THE EFFECT OF TEACHER TEACHING VARIATIONS AND STUDENTS' ATTENTION TO LEARNING OUTCOMES IN ISLAMIC EDUCATION SUBJECTS

Hayatil Husnah
UIN Imam Bonjol Padang
Email: hayatilhusnah495@gmail.com;

Martin Kustati
UIN Imam Bonjol Padang
Email: martinkustati@uinib.ac.id

Rehani
UIN Imam Bonjol Padang
Email: rehani@uinib.ac.id

Abstract: *The purpose of this study was to obtain data so that it is known the effect of variations in teacher teaching on learning outcomes, student attention to learning outcomes, and variations in teacher teaching and student attention together on learning outcomes in Islamic Education (PAI) subjects. This type of research is quantitative using associative descriptive method. The population in this study were all students at SMPN Bayang District as many as 1050 students. The sampling technique is Proportional Startified Random Sampling, in order to obtain a sample of 91 students. Data collection techniques through questionnaires and documentation studies. Processing data by testing requirements analysis and hypothesis testing. The research result shows that there is a significant effect in teacher teaching variations towards study result, students' attention towards study result, and there is a significant effect between teacher teaching variations and students' attention altogether in Islamic Education subject.*
Keywords: teacher teaching variations, student attention, learning present

Abstrak*:* Tujuan penelitian ini adalah untuk memperoleh data sehingga diketahui pengaruh variasi mengajar guru terhadap hasil belajar, perhatian peserta didik terhadap hasil belajar, dan variasi mengajar guru dan perhatian peserta didik secara bersama-sama terhadap hasil belajar pada mata pelajaran Pendidikan Agama Islam (PAI). Jenis penelitian ini adalah kuantitatif dengan menggunakan metode deskriptif asosiatif. Populasi dalam penelitian ini adalah seluruh peserta didik di SMPN Se Kecamatan Bayang sebanyak 1050 peserta didik. Teknik pengambilan sampel yaitu Proportional Startified Random Sampling, sehingga diperoleh sampel 91 orang peserta didik. Teknik pengumpulan data melalui angket dan studi dokumentasi. Pengolahan data dengan cara uji persyaratan analisis dan uji hipotesis. Hasil penelitian mengungkapkan bahwa terdapat pengaruh yang signifikan variasi mengajar guru terhadap hasil belajar,

perhatian peserta didik terhadap hasil belajar, dan terdapat pengaruh yang signifikan antara variasi mengajar guru dan perhatian peserta didik secara bersama-sama pada mata pelajaran Pendidikan Agama Islam.

Kata-kata kunci: variasi mengajar guru, perhatian peserta didik, hadil belajar

I.   Introduction

The term education in the online Indonesian Large Dictionary, defined as a process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts[1, 2, 3]. In Law Number 20 of 2003 concerning the National Education System, it is stated that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals. noble, as well as the skills needed by himself, the community, the nation, and the State[4, 5, 6, 7, 8, 9]. Meanwhile, Law Number 20 of 2003 Article 3 concerning Religious Education in the National Education System also states that: The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen[10, 11, 12, 13, 14].

In line with that, Ramayulis argues that Islamic Education is a conscious and planned effort in preparing students to recognize, understand, appreciate, believe, be pious, have noble character, practice Islamic teachings from the main source of the holy

[1] Indy, R., Waani, FJ, & Kandowangko, N, The Role of Education in the Process of Social Change in Tumaluntung Village, Kauditan District, North Minahasa Regency. HOLISTIC, *Journal Of Social and Culture,* 2019.

[2] Rondonuwu, M, Level of Education, Motivation and Promotion Their Influence on Decisions to Use Priority Banking Products for Bank Sulut Customers. EMBA Journal: *Journal of Economic Research, Management, Business And Accounting*, Vo.1, No. 3, 2013.

[3] Safita, R. The role of parents in providing sexual education to children. *Journal of Edu-Bio*, Vol. 4, No. 35, 2013.

[4] U Saefullah, US (2012). Developmental and Educational Psychology. Faithful Library.

[5] Hendriana, EC, & Jacobus, A, Implementation of character education in schools through example and habituation. *JPDI (Journal of Indonesian Basic Education*), Vol. 1, No. 2, pp. 25–29, 2017.

[6] Muali, C, The Rationality of the Archipelago Cultural Conception in Initiating Multicultural Nation Character Education. *Journal of Islam Nusantara*, Vol. 1, No. 1, pp. 105–117, 2017.

[7] Nursanti, R, Management of Noble Moral Improvement in Islamic-Based Schools. *Journal of Education*, Vol. 2, No. 2, pp. 47–65, 2014.

[8] Suryana, D, *Early Childhood Education: Theory and Practice of Learning*, 2013.

[9] Sylviyanah, S. Noble Moral Development in Elementary School. *Journal of Tarbawi*, Vol. 1, No. 3, p. 191, 2012.

