

# The Relationship of Learning Strategy and Prior Knowledge with Learning Outcomes of the Islamic Religious Study in Vocational School of Miftahul Falah South Jakarta

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**Keywords:** Learning Strategy, Prior knowledge, Learning Outcomes of PAI.

**Abstract:** The purpose of this research is to determine the relationship of learning strategy and prior knowledge with learning outcomes of PAI. The research method used in this research is quantitative descriptive. The Analytical techniques using multiple regression and correlation techniques. A sample size of 86 students obtained with Slovin technique. The instrument used to measure the variable of learning strategy is the Likert scale questionnaire. Although to measure the prior knowledge variable is used the multiple choice test, as well as for the PAI learning outcomes. Based on the results of data processing through the partial test (t test) the relationship of learning strategy variable (X1) with learning outcomes PAI (Y) obtained significance value  $0.007 < 0.05$  then H0 rejected and H1 accepted. This shows that partially Learning Strategy variable (X1) is positively associated with PAI Learning Outcomes (Y). Similarly, partial test results (t test) the relationship of prior knowledge variable (X2) with learning outcomes PAI (Y) obtained significance value  $0.000 < 0.05$  then H0 rejected and H1 accepted. This shows that partially the prior knowledge variable (X2) is positively correlated with PAI Learning Outcomes (Y). Furthermore, based on the result of multiple correlation coefficient (R), that the correlation between Learning Strategy variable (X1) and Prior knowledge variable (X2) with the PAI Learning Outcomes (Y) obtained a value of 0.642. This means there is a strong relationship between Learning Strategy and prior knowledge collectively with the Islamic Religious Study Learning Outcomes. The result of hypothesis test of this research can be concluded that (1) There is a relationship of learning strategy with the Islamic Religious Study learning outcomes, (2) There is a relationship of prior knowledge with the Islamic Religious Study learning outcomes, (3) There is a strong relationship of learning strategy and the prior knowledge collectively with the Islamic Religious Study learning outcomes.

## 1 INTRODUCTION

Religious subject is a subject that becomes the foundation of the hope of the formation of a student's personal noble character. The value obtained by the student becomes one of the ways to see how well the subject material is well learned. Some conclude if the value of religious study is low, it can be ascertained morality and bad behaviour of students, and vice versa, if the learning outcome of the religious study is good, then morals and behaviour of students is good. Therefore, it would be embarrassing and should be avoided at an educational institution or school to have low religious subjects' worth of achievement, and if so, it should be reviewed what caused the condition to occur.

Various opinions emerged to address the decline in the value of religious instruction in schools. Actually, many factors are involved in the achievement of learning outcomes. The ability to adapt to the learning environment is the family environment factors, (Soegarda Poerbakawatja: 1981) and the prior knowledge.

However, no less important is the factor of teachers, because this is the actual factor that gives a lot of influences in learning. Teachers must have creativity and innovation in learning. One of them is to choose of learning strategies appropriately. The appropriate learning strategy will determine the success of students' learning. For the reason that with the appropriate strategy of learning atmosphere to be conducive and support the students to experience an effective and efficient learning process, in accordance with its potential.

Actually, the commitment of religious teachers to the upgrading of the quality of the learning process and the result of good learning is quite high and even tends to increase. This is seen more of the training activities followed by teachers of religious teachers in the effort of developing the quality of self as a religious teacher.

One of the schools that is quite active in conducting training activities for teachers is SMK (vocational school) of MIFTAHUL FALAH. The school is located in the Kebayoran Lama area of South Jakarta. Geographically the school is in a less strategic position for the education process. The school is flanked by a sizable economic center, the eastern part of which is the kebayoran lama market and in the west there is an ITC cipulir market.

Environmental conditions adjacent to the center of the economy give effect to the perspective and behavior of the surrounding community. School-aged youth are more interested in making money than going to school. The money is easy to get in the two centers of the economy. Many teenagers and school-age students prefer to seek money in the market rather than spare time by learning to read Al Quran in mosques or institute courses that teach basic religious lessons (TPA). In the end the reality that must be accepted is that many school-age students and teenagers who do not have a good foundation of religious knowledge.

The above conditions may provide an influence to the prior knowledge or basic religious abilities for students continuing school education at vocational school (SMK) of MIFTAHUL FALAH. Because the last 10 years students of this school  $\pm$  85% came from the neighborhood around the school.

