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Comparison of Motivation and Geography Learning Outcomes of Students Who Live in Islamic Boarding Schools and Outside Islamic Boarding Schools

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Article Info

ABSTRACT

Purpose of the study: The purpose of this research is to determine whether or not there are differences in the motivation and learning outcomes of geography Madrasah Aliyah Nurul Jadid students who live in Islamic boarding schools and outside Islamic boarding schools.

Methodology: This research uses comparative quantitative research. Data collection methods use observation, questionnaires and documentation. The population of this study was all students in classes X-XII Madrasah Aliyah Nurul Jadid, totaling 113 students. There are 78 students living in Islamic boarding schools and 35 students living outside Islamic boarding schools. Sampling used the Proportional Sampling technique. The number of samples in this study was 65 students who lived in Islamic boarding schools and 32 students who lived outside Islamic boarding schools. Analysis of hypothesis testing on learning motivation variables and student geography learning outcomes using Parametric Statistics with the Polled Variance t-test formula and Independent t test SPSS 23 for Windows program.

Main Findings: The results of research data analysis show that there are differences in motivation to learn geography between students living in Islamic boarding schools and outside Islamic boarding schools. Likewise, with student learning outcomes, there are differences in motivation to learn geography between students who live in Islamic boarding schools and outside Islamic boarding schools.

Novelty/Originality of this study: Comparing these aspects between students inside and outside Islamic boarding schools can reveal patterns of insight regarding the impact of the learning environment, motivation and teaching methodology on geography learning outcomes.

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1.   INTRODUCTION

Al-IlmuNuurun, Knowledge is light. Therefore, looking for it must involve struggle and sacrifice [1]. Knowledge is not obtained with ordinary efforts, people who seek knowledge are obliged to study consistently until they understand a knowledge, in fact it is not enough just to understand it, but also to practice it or convey it to others [2]-[4]. One form of struggle to seek knowledge is studying at Islamic boarding schools [5], [6]. Studying at an Islamic boarding school requires struggle and sacrifice [7]. Islamic boarding schools have very busy

activities, so students must be good at managing their time [8], [9]. In Islamic boarding schools, study time can be said to be almost 24 hours, from when the students wake up until the students go to sleep again [10], [11]. Activities at Islamic boarding schools have been arranged systematically to instill a disciplined attitude in using the students' time for positive activities [12].

Islamic boarding schools equip their students with religious knowledge. Judging from the pattern of change, growth and development of Islamic boarding schools, one of the patterns of change is that there are Islamic boarding schools that are founded by mosques, kiai houses, huts or dormitories and madrasas [13], [14]. In this Islamic boarding school model, students study in two places, namely at the Islamic boarding school and at the madrasah [15]. As students, they have the task of studying, carrying out assignments from teachers, participating in teaching and learning activities in class, mandatory extracurriculars, and so on [16], [17]. Islamic boarding schools are educational institutions that have characteristics that are different from other institutions. Islamic boarding schools equip their students with Islamic religious knowledge with the aim of worship, to seek the approval of Allah SWT, unlimited study time, students are educated to become true believers, have strong integrity, are independent and have intellectual qualities.

It is hoped that students will be able to become role models in society, broadcast Islamic da'wah and spread the image of Islamic boarding school cultural values sincerely [18]. The noble goals of Islamic boarding schools are one of the reasons why parents entrust their children to Islamic boarding schools [19]. Islamic boarding schools are an alternative in overcoming the problem of modernism which adds to problems in society, especially the crisis of values and morals [20]. Islamic boarding schools and schools are institutions tasked with providing education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their inner potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation and country [21].

To realize these educational goals, Islamic boarding schools and schools must have aligned goals so as to create a conducive learning environment for students (students).Islamic boarding schools and schools are student learning environments. Learning is a change in cognitive, affective and psychomotor aspects as a result of experience after individuals interact with their environment [22], [23]. From this understanding, the environment influences student learning outcomes. This environment can be the student's physical environment or social environment. A safe and comfortable environment will make students study calmly so that students can receive the knowledge learned effectively.

Student learning success is also influenced by the student's physical and psychological condition. Physically, students who have a healthy body and are not tired have more energy to learn and receive the teacher's explanations effectively [24], [25]. On the other hand, studentsA who has a tired body condition causes students to become sleepy, making it difficult to receive lessons because they do not have the energy to carry out the learning process. Psychologically, students have different motivations for learning.Learning motivation is something that encourages students to carry out learning activities. Learning motivation mostly influences student learning outcomes [26], [27]. Students who have high learning motivation will have a high sense of enthusiasm for a lesson, so that they will take the time to study in depth about the subject matter they like without feeling forced [28]. By studying a lot, students will have extensive knowledge so that when their learning results are evaluated through daily tests or exams, students will have high learning outcomes. Students can answer test questions well because students have extensive knowledge from consistent learning results.