[10] Ainiyah, N, Character formation through Islamic Education. *Al-Ulum*, Vol. 13, No. 1, pp. 25–38. 2013.

[11] Gunawan, H, *Character building*. Bandung: Alphabeta, 2, 2012.

[12] Mulyani, E, Entrepreneurial education model in primary and secondary education. *Journal of Economics and Education*, Vol. 8, No. 1, 2011.

[13] Omeri, N, The importance of character education in the world of education. *Education Manager*, Vol. 9, No. 3, 2015.

[14] Wahono, M, Character Education: A Need for Students in the Millennial Era. *Integralistics*, Vol. 29, No. 2, pp. 145–151, 2015.

book al-Qur'an and al-Hadith. , through guidance activities, teaching exercises, and the use of experience[15, 16, 17, 18]. However, this goal can be achieved by learning, because the term learning is considered a process of changing behavior as a result of experience and practice. This is in line with the opinion of this expert who found that learning outcomes can be seen from changes in perception and behavior, including behavioral improvements. Therefore, the teacher must be able to observe the occurrence of these behavioral changes after the assessment.

Sardiyanti expressed her opinion that the factors that affect learning outcomes[19]. There are 2 factors, namely: (1) internal factors, one of which is the attention of students, (2) external factors, one of which is teacher teaching variations[20,21]. In line with that, Sanjaya (2019) also suggested that there are three (3) types of variations that can be done by teachers in teaching, namely: *First*, variations when meeting face to face or carrying out the learning process. *Second*, variations in using media/learning aids. *Third*, variations in doing interaction patterns[22, 23]. In addition, he also expressed his opinion that learning activities include: *First* listening, *second* looking, *third* writing or taking notes. *Fourth* Reading, *fifth* Summarizing and underlining, *sixth* Remembering, *seventh* Thinking, *eighth* Practice.

The problems in teaching and learning activities that the researchers found when conducting observations at SMPN in the Bayang District are: Teachers are still not applying variations of teaching in learning, thus making the learning atmosphere less effective. The teacher's way of speaking in conveying the material is too fast. The teacher's movements and attention are only for a few students. The method teacher use is mostly speech method. The attention of some students in listening to the explanation of Teacher is still not focused. Students are still talking and disturbing their friends during the learning process. Likewise, the learning outcomes of students in Islamic Education subjects are still much below the Minimum Completeness Criteria (KKM). The purpose of this study is to identify the effect of variations in teacher teaching on learning

---

[15] Nurhudayana, N, *The Influence of Islamic Education Learning on the morals of students at SMP Negeri 3 Lembang, Pinrang Regency* [PhD Thesis]. IAIN Parepare, 2019.

[16] Rosyidah, E. The Efforts of Islamic Education Teachers in Forming Students' Morals at TPQ Al-Azam Pekanbaru. Al-Idara: Journal of Islamic Education, vOL. 9, No. 2, pp. 180–189, 2019.

[17] Sinaga, S, The Problems of Islamic Education in Schools and Their Solutions. WARAQAT: *Journal of Islamic Sciences*, Vol. 2, No. 1, pp. 14–14, 2017.

[18] Umro, J. Efforts of Islamic Education Teachers in Preventing Religious Radicalism in Schools. *JIE (Journal of Islamic Education)*, Vol. 2, No. 1, 2018.

[19] Sardiyanti, R, *The application of the reciprocal teaching reverse learning model to improve students' mathematics learning activities: Classroom action research at MTs Daarul Wisdom Pamulang*, 2010.

[20] Prasetyo et al., The Effect of School Climate and Student Attitudes Through Learning Motivation on Learning Outcomes. JEE (Journal of Ecobis Education), Vol. 3, No. 1, 2015.

[21] Umami, Authentic Assessment of Islamic Education and Character Education in the 2013 Curriculum. Journal of Education, Vol. 6, No. 2, pp. 222–232, 2018.

[22] Leyly, *An Overview of Teachers' Skills in Conducting Variations in History Learning at SMA Negeri 4 Pariaman*. [PhD Thesis]. Padang State University, 2012.

[23] Pratiwi, CP, & Ediyono, S, Analysis of Elementary School Teacher Skills in Applying Learning Variations. *JS (SCHOOL JOURNAL)*, Vol. 4, No. 1, pp. 1–8, 2019.

outcomes, students' attention to learning outcomes, and variations in teacher teaching and student attention collectively on learning outcomes in Islamic Education (PAI) subjects.

The type of research used is field research, which is to collect data directly from the research location. The research method used is descriptive associative research, which is research that inquires the relationship between two or more variables. The variable relationship in question is a causal relationship, a causal relationship is an if-then relationship. So here there are two independent variables (variables that affect) and dependent (variables that are affected)[24].

Population includes all the characteristics or properties possessed by the subject and object under study[25].The population in this study were all students at SMPN Se-Bayang District, who were registered in the odd semester of the 2020 Academic Year.

