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The Effect of Character and Learning Motivation on Learning Achievement of Al-Qur'an Hadith Students of Madrasah Aliyah Attahiriyah Jakarta, Indonesia

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Abstract: The background of this research is that the teaching of Al-Qur'an Hadith is still inefficient because learning methods and media treated ineffective, resulting in student character and learning motivation being considered not ideal. The purpose of this study was to determine the positive influence of student character on Learning achievement of the Qur'an Hadith, to resolve the positive control of learning motivation on Learning achievement of the Qur'an Hadith, and to determine the positive influence of student character on learning motivation. This study design uses quantitative research with the Partial Least Square (PLS) approach with Structural Equation Modeling (SEM). A sample of 150 students was determined using the Simple Random Sampling technique. The results showed that student character had a direct positive and significant effect on Learning achievement of the Qur'an Hadith, learning motivation had a straight positive and significant reaction on Learning achievement of the Qur'an Hadith, besides student character had a direct positive and significant effect on learning motivation.

Keyword: Student Character, Learning Motivation, Learning Achievement

INTRODUCTION

Learning Al-Qur'an Hadith trains students' minds and affects their attitude to life and actions influenced by spiritual values. Purpose of teaching Al-Qur'an Hadith is to form character, attitudes, behavior, and the maturation of all aspects of the child's personality because children spend more time with parents, so moral learning is also carried out by parents.

Teaching Al-Qur'an Hadith is the coaching and development of knowledge so that students understand, believe, and live the truth of Islam and are willing to practice it in everyday life. It means that moral education cannot only be understood in a limited way on subjects, because students' moral behavior is not sufficiently measured only from their understanding of mastering things that are cognitive in nature, but what is more important is

the understanding of values and morals that can be embedded in the soul of students. To know the extent to which these values are manifested in their daily behavior, it is a must to instill moral education from an early age through habituation & habituation both at home and at Madrasah (Hermawan & Fitriyah, 2017).

In relation to learning the Qur'an Hadith at Madrasah Aliyah Attahiriyah Jakarta, the Learning Achievement of the Qur'an Hadith are the results of learning the Qur'an Hadith at Madrasah Aliyah Attahiriyah Jakarta after participating in a learning process which includes cognitive, affective, and psychomotor. It is an urgent thing to improve Learning Achievement, especially in the subject of Al-Qur'an Hadith. In reality, student Learning Achievement in the Al-Qur'an Hadith subject at Madrasah Aliyah Attahiriyah Jakarta tend to be ineffective. From the results of the author's observations of the achievement of learning the Qur'an Hadith for students at Madrasah Aliyah Attahiriyah Jakarta, there are indications that the results of learning the Koran Hadith are good (Abdul Kudus, 2023).

There are many factors that can influence the Learning Achievement of Al-Qur'an Hadith at Madrasah Aliyah Attahiriyah Jakarta, such as student character and student motivation in learning Al-Qur'an Hadith subjects. The use of media and learning methods plays a significant role in to improve student Learning Achievement of Al-Qur'an Hadith. Therefore, success learning efforts by paying attention to the students' character according to the teacher should continue to be optimized.

Madrasah Aliyah is a secondary formal education in Indonesia equivalent to Senior High School managed by the Ministry of Religion. Higher School or Madrasah Aliyah education is a three-year study period from class X to class XII. Madrasah Aliyah organizes education in four fields: science, social science, religious studies, and language. The Madrasah Aliyah curriculum is the same as the Senior High School curriculum. Madrasah Aliyah contains more Islamic religious education content such as Fiqh, Al-Qur'an Hadith, Al-Qur'an Hadith, Arabic, and Islamic Cultural History.

In other words, Madrasah Aliyah is responsible for preparing students as secondary education institutions. Therefore, in the implementation of education at Madrasah Aliyah, it is not only the management factors that are important, but also the character and learning motivation of students are the determining factors. Al-Qur'an Hadith subjects aim to develop aqidah through giving, cultivating, and developing knowledge, appreciation, experience, habituation, and experiences of students about Islamic beliefs so that they become Muslim humans who continue to develop faith and piety to Allah SWT.

The main problem in the writer's research is the low Learning achievement of Al-Qur'an Hadith at Madrasah Aliyah Attahiriyah Jakarta. This situation can be caused by several factors including student character and student learning motivation in increasing low Learning achievement of the Qur'an Hadith.

This condition is interesting to study scientifically so researchers consider it necessary to research Human Resources, namely analyzing student character and learning motivation in improving the Learning achievement of the Qur'an Hadith. Departing from this, the researcher is interested in studying the influence of student character and learning motivation in improving Learning achievement of the Qur'an Hadith for students at Madrasah Aliyah Attahiriyah Jakarta, with an affordable population, namely Madrasah Aliyah Attahiriyah Jakarta.