Students who live in Islamic boarding schools have a conducive environment for learning, but students are usually too tired from the busy activities of Islamic boarding schools so they are often sleepy when teaching and learning activities take place. In contrast to students who live with their parents, they usually have a lot of free time to study because there are no binding activities such as Islamic boarding schools. Each student has different learning motivations. Students who have high learning motivation will spend time studying, listening to explanations and doing assignments given by the teacher [29], [30]. On the other hand, students who have low motivation to learn will not make learning their main priority. One of the factors that influences learning motivation is the student's learning environment. The learning environment for Madrasah Aliyah Nurul Jadid students who live in Islamic boarding schools is actually an environment that is conducive to learning, but the busy activities of Islamic boarding schools allow for reduced time studying geography and make students have different motivations and learning outcomes.

Previous research found that the factor that has a big influence on the learning motivation of students at the Darul Ilmi Islamic boarding school is the desire and aspirations of the students to study at the Islamic boarding school [31]. Previous research focused more on analyzing the factors that influence the motivation of students at the Darul Ilmi Islamic Boarding School, emphasizing the role of parental encouragement, the choice of Islamic boarding school as a learning environment, as well as the calm and comfort felt by students in the Islamic boarding school environment. In contrast, current research specifically investigates the motivation and learning outcomes of geography students at Madrasah Aliyah Nurul Jadid, exploring the differences between those living in Islamic boarding schools and those outside of Islamic boarding schools. While previous research was in-depth on the

factors that influence motivation in specific Islamic boarding school contexts, recent research broadens its scope to compare motivation and learning outcomes in various environments.

This shift provides an opportunity to identify patterns and differences in the impact of these factors on geography learning outcomes. Therefore, the gap lies in the need for a comprehensive understanding of how the Islamic boarding school environment compares with other educational environments, particularly in terms of motivation and academic achievement in geography. This research is urgent because it provides a better understanding of the learning motivation and geography learning outcomes of students in Islamic boarding schools. By involving the rapidly developing context of Islamic boarding schools, this research can provide the critical insight needed to improve the quality of education in these institutions. It is hoped that the research findings can help policy makers and educators in designing learning strategies that are more appropriate and have a positive impact, advancing Islamic education towards sustainability and student welfare.

Given the differences in activities carried out by Madrasah Aliyah Nurul Jadid students who live in the Islamic boarding school and outside the Islamic boarding school, the researcher is interested in finding the truth about whether or not there are differences in motivation and geography learning outcomes of Madrasah Aliyah Nurul Jadid students. The purpose of this research is to determine whether or not there are differences in the motivation and learning outcomes of geography Madrasah Aliyah Nurul Jadid students who live in Islamic boarding schools and outside Islamic boarding schools.

2.   RESEARCH METHOD
2.1   Research Type
This research adopts a comparative quantitative approach to explore differences in motivation and learning outcomes of Madrasah Aliyah Nurul Jadid students who live in Islamic boarding schools and outside Islamic boarding schools. Comparative quantitative research methods were chosen to provide quantitative and objective insight into the comparison of student motivation and learning outcomes in the two contexts, with the hope that the results of this research can contribute to further understanding of the factors that influence student learning achievement in different educational environments.

2.2   Research Sample
In this research, the population that is the focus is all Madrasah Aliyah Nurul Jadid students, who are divided into two groups based on where they live, namely in Islamic boarding schools and outside Islamic boarding schools. The total population of Madrasah Aliyah Nurul Jadid students who will be used as research objects is 113 students, with 78 students living in Islamic boarding schools and 35 students living outside Islamic boarding schools. To determine the research sample, researchers used the Proportional Sampling technique, which takes research subjects in balance with the number of subjects in each stratum. As steps in determining the sample, the researcher defines the population, determines the sampling procedure, and determines the sample size. By referring to Isaac and Michael's table and taking an error rate of 5%, the sample size of students living in Islamic boarding schools was determined to be 65 students, while for students living outside Islamic boarding schools there were 32 students. By using this technique, it is hoped that the samples taken can reflect the characteristics of the two groups of students in appropriate proportions.