Base on of the above conditions, Researcher interested in conducting research with the title: "THE RELATIONSHIP OF LEARNING STRATEGY AND PRIOR KNOWLEDGE WITH LEARNING OUTCOMES OF THE ISLAMIC RELIGIOUS STUDY (PAI) IN VOCATIONAL SCHOOL (SMK) OF MIFTAHUL FALAH SOUTH JAKARTA".

## 2 LITERATURE REVIEW

### 2.1 Learning Strategy

The word of 'strategy' according to Gulo .W. (2008: 1) comes from the Greek word "strategos" meaning general or commander, so the strategy is defined as the science of military. This strategy in the military sense means the use of all military power to achieve the purpose of war.

Thoughtful the strategy according to Stephanie K, cited by Husain Umar (2001: 31), strategy is defined as a process of determining the plans of top leaders that focus on the long-term goals of the organization with the preparation of a way or effort how to achieve that goal. Furthermore, with regard to learning strategies, Oemar Hamalik (2001: 201) defines as overall methods and procedures that focus on student activities in the learning process to achieve certain goals. Gropper explained, as quoted by Hamzah B. Uno (2009: 1) learning strategy is the selection of various types of specific exercises that fit the learning objectives to be achieved.

Miarso (2004) in book of Warsita (2008: 266) defines that learning strategy is a condition created by the teacher deliberately so that learners are facilitated in achieving the learning objectives set. Furthermore according Sudirman in book of Warsita (2008: 266) learning strategy is efforts in manipulating the source of learning resources in order to occur the learning process in the learners.

From some of the above definitions, it can be concluded that the learning strategy is a set of learning planning that includes methods, procedures, a set of materials, even the conditions used by teachers in an effort to achieve learning objectives.

### 2.2 Prior Knowledge

Prior Knowledge according to Mukhtar (2003: 57) is the ability that a student has acquired before he gains a new terminal capability. Prior knowledge show the current status of students' knowledge and skills to get to the next status the teacher wants to achieve by the students. Sunarto and Agung Hartono in their book 'The Development of Learners' (2008: 10) describe, Human nature has the basic potential that essentially distinguishes man from animals, namely thoughts, feelings, and wills. Nevertheless, the basic potential it has is not the same for each human being.

Prior Knowledge (Sanjaya: 2013) is the result of learning gained before getting a higher ability. Prior knowledge of students is a prerequisite to follow the learning so that it can carry out the learning process well. A person's abilities gained from training during his lifetime, and what is brought to face a new experience. According to Reber (1988) in Muhibbin Shah (2006: 121) who said that "Prior Knowledge prerequisite to know the existence of change". Gerlach and Ely in Harjanto (2006: 128) " The prior knowledge of students is determined by giving the initial test". The student's prior knowledge is important for teachers to provide the right quantity of learning, not too difficult and not too easy. Prior

knowledge is also useful for taking the necessary steps. On the other hands Gagne delivered in Nana Sudjana (1996: 158) stated that "prior knowledge is lower than new abilities in learning, prior knowledge is a prerequisite that must be possessed by students before entering learning subject matter next higher". From the description above, then the Prior Knowledge can be taken from the value that has been obtained before the new material is obtained. Prior knowledge is a prerequisite that students must possess before entering the next higher learning subject matter.

## 2.3 Learning Outcomes of the Islamic Religious Study

### 2.3.1 Learning Outcomes Meaning

Student learning outcomes according to W. Winkel (in the book Psychology Teaching 1989: 82) is the success achieved by students, namely student achievement in school which is realized in the form of numbers. According to Winarno Surakhmad (in the book, Interaction Teaching Learning, (Jemmars, 1980: 25) the results of student learning for most people means exams, test or assessment. The purpose of test is to obtain an index in determining student success. should be based on behavioral observations through response stimuli (Sudjana 2005: 19), although according to Hamalik (2007: 155) the results of learning appear as a change of behavior in students that can be observed and measured in the form of changes in knowledge, attitude, and skills. The change can be interpreted as a better development and improvement than before, while according to Lindgren (Supriono, 2009: 7) Learning outcomes include skills, information, understanding and attitude Learning outcomes are feedback from teaching and learning activities.

From the above definitions, it can be concluded that the learning outcomes is the achievement of learning achieved by students in the process of teaching and learning activities by bringing a change and the formation of a person's behavior.