Table 1. Research Population

No	Middle school name	Amount
1.	SMPN 1 Bayang	220 Students
2.	SMPN 2 Bayang	554 Students
3.	SMPN 3 Bayang	187 Students
4.	SMPN 4 Bayang	89 Students
	Total	1.050 Students

Source: Administrative Data of Middle Schools of Bayang District

Sampling technique used is *proportionate stratified random sampling* using the slovin formula. *Proportionate stratified random sampling* is a technique used when the population has members/elements that are not homogeneous and proportionally stratified[26].The sampling formula used is the formula proposed by Slovin in Umar as follows:

$$n = \frac{N}{1 + N.e^2}$$

Description:
n = Sample Size
N = Population Size
E = Critical value/ desired accuracy limit[27].

Based on the calculation with the formula above, the total sample size is 91 students. Sampling was 91 students consisting of all students at SMPN 1 Bayang, SMPN 2 Bayang, SMPN 3 Bayang, and SMPN 4 Bayang.

---

[24] Sugiyono, *Quantitative and qualitative research methods and R&D*. Bandung Alphabet, 2010.
[25] Ibid.,
[26] Ibid.,

Research instrument in this study, which serves as a data collection tool is a questionnaire. Questionnaire in this study was given to students to determine variations in teacher teaching and student attention using a scale. Then the variables to be measured are described as variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of questions or statements.

Data Analysis Techniques (1) Testing Analysis Requirements, by: (a) Normality test. Normality test was conducted to determine whether the distribution of research data was normally distributed or not. The basis for making decisions is as follows:
1) If Asyim scores. Sig > = 0.05 then the data is normally distributed
2) If Asyim scores. Sig < = 0.05 then the data is not normally distributed
Next (b) by means of linearity test. Linearity test was conducted to determine whether the distribution of data for each independent variable tends to form a linear line with the distribution of data on the dependent variable. The basis for making decisions is as follows:
1) If the calculated F value < F table then Ha is accepted, meaning that the distribution of the independent variable data forms a linear line to the dependent variable.
2) If the calculated F value > F table then Ha is rejected, meaning that the distribution of the independent variable data does not form a straight line to the dependent variable.

Next (c)Data Multicollinearity Test. Multicollinearity means "between the independent variables contained in the regression model have a perfect or near perfect linear relationship. The decision making in this multicollinearity test is if the tolerance value> 0.10 and the VIF value <10, then there is no multicollinearity. Hypothesis testing by: (a) Simple regression, which is the equation used to see the effect of the X1 variable with the Y variable, and the X2 variable with the Y variable. (b) Multiple Correlation, which is to determine the level of relationship between each independent variable and the dependent variable. . (c) Multiple regression, which is to see the effect of the variable X1 together with X2 on Y. Then the hypothesis is tested with the following conditions:
a. If Fcount Ftable, then the conclusion is that there is a significant effect between X1 together with X2 on Y.
b. If Fcount Ftable, then the conclusion is that there is no significant effect between X1 together with X2 on Y.

The results of this study include three variables, namely student learning outcomes variable data (Y), Teacher Teaching Variations (X1) and student attention (X2) at SMPN Se-Bayang District.

II. The Effect of Teacher Teaching Variations on Learning Outcomes in Islamic Education Subject at SMPN Se-Bayang District, Pesisir Selatan Regency

To find out the percentage of the contribution of the teacher's teaching variation to student learning outcomes, a determination analysis was carried out. The results of the determination analysis can be seen in the following summary model output:

Table 2. Results of Analysis of Correlation Coefficients and Coefficients of Determination of Teacher Teaching Variations (X1) with Student Learning Outcomes (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.426a	.182	.172	4.701

a. Predictors: (Constant), Teacher Teaching Variations
b. Dependent Variable: Learning Outcomes

Based on table 2 above, it is known that the correlation coefficient (R) is 0.426. That is, variations in teacher teaching have a relationship with learning outcomes even though the level of the relationship is quite strong. Thus the first hypothesis testing can be continued with simple regression. Next, a simple linear regression equation is calculated. The formula for calculating the simple linear regression equation is Y = a+bX The results of the simple linear regression calculation using the *SPSS version 22 program* can be seen in the following table:

Table 3. Results of Simple Regression Analysis Variables of Teacher Teaching Variations (X1) with Student Learning Outcomes (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	69,378	2.700		25,700	.000
	Teacher Teaching Variations	.107	.024	.426	4.445	.000

a. Dependent Variable: Learning Outcomes

From table 3 above, it can be seen that the value of *constant* (a) is 69,378 and the value of the regression coefficient (b1) is 0.107 with a value of sig. 0.00. Thus the regression equation can be written as follows:

Y = a + bX = 67.378 + 0.107. X

The meaning of the regression equation above is if the value of the independent variable (X) or the teacher's teaching variation increases by one unit, the dependent variable (Y) or learning outcomes can be predicted to increase by 0.107 or 10.7% at a constant of 67.378. Thus, it can be concluded that the better and the increasing variety of teacher teaching, the learning outcomes of students in Islamic Education subjects at SMPN Se Bayang District will be better and also increase. To determine whether the contribution of teacher teaching variation to student learning outcomes is predictive or not, then the *analysis of variance* (ANOVA) technique or the F test is used. The significance level used is = 0.05. The results of the *analysis of variance* (ANOVA) can be seen in the following output:

Table 4. Results of Analysis of Variance (ANOVA) Variables of Teacher Teaching Variation (X1) with Student Learning Outcomes (Y)

		ANOVAb				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regressio n	436,570	1	436,570	19,757	.000 a
	Residual	1966,617	89	22.097		
	Total	2403,187	90			

a. Predictors: (Constant), Teacher Teaching Variations
b. Dependent Variable: Learning Outcomes

The table above shows the Fcount value of 19,757 with a significance value of 0.000. Then look at the Ftable with 95% confidence level for df numerator (df=k–1=3–1=2) and df denominator (df=n–k=91–3=88) which is 3.10. After comparing Fcount with Ftable, the results obtained are Fcount > Ftable, namely (19.757 > 3.10).It means teacher teaching variations have a significant effect on student learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District.

Based on the results of data analysis and hypothesis testing shows that tcount =4,445, while the t table with the sample is in position 89 (df = n – k = 91 – 2 = 89) and the significance level of 0.05 is 1.662. Then tcount =4,445>1.662 with = 0.000 < = 0.05. From the results of this calculation, it can be concluded that the formulation of H0 is rejected and H1 is accepted, meaning that variations in teacher teaching have a significant effect on learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District.

The results of the determination can be seen in the output of the summary model that an R square of 0.182 or 18.2% has been obtained. This shows that the percentage of

the contribution of the teacher's teaching variation to learning outcomes is 18.2%. While the remaining 81.8% was contributed by other variables that were not included in this study.

The results of the analysis to determine the contribution of teacher teaching variations to learning outcomes are predictive or not, then the analysis of variance (ANOVA) technique is used or the *Ftest*, then the Fcount value is obtained at 19,757 with a significance value of 0.000. Then look at the Ftable with 95% confidence level for df numerator (df = k – 1 = 3 – 1 =2) and df denominator (df = n – k = 91 – 3 = 88) which is 3.10. After comparing Fcount with Ftable, the results obtained are Fcount > Ftable, namely (19,757> 3.10). This indicates that the regression equation formed between the variables of teacher teaching variation on student learning outcomes in Islamic Education (PAI) subjects is acceptable.

III. The Influence of Students' Attention on Learning Outcomes in Islamic Education Subjects at SMPN Se-Bayang Subdistrict, Pesisir Selatan Regency

The results of the determination analysis can be seen in the following summary model output:

Table 5. Results of Analysis of Correlation Coefficients and Determination Coefficients of Student Attention (X2) with Student Learning Outcomes (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.359a	.129	.119	4.850

a. Predictors: (Constant), students' attention
b. Dependent Variable: Learning Outcomes

Based on table 5 above, it is known that the correlation coefficient (R) is 0.359. The value is then consulted with the correlation coefficient interpretation table. Based on the interpretation table of the correlation coefficient, it is known that the attention of students has a relationship with learning outcomes even though the level of the relationship is low. Thus, testing the first hypothesis can be continued with simple regression.

Based on the table above, the *R square* is 0.129 or 12.9%. This shows that the percentage of the contribution of students' attention to student learning outcomes is 12.9%. While the remaining 87.1% was contributed by other variables that were not included in this study.

Next, a simple linear regression equation is calculated. The formula for calculating the simple linear regression equation is Y = a+bX The results of the simple linear regression calculation using the *SPSS version 22 program* can be seen in the following table:

Table 6. Results of Simple Regression Analysis of Student Attention Variables (X2)
with Learning Outcomes (Y)

Coefficients[a]

Model		B	Std. Error	Beta	T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
1	(Constant)	66,493	4.081		16,293	.000
	Attention Students	.148	.041	.359	3.626	.000

a. Dependent Variable: Learning Outcomes

From table 6 above, it can be seen that the value of *constant* (a) is 66,493 and the value of the regression coefficient (b1) is 0.148 with a value of sig. 0.00. Thus the regression equation can be written as follows:

$$Y = a + bX = 66{,}493 + 0.148.\,X$$

The meaning of the regression equation above is that if the value of the independent variable (X) or the attention of students increases by one unit, the dependent variable (Y) or learning outcomes can be predicted to increase by 0.148 or 14.8% at a constant 66,493. Thus, it can be concluded that the better and the increased attention of students, the learning outcomes of students in Islamic Education subjects at SMPN Se Bayang District will be better and increase as well.

Based on the table above, it can be seen that tcount =3,626, while the t table with the sample is in position 89 (df=n–k=91–2= 89) and the significance level of 0.05 is 1.662. Then tcount=3.626> ttable=1,662 with =0,000<α=0,05. Based on the results of this calculation, it can be concluded that the formulation of H0 is rejected and H1 is accepted, meaning that the attention of students has a significant effect on learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District.