2.3   Data Collection Technique
This research uses several data collection techniques involving various sources and instruments. Data on learning motivation for students in classes X-XII of Madrasah Aliyah Nurul Jadid was obtained through questionnaires designed by researchers with indicators of learning motivation. The questionnaire is a tool for collecting primary data, which is original data obtained directly from respondents. In addition, data on students' geography learning outcomes was obtained through structured observation, where researchers systematically observed students' learning activities during the process of teaching and learning geography. This observation technique allows researchers to obtain information about student behavior and participation in learning. Furthermore, secondary data was obtained through documentation techniques, where researchers accessed documents such as students' geography learning results and documents about the Madrasah Aliyah Nurul Jadid school profile. By using various data collection techniques, this research is expected to provide a comprehensive understanding of student motivation and learning outcomes in two different contexts.

2.4   Data Analysis Technique
Data analysis is an important stage in research to connect research problems and carry out hypothesis testing. The data analysis process involves summarizing research data into a form that is easy to understand and can be interpreted clearly [32]. The data analysis stages in this research involve preparation, tabulation, and application of data according to the research approach used. Considering that this research applies comparative quantitative methods, data analysis was carried out using statistics using the difference test formula. In this case,

data on learning motivation and student learning outcomes were analyzed using the t-test. Previously, conditional tests such as normality tests, homogeneity tests, and t-tests had to be carried out to ensure the validity and reliability of the analysis results. With this approach, it is hoped that a deeper understanding can be obtained regarding the differences in student motivation and learning outcomes in the two different groups.

3.   RESULTS AND DISCUSSION

The learning environment is a place and conditions where a person carries out the learning process. Madrasah Aliyah Nurul Jadid students have different environments, there are students who have a learning environment at school and live at home. There are students who have a learning environment at school and study at Islamic boarding schools. Islamic boarding schools are Islamic educational institutions that have a very distinctive education system, even different from other institutions operating in the same field [33]. At least, there are 5 elements of Islamic boarding schools that differentiate them from other education systems, namely: Pondok, Mosque, Teaching of Classical Books, Santri, Kiai [34]. With a unique education system, the output of Islamic boarding school education is expected to be able to have a high spiritual spirit and broadcast the Islamic religion in society.

Activities at Islamic boarding schools that are different from activities at general education institutions cause internal problems in the Islamic education system itself, namely confusion between general material and religious knowledge material. General material achievements are more controlled by general education institutions, likewise religious material achievements are more controlled by Islamic boarding schools [5]. Based on the opinion above, the researcher wants to know whether there are differences in the learning outcomes of students living in Islamic boarding schools and outside Islamic boarding schools because they have different environments and activities.

The Kolmogorov-Smirnov Normality Test Results Data on student learning outcomes and learning motivation at Madrasah Aliyah Nurul Jadid are presented in the following SPSS 21 output table:

Table 1. Kolmogorov-Smirnov Normality Test Results Data on learning outcomes and learning motivation of students at Madrasah Aliyah Nurul Jadid

One-Sample Kolmogorov-Smirnov Test			
		Learning_outcomes	Motivation
N		97	97
Normal Parameters a,b	Mean	63.7714	78.0571
	Std. Deviation	12.06133	8.88138
Most Extreme Differences	Absolute	.141	.183
	Positive	.131	.178
	Negative	-.141	-.183
Kolmogorov-Smirnov Z		.832	1.082
Asymp. Sig. (2-tailed)		.494	.193
a. Test distribution is Normal.			
b. Calculated from data.			

Based on the results of data analysis using Kolmogorov-Smirnov with the help of SPSS 21 software, it was found that student geography learning outcomes obtained a significance value of 0.494, these results showed that the significance value was > 0.05, so H_0 was accepted, then student learning motivation obtained a significance value of 0.193, these results showed that the value significance > 0.05 then H_0 is accepted. So, based on the results of the normality test data analysis, a decision can be made that H0 is accepted, meaning that the data on students' geophysics learning outcomes and students' learning motivation is normally distributed.

Next, a Levene homogeneity test was carried out for data on student geophysics learning outcomes and student learning motivation using SPSS 21 which is presented in the following table:

Table 2. Levene homogeneity test results of student learning outcomes and learning motivation at Madrasah Aliyah Nurul Jadid

Variable	Sig.	df
Learning outcomes	0.602	97
Motivation	0.457	97

Based on the results of the data analysis carried out above, the significance value for the learning outcomes data was 0.602, more than the alpha value of 0.05, so it can be concluded that H_0 is accepted, meaning that the group

of students with geography learning outcomes who live in Islamic boarding schools and outside Islamic boarding schools have variance. the same (homogeneous). Then we obtained a significance value for student motivation data of 0.475, more than the alpha value of 0.05, so it can be concluded that H_0 is accepted, meaning that the group of students with motivation to learn geography who live in Islamic boarding schools and outside Islamic boarding schools have the same variance (homogeneous). So we can continue with independent sample t-test hypothesis testing.