### 2.3.2 Learning Outcomes of the Islamic Religious Study Definition

The learning outcomes of Islamic religious study include the learning outcomes relating to the teaching of theology which includes 7 (seven) main elements of Islamic teachings, namely; Faith (Aqidah), worship, Al qur'an, morals, fiqh, history (tarikh), the objects related to horizontal relationships between

humans with other creatures (Muammalah), and Islamic law (shari'ah). In general, the subject of Islamic religious study includes (1). Human relationship with Allah SWT; (2). Human relationships with fellow human beings; (3). Human relationships with one self; (4). Human relationships with other beings (permendikbud: 2016).

Based on the description above, what is meant by the learning outcomes of Islamic religious study is the ability to think of learners in achieving learning objectives during the learning process of Islamic study, which is shown through the final test of covering the subject matter; faith (Aqidah), fiqh, Qur'an, morals, and history (tarikh).

## 3 METHODOLOGY

### 3.1 Research Methods

The method used in this research is quantitative method. In this study used questionnaires and tests to collect research data and correlation analysts for hypothesis testing (Suharsimi: 2006).

### 3.2 Research Variables

In this study Researcher determine the following variables:

1. Independent variable: Learning strategy used by teacher (X1) and student's prior knowledge (X2)
2. Dependent variable: Learning outcome of Islamic Religious Study (Y).

The relationship constellation of the three variables is illustrated in the scheme below.

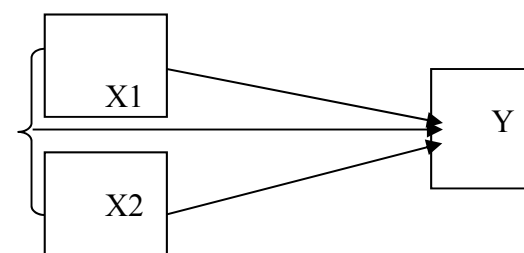


Figure 1: Three variables constellation

### 3.3 Population and Sample

Population is a comprehensive collection of an object that is the attention of researcher (Suharsimi: 2006:

130). While Herman Warsito argues that the population is the whole object of research consisting of humans, objects, animals, plants, and events as a source of data that assess certain characteristics in the study. Sample is some small parts of the population (Suharsimi: 2006: 134). The sample can also be calculated using the Slovin formula (Ridwan: 2005: 65).

The population in this research is students of SMK (vocational school) of Miftahul Falah South Jakarta year X period 2016/2017 which amount 110 students. Based on the Slovin formula the sample obtained is 86 students.

### 3.4 Determination of the Sampling Method

The sample in this study was calculated using Slovin formula (Ridwan: 2005: 65) namely:

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

n: number of sample  
N: number of population

By the Slovin formula the number of sample in this study amounted to:

N: 110 students, with  
e: 0.05 then:

$N = 110/110 (0.05)^2 + 1 = 86.27$ , rounded 86 students

### 3.5 Data Collection Technique

The data collection of learning strategy variable (X1), researcher used a Likert scale questionnaire. While the prior knowledge variable (X2) data taken from the result of pre tests and on behalf of the variable learning outcomes of Islamic religious study (Y) researcher using the post test score.

### 3.6 Method of Analysis and Testing Hypothesis

Before the data are analyzed first tested the validity and reliability test. The validity test is to measure the extent and accuracy of the scale in performing the measuring function.

The Reliability test is the consistency or belief of the measurement that contains the meaning of accuracy measurement. This study using the formula of Alpha Cronbach reliability. Furthermore, the data obtained from the results of the study were analyzed using statistical analysis and inferential statistical analysis.

The inferential statistical analysis is required for hypothesis testing and generalization of the research. Data analysis techniques used include:

#### 3.6.1 Simple Linear Regression

A simple regression is based on the functional or causal relationship of one independent variable with one dependent variable (Sugiyono, 2007: 26). The general equation of simple linear regression is:  $Y = a + bX$ . The formula used to find the value of a and the value of b (regression coefficients) is:  $a = Y - bX$ .

#### 3.6.2 Multiple Regressions

Multiple regression analysis is used when the researcher intends to predict how the dependent variable (up and down), if two or more independent variables as predictor factor are manipulated (i.e. decreased or increased in value) (Sugiyono, 2007: 275).