To determine whether the contribution of students' attention to student learning outcomes is predictive or not, then the *analysis of variance* (ANOVA) technique or the F test is used. The significance level used is = 0.05. The results of the *analysis of variance* (ANOVA) can be seen in the following output:

Table 7. Results of *Analysis of Variance* (ANOVA) Variable Attention of Students (X2) with Learning Outcomes (Y)

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	309,327	1	309,327	13,148	.000 a
	Residual	2093,860	89	23,527		
	Total	2403,187	90			

a. Predictors: (Constant), students' attention

b. Dependent Variable: Learning Outcomes

The table above shows the Fcount value of 13,148 with a significance value of 0.000. Then look at the Ftable with 95% confidence level for df numerator (df=k–1=3–1=2) and df denominator (df=n–k=91–3=88) which is 3.10. After comparing Fcount with Ftable, the results obtained are Fcount > Ftable, namely (13.148 > 3.10).It means the attention of students has a significant effect on student learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District.

Based on the results of data analysis and hypothesis testing shows that tcount =3,626, while the t table with the sample is in position 89 (df = n – k = 91 – 2 = 89) and the significance level of 0.05 is 1.662. Then tcount =3,626>1.662 with = 0.000 < = 0.05. Based on the results of this calculation, it can be concluded that the formulation of H0 is rejected and H1 is accepted, meaning that the attention of students has a significant effect on learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District.

The results of the determination can be seen in the *output of the summary* model that has obtained an R square of 0.129 or 12.9%. This shows that the percentage of the contribution of students' attention to learning outcomes is 12.9%. While the remaining 87.1% was contributed by other variables that were not included in this study.

The results of the analysis to determine the contribution of students' attention to learning outcomes are predictive or not, then the analysis of variance (ANOVA) technique is used or the Ftest, then the Fcount value is obtained at13,148with a significance value of 0.000. Then look at the Ftable with 95% confidence level for df numerator (df = k – 1 = 3 – 1 =2) and df denominator (df = n – k = 91 – 3 = 88) which is 3.10. After comparing Fcount with Ftable, the results obtained are Fcount > Ftable, namely (13,148> 3.10). This indicates that the regression equation formed between the variables of students' attention to student learning outcomes in Islamic Education (PAI) subjects can be accepted.

The results of the determination analysis can be seen in the following *summary model output:*

Table 8. Results of Analysis of Correlation Coefficients and Coefficients of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447 a	.199	.181	4.676

a. Predictors: (Constant), student attention, teacher teaching variations

From the table above, the correlation coefficient (R) is 0.447. The value is then consulted with the correlation coefficient interpretation table. Based on the interpretation table of the correlation coefficient, it is known that variations in teacher teaching and student attention are quite strongly correlated with learning outcomes.

This means that the better the variety of teacher teaching and the better the attention of students, the better and better learning outcomes.

From table 8 above, it can also be seen that the value of R square above can also be seen that the value of *R square* is 0.199 or 19.9%. This shows that the percentage of the contribution of variations in teacher teaching and students' attention to learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District is 19.9%, while the remaining 80.1% is influenced by other variables which were not included in this study.

Next, the multiple linear regression equation will be calculated. The formula for calculating a simple linear regression equation is Y = a + b1 X1 + b2 X2. The results of multiple linear regression calculations with the *SPSS version 22 program* can be seen in the following table:

Table 9. Results of Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	65,324	3.957		16.510	.000
	Teacher Teaching Variations	.083	.030	.329	2,787	.007
	Attention Students	.068	.049	.165	1.395	.166

a. Dependent Variable: Learning Outcomes

From table 9 above, it can be seen that the value of *constant* (a) is 65.324, the value of the regression coefficient (b1) is 0.083 with a value of sig. 0.007 and the value of the regression coefficient (b2) is 0.068 with a sig value. 0.166. Thus the regression equation can be written as follows:

Y = a + b1 X1 + b2 X2 = 65.324+ 0.083.X1 + 0.068.X2

The meaning of the regression equation above is if the value of the independent variable (X1) or the teacher's teaching variation increases by one unit and the value of the independent variable (X2) or the student's attention remains, then the dependent variable (Y) or learning outcomes can be predicted to increase by 0.083 or 8.3% at the constant 65,324. If the value of the independent variable (X2) or the attention of the students increases by one unit and the value of the independent variable (X1) varies in teacher teaching, then the dependent variable (Y) or learning outcomes can be predicted to increase by 0.068 or 6.8% at the constant 65.324.