Table 3. Results of the independent sample t-test of geography learning outcomes for students housed in Islamic boarding schools and outside Islamic boarding schools

Group Statistics					
	Code	N	Mean	Std. Deviation	Std. Error Mean
Residence	In the Islamic boarding school	97	63.7714	12.06133	2.03874
	Outside the Islamic boarding school	97	78.0571	8.88138	1.50123

Based on table 3, it is known that the average value of geography learning outcomes for students who live in Islamic boarding schools is 63.7714, then for geography learning outcomes for students who live outside Islamic boarding schools it is 78.0571. Based on descriptive statistics, it can be concluded that there is a difference in the average geography learning outcomes of students who live inside and outside the Islamic boarding school.

Table 4. Results of the independent sample t-test of students' geography learning motivation located inside and outside the Islamic boarding school

Group Statistics					
	Code	N	Mean	Std. Deviation	Std. Error Mean
Residence	In the Islamic boarding school	97	64.7714	12.06133	2.13874
	Outside the Islamic boarding school	97	73.0571	8.88138	1.20123

Based on table 4, it is known that the average value of geographic motivation for students who live inside the Islamic boarding school is 64.7714, then the geography learning motivation for students who live outside the Islamic boarding school is 73.0571. Based on descriptive statistics, it can be concluded that there is a difference in the average geographical motivation of students who live inside and outside the Islamic boarding school.

Table 5. Results of the independent sample t-test on geography learning outcomes for students housed in Islamic boarding schools and outside Islamic boarding schools

Independent Samples Test							
		t-test for Equality of Means					
		t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Learning_out comes	Equal variances assumed	-5.642	.000	-14.28571	2.53182	-19.33789	-9.23354
	Equal variances not assumed	-5.642	.000	-14.28571	2.53182	-19.34596	-9.22547

Based on the test results above, the value obtained in the t-test table for Equality of Means is Sig. (2-tailed) 0.000, namely < 0.05. So it can be decided that H_1 is accepted, meaning that there is a difference in the average geography learning outcomes of students who live inside and outside the Islamic boarding school.

Table 6. Results of the independent sample t-test for motivation to learn geography for students housed in Islamic boarding schools and outside Islamic boarding schools

Independent Samples Test							
		t-test for Equality of Means					
		t	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Learning_ outcomes	Equal variances assumed	-5.642	.001	-14.28571	2.53182	-19.33789	-9.23354
	Equal variances not assumed	-5.642	.001	-14.28571	2.53182	-19.34596	-9.22547

Based on the test results above, the value obtained in the t-test table for Equality of Means is Sig. (2-tailed) 0.001, namely < 0.05. So it can be decided that H$_1$ is accepted, meaning that there is a difference in the average motivation to learn geography of students who live inside and outside the Islamic boarding school.

Madrasah Aliyah Nurul Jadid students who live in Islamic boarding schools actually have a high enthusiasm for learning, they have to walk every day to school to study. They walk together every time they go to and from school. However, from the results of the researchers' observations when they arrived at the school they had different attitudes during the teaching and learning activities process. There are Islamic boarding school students who continue to follow the lesson from start to finish carefully, there are also those who fall asleep in the middle of the lesson because they are too tired from the activities they have carried out. Differences in receiving material during learning can influence students' understanding of the material presented, thereby influencing their learning outcomes. Madrasah Aliyah Nurul Jadid students who live outside the Islamic boarding school can follow lessons well without being disturbed by sleepiness, so students can more easily accept the teacher's explanations.

Attention to subject matter is one of the things that influences learning success. If students are not interested and start to get bored with the material or subject matter of a lesson then they will not want to learn. So it is important for an educator to present interesting learning materials and methods so that students are interested in learning [35]. Each research object and place has different characteristics. From these three studies, it can be concluded that there are several differences and similarities with the research conducted by the author. The similarity is in the same research approach. The difference is at school level and research location.

Learning motivation is a force that can be a driving force for students to utilize all the potential within and outside of themselves to realize learning goals [36]. So learning motivation is something that comes from within and outside the student which makes students carry out learning activities to achieve their learning goals.Motivation to learn is related to interests, self-concept, attitudes and so on. Students who look like they don't have motivation don't mean they don't have a great opportunity to excel at school, it's just that these students have motivation in certain areas that are not included in the teacher's expectations. Students who already have the motivation to learn to excel at school may have reduced motivation because at the same time there are other factors that do not support it [37].