The formula for multiple regression equations is:  $Y = a + b_1X_1 + b_2X_2$   
To calculate the values of a, b<sub>1</sub>, b<sub>2</sub>, it can use the following equations:

$$\begin{aligned} \sum Y &= an + b_1 \sum X_1 + b_2 \sum X_2 \\ \sum X_1 Y &= a \sum X_1 + b_1 \sum X_1^2 + b_2 \sum X_1 X_2 \\ \sum X_2 Y &= a \sum X_2 + b_1 \sum X_1 X_2 + b_2 \sum X_2^2 \end{aligned}$$

Next step is Test the hypothesis with t-test and F-test. The hypothesis with t-test is used to determine whether the independent variable significant or incomplete to the dependent variable individually for each variable. After the t value obtained through the formula, then to interpret the results apply the following provisions:

If  $t_{value} > t_{table}$ , then  $H_0$  is rejected (there is a significant relationship)

If  $t_{value} < t_{table}$ , then  $H_0$  is accepted (no significant relationship)

The statistical hypothesis in the study is:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. $H_0: \rho_{y_1} = 0$    | $H_1: \rho_{y_1} > 0$    |
| 2. $H_0: \rho_{y_2} = 0$    | $H_1: \rho_{y_2} > 0$    |
| 3. $H_0: \rho_{y_{12}} = 0$ | $H_1: \rho_{y_{12}} > 0$ |

Information :

$\rho_{y_1}$  = the correlation coefficient between learning strategy and learning outcomes of PAI.

$\rho_{y_2}$  = the correlation coefficient between prior knowledge and learning outcomes of PAI.

$\rho_{y_{12}}$  = the correlation coefficient between learning strategy and prior knowledge together with PAI learning outcomes.

### 3.7 Instruments Research Variables

In this study, the learning strategy variable includes a plan and actions that contains the use of methods, the use of various resources and strengths in learning and a condition created by the teacher deliberately so that learners are facilitated in achieving the set learning objectives. This variable measured by questioner instrument. The research instrument in the form of questionnaires is arranged in the form of positive and negative statements of Likert scale, and then the statements are scored. Likert scale is a scale that can be used to measure the attitude, opinion, or perception of a person or group of people about a variables, concepts, symptoms, or educational phenomena (Djaali, 2004; 37). The questionnaire in the form of a positive statement is a form of statement that indicates a positive attitude, and the form of a negative statement is an indication of a negative attitude. Each statement provided five alternative answers (strongly agree = 5, agree = 4, disagree = 3, less agree = 2, strongly disagree = 1). Before the instruments are used the test validity and test Reliability are performed early. The test of the instruments on the subject of the sample that have been determined, aims to examine whether the instruments used are valid, reliable or not.

The prior knowledge variable in this study includes the abilities that a student has acquired before he or she acquires a certain new limitation capability, and is the result of learning gained before acquiring a higher ability. This variable is obtained by giving pre test. The learning outcomes of the Islamic Religious study which become the variable This research, is the result of the student's achievement in the subject of PAI (the Islamic Religious study) that is the final result of the post test score. This value (score) is taken as research data because the result of the final test score is considered as a value that can represent student learning outcomes on this subject.

## 4 THE RESULT

### 4.1 Data Description

An overview of respondents of this study will be described in a descriptive way, includes gender, age, and religion. Based on the data found, it can be realized that female students numbered more than male are 53.48% or amounted to 46 from the number of selected samples. On the other hand the number of male students amounted to 40 or 46.51%. This indicates that students who are studying in SMK (vocational school) of Miftahul Falah South Jakarta

year X more females. Also known age of respondents mostly ranged from 14-15 years old are 54 students or about 62.79%. The age of 16-17 years old are 27 students or 31.39%. While the remaining 0.5% are aged over 18 years. This means the most of the respondents included adolescence. Religious of parents are 100% Moslem.

### 4.2 Data and Analysis

Based on the results of research has been done on 86 respondents. They through the spread of questionnaires and multiple-choice test (pre-post test). The results are shown:

#### 4.2.1 Learning Strategy Variables (X1)

Based on the results of data analysis that the responses of respondents to the variable Learning Strategy (X1) with 86 respondent's research can be known with the details as follows:

From the questionnaires given to the respondents, the chosen answers strongly disagree there were 5 times or 0.19%. The answers do not agree there were 416 times or 16.13%, the answers are less agree there were 963 times or 37.33%, the answers agree there were 706 times or 27.36% and the answers strongly agree there were 490 times or 18.99%. So it can be seen the most respondents answered less agree on Learning Strategy variables (X1).

#### 4.2.2 Prior Knowledge Variable (X2)

Based on the results of preliminary test, it is known that the respondent's answer to the variable Prior knowledge (X2) with 86 respondents research can be known with the following details: From the questions had been given to respondents, wrong answers there were 852 times or 24.77%. The correct answers were 2588 times or 75.23%, so it can be seen the most respondents answered correctly on the variable Prior knowledge (X2).