Thus, it can be concluded that the better and the increased variation in teacher teaching and student attention, the better the learning outcomes of students on Islamic

Education subjects at SMPN Se Bayang District will be. To find out whether variations in teacher teaching and student attention have a significant effect on learning outcomes, multiple *regression tests* (F test) were used. From the results of the *output regression* analysis can be seen as follows:

Table 10. Results of Multiple Regression Analysis with F Test

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regressio n	479.133	2	239,567	10,957	.000 a
	Residual	1924.053	88	21,864		
	Total	2403,187	90			

a. Predictors: (Constant), student attention, teacher teaching variations
b. Dependent Variable: Learning Outcomes

The table above shows the Fcount value of 10.957 with a significance value of 0.000. Then look at the Ftable with 95% confidence level for df numerator (df=k–1=3–1=2) and df denominator (df=n–k=91–3= 88) which is 3.10. After comparing Fcount with Ftable, the results obtained are Fcount > Ftable, namely (10, 957 > 3.10). Because Fcount > Ftable, then H0 is rejected and H1 is accepted. This means that there is an influence of variations in teacher teaching and the attention of students together on learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District.

Based on the results of data analysis shows that the correlation coefficient (R) is 0.447. This correlation figure shows that variations in teacher teaching and student attention are quite strongly correlated with learning outcomes. This means that the better the variety of teacher teaching and the better the attention of students, the better and better student learning outcomes.

The results of the regression analysis obtained R Square of 0.199 or 19.9%. This shows that the percentage of the contribution of Teacher Teaching Variation and Student Attention together to learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District is 19.9%, while the remaining 80.1% is influenced by other variables. which were not included in this study.

The results of data analysis and hypothesis testing show that the price of Fcount is10,957with a significance value of 0.000. Then look at the Ftable with 95% confidence level for df numerator (df = k – 1 = 3 – 1 =2) and df denominator (df = n – k = 91 – 3 = 88) which is 3.10. After comparing Fcount with Ftable, the results obtained are Fcount > Ftable, namely (10,957> 3.10). Because Fcount > Ftable, then H0 is rejected and H1 is accepted. This indicates that the regression equation formed between the variables of teacher teaching variation and the attention of students together on learning outcomes in Islamic Education (PAI) subjects can be accepted.

After conducting an in-depth study through the analysis process above, the research hypothesis was rejected and H1 was accepted with the statement that there was a significant influence between teacher teaching variations and student attention

together on learning outcomes in Islamic Education (PAI) subjects in SMPN Se District Shadow.

Based on the results of hypothesis testing, the variables of teacher teaching variation and student attention jointly have a significant effect on learning outcomes, there is a significant influence between teacher teaching variations on learning outcomes, and there is a significant influence between student attention on learning outcomes in Education Subjects Islam in SMPN Se-Bayang District, Pesisir Selatan Regency. The variation of teaching refers to the teacher's actions and actions that are intentional or spontaneous, which are intended to stimulate and increase the attention of students during the lesson[28, 29, 30].

Likewise, attention is closely related to the soul's awareness of an object that is reacted at a time. The attention is that the activity of the soul directed at an object, both inside and outside itself[31, 32, 33, 34, 35, 36]. Dedih and Prasetyo also found that learning outcomes can be seen from changes in perception and behavior, including behavioral improvements[37, 38]. Therefore, the teacher must be able to observe the occurrence of these behavioral changes after the assessment.

Based on the research, the learning outcomes of students in Islamic Education subjects were good, judging by the responses of respondents stating that the learning outcomes of students at SMPN Se Bayang District in Islamic Education (PAI) subjects were in the high category. In the initial observation, it was seen that there was a difference with the results of the study, this could be seen in the object of the study that there were problems in the background of the research, while in the results of the study the learning outcomes of the students were high. This could be because the respondent considered himself good when the researcher used the data collection method on the respondent by conducting a questionnaire.

---

[28] Bangun, SY, & Devani, B, Improving Lay Up Shoot Learning Outcomes Through Application of Learning Variations for Darul Ilmi Murni High School Students in Medan. *Journal of Physical Education, Health and Recreation*, Vol. 1, No. 2, pp. 66–76, 2017.

[29] Darmawan, I., & Ayub, P, *Become a Skilled Teacher*, Bandung: Kalam Life, 2014.

[30] Elyana, S., & Khosmas, FY, The Effect of Teaching Variations on Learning Motivation of Class XI Students in Economics Subject at SMA PGRI 1 Pontianak. *Journal of Equatorial Education and Learning*, Vol. 4, No. 7, 2015.

[31] Dedih, U., Zakiyah, QY, & Melina, JO, The attention of parents in the religious education of their children at home is related to their behavior in the school environment. *Atthulab: Islamic Religion Teaching and Learning Journal*, Vol. 4, No. 1, pp.1–19, 2019.

[32] Erfina, R. (nd). Scientific Article The Relationship between Parents' Attention and Learning Motivation of Fifth Grade Students at 34/1 Teratai State Elementary School, Batanghari Regency.

[33] Hayati, N., & Harianto, F, The Relationship of the Use of Audio Visual Learning Media with Students' Interest in Islamic Education Learning at SMAN 1 Bangkinang Kota. *Al-Hikmah: Journal of Religion and Science*, Vol. 14, No. 2, pp. 160–180, 2017.