The lower motivation to learn geography for students who live in Islamic boarding schools does not mean that these students do not have the slightest motivation to learn, but that these students have higher motivation to learn in other areas, such as learning about religion and Islamic boarding school activities. If viewed from a non-academic perspective, students living in Islamic boarding schools have achieved several non-academic achievements, such as: 1st place in the Jombang Regency MAS Porseni Chess Competition (Muhammad Fachrurrozi), 2nd place in the MHQ Aksioma in Jombang Regency (Zidni Alian Fifathi), 9th best MTQ in East Java (Aziz Dwi Nurcahyo). It can be concluded that students who live in Islamic boarding schools have motivation in other fields which is likely to cause their motivation to study geography to decrease.

The geography learning motivation of students who live in Islamic boarding schools is different from students who live outside Islamic boarding schools, indicating that the surrounding environment plays a role in shaping students' learning motivation. Students who live in Islamic boarding schools have different life experiences from those who live outside Islamic boarding schools. They cannot get supervision from parents like students who live with their parents. Students who live in Islamic boarding schools are also burdened with various busy Islamic boarding school activities. Each research object and place has different characteristics. From these three studies, it can be concluded that there are several differences and similarities with the research conducted by the author. The similarity is in the same research approach. The difference is at school level and research location.

The results of previous research regarding students' learning motivation found that the results of data analysis showed that there was a positive relationship between school climate and achievement motivation [38]. The gap between previous research and current research lies in the context and variables studied. The current research broadens its scope by comparing motivation and learning outcomes in different geographical environments, while previous research focused more on the relationship between school climate and achievement motivation in certain Islamic boarding schools. The uniqueness of the current research lies in revealing patterns of insight into the impact of learning environment, motivation, and teaching methodology on geography learning outcomes, providing a valuable contribution to existing understanding.

The findings of this research have significant implications in the context of educational development in Islamic boarding schools. The differences in learning motivation and geography learning outcomes between students living in Islamic boarding schools and outside Islamic boarding schools indicate that the educational environment has a different impact on their learning experiences. Educators and Islamic boarding school managers can utilize this information to design more effective learning strategies, which take into account students' needs and characteristics based on the context in which they live. In addition, this research provides a basis for education stakeholders to design more appropriate policies in improving the quality of education in Islamic boarding schools, so that they can provide optimal support for the development of students' learning motivation and geography learning outcomes.

Based on the findings of differences in motivation and learning outcomes, further research can be conducted to investigate the factors that influence these differences. Further research can deepen understanding of the characteristics of Islamic boarding school environments that influence students' learning motivation and academic performance. In addition, research can involve aspects such as teaching methods, social support, and cultural influences within Islamic boarding schools. An in-depth understanding of these factors can provide further insight to education and practitioners in improving the effectiveness of education in Islamic boarding schools and optimizing student potential to achieve better learning outcomes.

It is hoped that these novel findings can contribute to the Islamic education research literature and provide a more solid basis for improving the quality of education in Islamic boarding school institutions. This study has several limitations that need to be noted. First, the research results may not be directly applicable to different educational situations because they are limited to Madrasah Aliyah Nurul Jadid students at Islamic boarding schools. Second, proportional sampling techniques can cause bias in the representation of certain groups of students. Third, the use of questionnaires and observations can be influenced by the researcher's subjective responses and observations. Fourth, other variables not examined could influence the results. Fifth, quantitative approaches may not fully cover relevant qualitative aspects, such as student perceptions and teachers' teaching methods. Therefore, further research with a more holistic design could provide a more complete understanding. Awareness of these limitations is important for the interpretation and application of research results.

4. CONCLUSION

Based on the results of the data collection and analysis that has been carried out, the researcher concluded that several things were answered in accordance with the problem formulation, namely, there are differences in the motivation to learn geography of students living in Islamic boarding schools and outside Islamic boarding schools. Then there are differences in geography learning outcomes for students living in Islamic boarding schools and outside Islamic boarding schools.For further research, it is recommended to expand the scope of the study to other Islamic boarding schools or other Islamic educational institutions. Research can also incorporate qualitative approaches for a deeper understanding of learning motivation in Islamic boarding schools. Integration of additional factors such as psychosocial aspects, culture, and social support is also recommended. In addition, research can explore the role of technology in increasing motivation and learning outcomes in Islamic boarding schools.

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