 2 ordinal data

47 is changed to interval data by:

$$T_i = 50 + 10 (47 - 53.14) / 5.589 = 39$$
.....
attached

- 3) Student learning motivation 3 ordinal data

48 is changed to interval data by:

$$T_i = 50 + 10 (48 - 53.14) / 5.589 = 40.8$$
.....
attached

2. Data Normality Test

The normality test is conducted to determine whether the distribution of data taken in the study is normally distributed or not. The normality test used by the researcher is the Kolomogorov-Semirnov test using the SSPS application with a significance level of 0.05. Kolomogorov-Semirnov test: if Sig > 0.05 then the data is normally distributed, if Sig < 0.05 then the data is not normally distributed. Through SPSS version 25.0 the following output is obtained:

Table 6
Experimental Class Normality Testen and Control Class

Tests of Normality				
	class	Kolmogorov-Smirnova		
		Statistics	df	Sig.
Results	experiment	.164	27	.059
	control	.112	28	.200*

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Source: Research Results Data 2024

Based on the table above, the Kolmogorov-Smirnov Test has a Sig in the experimental class of $0.059 > 0.05$ and in the control class of $0.200 > 0.05$, so the data is normally distributed.

3. Homogeneity Test

This homogeneity test was conducted on the scores obtained from the student learning motivation questionnaire between the experimental class and the control class. The results of the homogeneity of the experimental class and the control class are presented in the table below:

Table 7
Homogeneity Test of Experimental Class and Control Class

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Results	Based on Mean	7,881	1	53	.057
	Based on Median	7,532	1	53	.083
	Based on Median and with adjusted df	7,532	1	45,982	.086
	Based on trimmed mean	8.192	1	53	.060

Source: Research Results Data 2024

Based on the table above, it is known that the results of the test of homogeneity of variance displaying Levene Statistic are 7.881 with a probability or sig. $0.057 > 0.05$, so it can be concluded that the questionnaire data between the experimental class and the control class are homogeneous.

4. Hypothesis Testing

The t-test was conducted after the normality test and homogeneity test on the data scores obtained. Where it is known that the learning motivation of students in both the experimental and control classes is normally distributed and homogeneous. The test results can be seen in the following table.

Table 8
Hypothesis Testing of Experimental Class and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Results	Equal variances assumed	7,881	.001	4.422	53	.000	5.487	1,241	2.998	7,976
	Equal variances not assumed			4.462	43,848	.000	5.487	1,230	3,008	7,965

Source: Research Results Data 2024

Based on the table above, it is known that the t-test result is 4.422 with $df = 53$. The mean difference is 5.487. The standard error difference is 1.241. If the price of t_0 (t count) = 4.422 is compared to t_t (t table) with $df = 53$, then it is obtained that $t \text{ count} > t \text{ table}$ with a significant level of 5% (1.674) and 1% (2.398) or $1.674 < 4.422 > 2.398$ which means that H_a is accepted and H_0 is rejected which means there is a significant difference between student learning

motivation using Islamic integration learning and student learning motivation using conventional learning strategies in economic subjects at As-Shofa Islamic High School Pekanbaru. With these differences, it can be explained that there is an influence of the Islamic integration learning model on students' learning motivation in economic subjects at As-Shofa Islamic High School Pekanbaru

Discussion

Based on the results of the student analysis of student learning motivation on the subject of demand and supply, it shows that student learning motivation in classes using the Islamic integration learning model is higher than student learning motivation in classes using conventional learning. This shows that the Islamic integration learning model in economic learning has a significant influence where the learning outcomes of students in the experimental class are higher than those in the control class. This can be seen from the teacher's motivation explaining that there is teacher development in increasing student learning motivation in class X.3 by using the Islamic integration learning model.

The use of Islamic integration learning models is known to be better in providing student learning motivation compared to using conventional learning methods. Based on the results of the test of the difference in the average questionnaire of the experimental class and the control class using the t-test, it shows that the significant level is 5% (1.674) and 1% (2.398) or $1.674 < 4.422 > 2.398$ which means that H_a is accepted and H_o is rejected which means there is a significant difference between student learning motivation using Islamic integration learning and

student learning motivation using conventional learning strategies in economic subjects at As-Shofa Islamic High School Pekanbaru. With these differences, it can be explained that there is an influence of the Islamic integration learning model on students' learning motivation in economic subjects at As-Shofa Islamic High School, Pekanbaru.

In this study, Carl Rogers' theory is used as the basic theory in the research, Carl, said that Carl Rogers' theory is related to the learning model, many students think that going to school is boring, student boredom comes from their perception of learning motivation in school that is not meaningful or not related to various goals and interests of students. Moreover, this perception is reinforced by monotonous learning activities, such as lectures and students listening passively, the same thing with student learning motivation can be realized if in the learning process the teacher uses a learning model that can increase student motivation, namely by using the Islamic Integration learning model.

So, the selection of this model by teachers at As-Shofa Islamic High School, Pekanbaru is a factor that can influence students' learning motivation, because students' learning motivation is very important to increase so that students are more active in carrying out the learning process. Therefore, Carl Rogers' theory is considered appropriate to be used as a grand theory that connects the variables in this research.

CONCLUSION

Based on the results of the research and data analysis, the use of the Islamic integration learning model is known to be better in providing student learning motivation

compared to using conventional learning methods. Based on the results of the test of the difference in the average questionnaire of the experimental class and the control class using the t-test, it shows that the significant level is 5% (1.674) and 1% (2.398) or $1.674 < 4.422 > 2.398$ which means that H_a is accepted and H_o is rejected which means there is a significant difference between student learning motivation using Islamic integration learning and student learning motivation using conventional learning strategies in economic subjects at As-Shofa Islamic High School Pekanbaru. With these differences, it can be explained that there is an influence of the Islamic integration learning model on students' learning motivation in economic subjects at As-Shofa Islamic High School, Pekanbaru.

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