[34] Nisa, A, The effect of parental attention and student interest in learning on social science learning achievement. *Journal of UNINDRA Factors*, Vol. 2, No. 1, pp. 1–9, 2017.

[35] Rosyidah, E. Loc.cit.,

[36] Suharyat, Y, The relationship between attitudes, interests and human behavior. *Region Journal*, Vol. 1, No. 3, pp. 1–19, 2009.

[37] Dedih, U., Zakiyah, QY, & Melina, JO, Loc.cit.,

[38] Prasetyo, SSS, Purnomo, E., & Rusman, T. Loc.cit.,

Testing the hypothesis proved that variations in teacher teaching and student attention had a significant effect on learning outcomes in Islamic Education Subjects at SMPN Se-Bayang District. The influence of the teacher's teaching variation variable and the students' attention to the learning outcomes is in accordance with the previous research results[39]. Lely also shows that the teacher's teaching variation is good seen from the respondents' responses stating that the teacher's teaching variation is in the high category[40]. In line with that, the attention of students can also be said to be good, seen from the responses of respondents stating that the attention of students is in the high category.

In other words, variations in teacher teaching and student attention greatly affect learning outcomes,The success or failure of learning depends on various factors, one of which is the variety of teacher teaching and the attention of students.Teacher teaching variationsand the attention of students has their respective portions in influencing student learning outcomes. Variations in teacher teaching are factors from outside the students that will affect learning outcomes, of course this depends on how educators provide learning to their students in the classroom.

IV. Closing

There is a significant influence between teacher teaching variations on learning outcomes in Islamic Education Subjects. Thus, it can be interpreted that student learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District 18.2% are determined by variations in teacher teaching, while the remaining 81.8% is determined by other factors not included in this study. There is a significant influence between students' attention to learning outcomes in Islamic Education subjects at SMPN Se-Bayang District, Pesisir Selatan Regency. Thus, it can be interpreted that the learning outcomes of students in Islamic Education (PAI) subjects 12.9% are determined by the attention of students, while the remaining 87, 1% is determined by other factors not included in this study. The research findings also illustrate that there is a significant influence between the variation of teacher teaching and the attention of students together on learning outcomes in Islamic Education Subjects studied in the subject of Islamic Education (PAI) at SMPN Se Bayang District. The results of the regression analysis obtained R square of 0.199 or 19.9%, thus it can be interpreted that learning outcomes in Islamic Education (PAI) subjects at SMPN Se Bayang District 19.9% are determined by variations in teacher teaching and student attention. While the remaining 80

Based on the results of the research that has been stated, several things can be suggested as follows: The principal of SMPN Se Bayang Sub-district is expected to be able to further increase the variety of teacher teaching and student attention by compiling programs to achieve these improvements and providing guidance to teachers. So it is hoped that the learning outcomes of Islamic Education students will also increase or be better and the school's vision will also be achieved. To the assembly of SMPN Se Bayang

---

[39] Elyana, S., & Khosmas, FY. Loc.cit.,
[40] Leyly, K. Loc.cit.,

District teachers, to be able to work together and pay attention to the variations in teacher teaching carried out by and the attention of students in learning so that students' Islamic Education learning outcomes increase and become better and in accordance with expectations in achieving national education goals. To the students of SMPN Se Bayang District, they should continue to improve and increase their attention in the learning process so that learning outcomes can be even better. The government should try to provide guidance and control in implementing policies, especially those related to variations in teacher teaching and student attention in achieving and improving good learning outcomes. In addition, schools must also support the implementation of programs carried out by the government in the world of education so that students are expected to become people who have a better future. For researchers who are interested in conducting a more in-depth study of student learning outcomes, in order to further expand the discussion on other factors that are thought to affect student learning outcomes.

BIBLIOGRAPHY

Ainiyah, N. Character formation through Islamic Education. *Al-Ulum*, Vol. 13, No. 1, pp. 25–38, 2013.

Bangun, SY, & Devani, B. Improving Lay Up Shoot Learning Outcomes Through Application of Learning Variations for Darul Ilmi Murni High School Students in Medan. *Journal of Physical Education, Health and Recreation*, Vol. 1, No. 2, pp. 66–76, 2017.

Darmawan, I., & Ayub, P. *Become a Skilled Teacher*, Bandung: Kalam Life, 2014.

Dedih, U., Zakiyah, QY, & Melina, JO. The attention of parents in the religious education of their children at home is related to their behavior in the school environment. *Atthulab: Islamic Religion Teaching and Learning Journal*, Vol. 4, No. 1, pp. 1–19, 2019.

Elyana, S., & Khosmas, FY. The Effect of Teaching Variations on Learning Motivation of Class XI Students in Economics Subject at SMA PGRI 1 Pontianak. *Journal of Equatorial Education and Learning*, Vol. 4, No. 7, 2015.