Learning is one of the factors that influence and play an important role in the formation of personality and individual behavior. Learning is a complex internal process. Involved in the internal process is the whole mental which includes the cognitive, affective, and psychomotor domains. The learning process that actualizes the three domains is focused on certain learning materials (Nidawati, 2013). Learning is also a change in behavior towards a good change in behavior, where the change occurs through practice or experience. The behavior change must be relatively steady which is the end of a fairly long time. Behavior

that changes due to learning involves various aspects of personality both physical and psychological, such as changes in understanding, solving a problem/thinking, skills, abilities, or attitudes (Darnim, 2011). From some of the definitions above it can be concluded that learning is the process of acquiring knowledge, learning changes in responsiveness that are relatively fixed as a result of better education.

Learning is an obligation for every individual, but learning activities for each individual may not always come by themselves. Sometimes you can quickly understand what you have learned, but sometimes it feels very difficult otherwise. Enthusiasm is sometimes high, but sometimes it is difficult to concentrate. Situations like that we often encounter in all students in everyday life in connection with learning activities.

According to Gagne, "Learning consists of three components, namely external conditions, internal conditions, and Learning achievement". Learning is an interaction between the internal state and cognitive processes of students with stimuli from the environment.

In every process of learning activities carried out by students, of course, they will get the expected achievements from the results of the learning process. Of course, this achievement is following the criteria listed in the curriculum determined by the Madrasah. These achievements are called Learning achievement or Learning achievement, which contains certain criteria that must be achieved by students under teaching objectives (instructional objectives).

Competence is a combination of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting (Mulyasa, 2014). Mc Ashan revealed that competence is knowledge, skills, and abilities that are mastered by someone who has become part of himself so that he can carry out cognitive, affective, and psychomotor behaviors as well as possible (Wazzuriyah et al., 2021).

Student Learning achievement is the abilities possessed by students after participating in learning including the knowledge, skills, and attitudes of students. Student Learning Achievement results obtained by students after following the learning process. Student Learning achievement includes cognitive, affective, and psychomotor aspects (Mulyasa, 2014).

Al-Qur'an Hadith is an important lesson in Islamic Religious Education lessons. Aqidah and morals subjects emphasize the ability between knowledge, attitudes, and behavior. The purpose of the Al-Qur'an Hadith subject in Madrasas is to form students who are faithful and devoted to Allah SWT and have noble morals. Al-Qur'an Hadith education is the most important education in Islam. With this Al-Qur'an Hadith learning in Madrasas, it is hoped that it can form better student morals (Wazzuriyah et al., 2021).

Learning Al-Qur'an Hadith is one of the conscious efforts to be able to prepare students to believe in Allah SWT, whose education teaches faith, Islamic issues, obedience, and obedience in carrying out Islamic law according to religious teachings so that it will form a Muslim person who is perfect in his faith.

The lessons of the Qur'an and Hadith are very important in human life. Moreover, at the Madrasah Education level, the lesson of Al-Qur'an Hadith is very important in applying the aqidah and morals to create generations of students who have good morals. This is because faith and morality are closely related.

A strong and true faith is reflected in a person's commendable character and vice versa. In the conception of Islam, Al-Qur'an Hadith is not only a medium that includes the relationship between humans and each other or with the natural environment because, in essence, Islam is Rahmatan lil'aalamin. If these relationships can be applied in harmony then that is what is meant by the true implementation of the Qur'an Hadith in life that makes the world and the hereafter happy.

Character is a way of thinking and behaving that characterizes each individual to live and work together, both within the family, community, nation, and state. The character can also be called a set of values that underlies thoughts, attitudes, and behaviors that are carried out. Individuals with character are individuals who can make decisions and are ready to take responsibility for any consequences of the decisions they make (Subur, 2015; Fatchul Muin, 2016).

Through character education, students are expected to apply character values regarding understanding but embedded values of concern for God Almighty, themselves, others, the environment, society, and the nation as a whole so that they become perfect human beings according to their nature (Fadlillah, 2013). Madrasas are required to be able to shape the character of students through learning activities in class and outside the classroom and have programs that can shape the character of students in Madrasas. The role of Madrasas as a place for the formation of student's character is considered important and has a considerable influence. Teachers are required to be able to continue to develop themselves and be able to be role models for students to form good character. Character education is an important aspect of the educational process that students receive (Saepudin et al., 2020). Every person has different character, so in carrying out lessons, learner will receive the lessons from the teacher differently, so the competencies in these lessons, especially in the subject of Al-Qur'an Hadith, will also vary. So the character of students is also one of the influences that can influence student Learning achievement, especially in the subject of Al-Qur'an Hadith. Student character is very significant in learning, apart from influencing skills related to everyday life, because character guides us in social life. Values of integrity, responsibility, independence, and honesty are several characters instilled in students (Kartika et al., 2022).