#### 4.2.3 Learning Outcomes Variable (Y)

Based on the results of the data from the post test score, it is known that the variable Learning Outcomes PAI (Y) with 86 respondent's research can be known with the following details: From the questions had been given to respondents, wrong answers there were 848 times or 24.65%. The correct answers were 2592 times or 75.35%. So it can be seen the most respondents answered correctly on the variable Learning Outcomes of PAI (Y).

## 5 DISCUSSION

### 5.1 Product Moment Correlation Test

Decision Criteria for Product Moment Correlation Test, if the value of significance  $< 0.05$  then there is correlation, otherwise if the value of significance  $> 0.05$  then there is no correlation. After the correlation test found the following results:

1. The correlation coefficient between Learning Strategy (X1) and PAI Learning Outcomes (Y) is equal to 0.492 with a significance value of 0.000. Based on the above decision criteria, it can be concluded that the correlation of both variables is the significance ( $0.000 < 0.05$ ).
2. The correlation coefficient between prior knowledge (X2) and PAI Learning Outcomes (Y) is 0.780 accompanied by a significance value of 0.000. Based on the above decision criteria, it can be concluded that the correlation of both variables has a significance smaller than 0.05 ( $0.000 < 0.05$ ).

### 5.2 Validity Test

Based on the result of validity test, each item about R value  $> R$  table (0.212). So the data obtained from the research shows that each item in each variable is declared valid. R table value can be seen in appendix R table with the amount of data 86.

### 5.3 Reliability Test

Reliability test results obtained data showing that variable Learning Strategy (X1) = 0.869, Prior Knowledge (X2) = 0.968 and variable Learning Outcomes PAI (Y) = 0.919 the coefficient alpha cronbach's value (R count) above R table 0.6 so it proved to be reliable.

### 5.4 Classic Assumption Test

#### 5.4.1 Normality

The data from normality test found the significance value on the standardized residual is  $0.307 > 0.05$  so that the residual is normally distributed. So it shows that the regression model is feasible to be used because it meets the criteria of normality.

#### 5.4.2 Multicollinearity

Multicollinearity test aims to assess whether the regression model found a correlation among

independent variables. A good regression model should not occur correlation between independent variables. If the independent variable is correlated, it means this variable is not orthogonal. The orthogonal variable is a variable has correlation value among the independent variables equals zero. Multicollinearity can also be seen from the tolerance value and the Variance inflation factor (VIF).

Based on the result of multicollinearity test found the tolerance value for the independent variable = 0.826  $> 0.1$  and value of  $VIF = 1.211 < 10$ . This value indicates that there is no multicollinearity among independent variables.

#### 5.4.3 Heteroscedasticity

Heteroscedasticity test aims to assess whether in the regression model there is a variance inequality of the residual one observation of another. If the variance of the residual one observation to another observation remains fixed, then it is called Homoscedasticity and if different is called Heteroscedasticity. A good regression model is Homoscedasticity. Heteroscedasticity testing can also be done with the Scatterplot chart.

From the Scatterplot charts observed, spatial dots were spread randomly and scattered both above and below the number 0 on the Y axis. It can be concluded that there was no heteroscedasticity in the regression model, so the regression model was feasible to be used.

#### 5.4.4 Results of Multiple Linear Regression Analysis

The analysis in this study using the independent variable Learning Strategy (X1), Prior knowledge (X2), while the dependent variable (Y) is the Learning Outcomes of PAI. To know how big influence of independent variables X1 and X2 to dependent variable (Y), hence can be calculated by using multiple linear regression analysis.

Based on the analysis of regression coefficient value it can be concluded that:

1. The value of the dependent variable Learning Outcomes PAI (Y) can be seen from the constant value of -2.767 with a note if the independent variables Learning Strategy (X1) and Prior knowledge of Students (X2) do not affect the dependent variable PAI Learning Outcomes (Y).
2. The relationship between independent variable of learning strategy (X1) with PAI Learning Outcomes (Y) when viewed from regression coefficient amount 0.319 hence can be interpreted that each change of variable of Learning Strategy (X1) for one unit then variable of PAI Learning

Outcomes (Y) will increase equal 0.319 if the Prior Knowledge variable (X2) is fixed.

3. The relationship between prior knowledge variable (X2) with PAI Learning Outcomes variable (Y) when viewed from the magnitude of regression coefficient 0,594 it can be interpreted that each change of variable Prior knowledge (X2) for one unit then the variable Learning Outcomes PAI (Y) will increase 0.594 if the Learning Strategy variable (X1) is fixed.