Erfina, R. (nd). *Scientific Article The Relationship between Parents' Attention and Learning Motivation of Fifth Grade Students at 34/1 Teratai State Elementary School, Batanghari Regency*.

Gunawan, H. *Character building*, Bandung: Alphabeta, 2, 2012.

Hayati, N., & Harianto, F. The Relationship of the Use of Audio Visual Learning Media with Students' Interest in Islamic Education Learning at SMAN 1 Bangkinang Kota. *Al-Hikmah: Journal of Religion and Science*, Vol. 14, No. 2, pp. 160–180, 2017.

Hendriana, EC, & Jacobus, A. Implementation of character education in schools through example and habituation. *JPDI (Journal of Indonesian Basic Education)*, Vol. 1, No. 2, pp. 25–29, 2017.

Indy, R., Waani, FJ, & Kandowangko, N. The Role of Education in the Process of Social Change in Tumaluntung Village, Kauditan District, North Minahasa Regency. HOLISTIC, *Journal Of Social and Culture*, 2019.

Leyly, K. *An Overview of Teachers' Skills in Conducting Variations in History Learning at SMA Negeri 4 Pariaman*. [PhD Thesis]. Padang State University, 2012.

Muali, C. The Rationality of the Archipelago Cultural Conception in Initiating Multicultural Nation Character Education, *Journal of Islam Nusantara*, Vol. 1, No. 1, pp. 105–117, 2017.

Mulyani, E. Entrepreneurial education model in primary and secondary education. *Journal of Economics and Education*, Vol. 8, No. 1, 2011.

Nisa, A. The effect of parental attention and student interest in learning on social science learning achievement. *Journal of UNINDRA Factors*, Vol. 2, No.1, 1–9, 2017.

Nurhudayana, N. *The Influence of Islamic Education Learning on the morals of students at SMP Negeri 3 Lembang,* Pinrang Regency [PhD Thesis]. IAIN Parepare, 2019.

Nursanti, R. Management of Noble Moral Improvement in Islamic-Based Schools. *Journal of Education*, Vol. 2, No. 2, pp. 47–65, 2014.

Omeri, N. The importance of character education in the world of education. *Education Manager*, Vol. 9, No. 3, 2015.

Prasetyo, SSS, Purnomo, E., & Rusman, T. The Effect of School Climate and Student Attitudes Through Learning Motivation on Learning Outcomes. *JEE (Journal of Ecobis Education)*, Vol. 3, No. 1, 2015.

Pratiwi, CP, & Ediyono, S. Analysis of Elementary School Teacher Skills in Applying Learning Variations. *JS (SCHOOL JOURNAL)*, Vol. 4, No. 1, pp. 1–8, 2019.

Rondonuwu, M. Level of Education, Motivation and Promotion Their Influence on Decisions to Use Priority Banking Products for Bank Sulut Customers. EMBA Journal: *Journal of Economic Research, Management, Business And Accounting*, Vol. 1, No. 3, 2013.

Rosyidah, E. The Efforts of Islamic Education Teachers in Forming Students' Morals at TPQ Al-Azam Pekanbaru. *Al-Idara: Journal of Islamic Education*, Vol. 9, No. 2, 180–189, 2019.

Safita, R. The role of parents in providing sexual education to children. *Journal of Edu-Bio*, Vol. 4, No. 35, 2013.

Sanjaya, W. *Standard-oriented learning strategies of the educational process*, 2019.

Sardiyanti, R. *The application of the reciprocal teaching reverse learning model to improve students' mathematics learning activities: Classroom action research* at MTs Daarul Wisdom Pamulang, 2010.

Sinaga, S. The Problems of Islamic Education in Schools and Their Solutions. *WARAQAT: Journal of Islamic Sciences*, Vol. 2, No. 1, pp. 14–14, 2017.

Sugiyono, S. *Quantitative and qualitative research methods and R&D*, Bandung: Alphabet, 2010.

Suharyat, Y. The relationship between attitudes, interests and human behavior. *Region Journal*, Vol. 1, No. 3, pp. 1–19, 2009.

Suryana, D. *Early Childhood Education: Theory and Practice of Learning*, 2013.

Sylviyanah, S. Noble Moral Development in Elementary School. *Journal of Tarbawi*, Vol, 1, No. 3, p. 191, 2012.

U Saefullah, US. *Developmental and Educational Psychology*. Faithful Library, 2012.

Umami, M. Authentic Assessment of Islamic Education and Character Education in the 2013 Curriculum. *Journal of Education*, Vol. 6, No. 2, pp. 222–232, 2018.

Umro, J. Efforts of Islamic Education Teachers in Preventing Religious Radicalism in Schools. *JIE (Journal of Islamic Education)*, Vol. 2, No. 1, 2018.

Wahono, M. Character Education: A Need for Students in the Millennial Era. *Integralistics*, Vol. 29, No. 2, pp. 145–151, 2018.