### 5.4.5 Hypothesis Testing

#### 1. F Test (Simultaneous)

In this study included simultaneous testing (F test) to determine whether the independent variables are: learning strategy (X1) and prior knowledge (X2) are simultaneously or together related to PAI Learning Outcomes (Y). For that in this study include F test.

The steps in the F test are:

1.  $H_0: \beta_1, \beta_2 = 0$  (Learning Strategy (X1) and Prior knowledge (X2) simultaneously or together are not related to PAI Learning Outcomes (Y)).  
 $H_1: \beta_1, \beta_2 \neq 0$  (Learning Strategy (X1) and Prior knowledge (X2) are simultaneously or together related to PAI Learning Outcomes (Y)).
2. Value significance = 0.000
3. Conclusion:

From the test results obtained significance value  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. This indicates that Learning Strategy (X1) and Prior knowledge (X2) are simultaneously or together related to PAI Learning Outcomes (Y).

#### 2. Test t (Partial)

In this study also included a partial test (t test) to find out whether the independent variables Learning Strategy (X1) and Prior knowledge (X2) are partially or independently related to PAI Learning Outcomes (Y). From the test results found:

#### 1. Relationship Between Variable Learning Strategy (X1) With PAI Learning Outcomes Variable (Y).

a. Hypothesis:

$H_0: \beta_1 = 0$  (partially the Learning Strategy variable (X1) is not related to the PAI Learning Outcomes (Y)).

$H_1: \beta_1 \neq 0$  (partially the Learning Strategy variable (X1) is related to the PAI Learning Outcomes (Y)).

b. Value of significance = 0.007

c. Conclusion:

Because the significance value is  $0.007 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. This shows that partially Learning Strategy variables (X1) is significantly correlated to the PAI Learning Outcomes (Y).

#### 2. Relationship Between Variable Prior knowledge (X2) With PAI Learning Outcomes (Y)

a. Hypothesis:

$H_0: \beta_1 = 0$  ((partially Prior knowledge variable (X2) is not related to PAI Learning Outcomes (Y)).

$H_1: \beta_1 \neq 0$  ((partially Prior knowledge variable (X2) is correlated to PAI Learning Outcomes (Y)).

b. Value of significance = 0.000

c. Conclusion:

Because the significance value is  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. This shows that the partially variable Prior knowledge Students (X2) is significantly related to Learning Outcomes PAI (Y)

#### 3. Relationship Among Learning Strategy Variable (X1) and Prior Knowledge Variable (X2) Simultaneously with PAI Learning Outcomes Variable (Y).

From the test results revealed that the value of multiple correlation coefficient (R), the correlation among independent variables (Learning Strategy (X1)) and prior knowledge (X2) with the dependent variable (PAI Learning Outcomes (Y)) amount 0.642. This means there is a strong relationship.

The value of multiple correlation coefficient of determination (adjusted R-square) is 0.633 or 63.3% this value indicates that 63.3% PAI Learning Outcomes Variable (Y) is simultaneously related to Learning Strategy Variable (X1) and Prior Knowledge Variable (X2) and the rest is influenced by other variables outside of the study.

## 6 CONCLUSIONS

Based on the results of the research and analysis of data that has been stated in the previous chapter, it can be concluded: based on partial test (t test) the relationship between learning strategy variable (X1) with PAI Learning Outcomes variable (Y) found significance value  $0.007 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. This shows that partially Learning Strategy variable (X1) is positively correlated to PAI Learning Outcomes (Y). Similarly, the results of the partial test (t test) the relationship between Prior Knowledge variable (X2) with the PAI Learning Outcomes variable (Y) found significance

value  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. This shows that partially Prior Knowledge variable (X2) is positively correlated to PAI Learning Outcome Variable (Y).

Likewise, based on the results of the calculated value of multiple correlation coefficients (R), which are the correlation among independent variables (Learning Strategy (X1)) and Prior knowledge (X2) with dependent variable (PAI Learning Outcomes (Y)) in the value of 0.642. This means there is a strong relationship.

The value of multiple correlation coefficient of determination (adjusted R-square) is 0.633 or 63.3% this value indicates that 63.3% Learning Outcomes of PAI Variable (Y) is simultaneously related to Learning Strategy Variable (X1) and Prior knowledge Variable (X2), and the rest is influenced by other variables outside of the study.

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