Motivation comes from the word motive, means a condition within the individual that encourages individuals to carry out certain activities, whether consciously or not, to achieve goals (Winarni & Anjariah, 2016). Wina Sanjaya (2010: 249) says motivational learning process is very dynamic aspect. If there is motivation enhances student, however the achievement will be low. In learning activities, the interest is the driving force of students to trigger learning actions, guarantee the continuity of learning actions, direct learning actions, and achieve the goals desired by students. As in the hadith of the Prophet, the point is that all activities depend on intentions (Anggraeni et al., 2022; Hidayat et al., 2019).

Motivation is a factor that has a large enough influence on Learning achievement (Slameto, 2010). From some of the explanations above, motivation is a significant thing students must have hope for. Besides, it is also very influential on the learning process. Students who have high motivation within themselves, their enthusiasm for learning will also be different, and the results will be better and maximal, or it will affect their Learning achievement with less than optimal results.

Dimiyati and Moedjiono (2006) distinguish motivation based on its nature into two, namely motivation that comes from within a person's self which is called intrinsic motivation, and motivation that comes from outside a person's self which is called extrinsic motivation.

Abraham Maslow in (Saepudin et al., 2019) argued that all humans have basic needs. He showed it in 5 levels in the form of a pyramid. The five levels of needs are known as Maslow's Hierarchy of Needs, starting from basic biological needs to more complex psychological motives.

In learning activities, motivation is the overall driving force within students that generates, guarantees continuity, and provides direction for learning activities to achieve the goals (Sardiman, 2011: 102).

Motivation to learn can be interpreted as a driving force to carry out certain learning activities that come from within and outside the individual to foster enthusiasm for learning (Monika & Adman, 2017). Learning motivation is an absolute requirement for studying and

plays a significant role in providing passion. A consciousness of studying is a driving force to achieve good results and contains efforts to achieve learning goals (Puspitasari et al., 2022).

Learning motivation is an absolute requirement for students to carry out learning activities because motivation can move students to start learning activities. Motivation in students can determine the Learning achievement of a student. Motivation to learn has a significant role in the success of a student. Learning achievement will be optimal if there is motivation to learn.

From the definitions stated above, motivation includes three aspects: first, motivation is the beginning of energy changes in individual self-change. Second, the emergence of motivation is relevant to psychological issues that can determine behavior, and third, there is a goal which is a response to an action.

Learning motivation influences Learning achievement because if the material studied is not under student motivation, students will learn well, because there is no attraction for them. (2000: 65). To be able to instill motivation in learning in students, appropriate and strategic methods are needed. The influence of learning motivation is significant. Students become reluctant to learn because interest adds to the joy of learning (Andi Mampiare, 2008: 65).

METHOD

The method used in this research is a quantitative research method conducted on students at Madrasah Aliyah Attahiriyah Jakarta in Kuningan Regency. The population and sample in this study were students at Madrasah Aliyah Attahiriyah Jakarta, Kuningan District. In this study, the population was affordable, students at Madrasah Aliyah Attahiriyah Jakarta, with as many as 150 respondents.

The sampling technique used was a random sampling, done by taking samples in a simple random way, totaling 150 students (Sugiyono, 2016).

The data research technique used in this study was a questionnaire aimed at students at Madrasah Aliyah Attahiriyah Jakarta as research object. The questionnaire must be filled with answers according to the statement given, using a Likert scale.

This study uses Structural Equation Modeling (SEM) estimated using SmartPLS (Smart Partial Least Square) software.

Data analysis and structural equation modeling using SmartPLS software with the following steps are as follows: (1) Testing the validity of indicators, (2) Converting path diagrams into a system of equations, (3) Testing construct reliability, (4) Testing hypotheses, (5) Inner Equations Model, and (6) Evaluation of the Structural model (Garson, 2016).

Learning achievement (KB), Student Character (KS), and Learning Motivation (MB) required indicators for each variable with a measurement scale for each variable: Strongly Disagree (STS = 1), Less Agree (KS = 2), Disagree (TS = 3), Agree (S = 4), San Strongly Agree (SS = 5).

Indicators for learning achievement variables, student character, and learning motivation are as follows:

- a. Learning Achievement Variables consist of (1) Ability to understand learning material; (2) Study skills; and (3) Ability to implement learning materials.
- b. Student Character Variables consist of (1) Integrity; (2) Responsibility in learning; (3) Learning independence; and (4) Honesty.
- c. Learning Motivation Variables consist of (1) achievement drive in learning Al-Qur'an Hadith; (2) encouragement to get good grades; (3) encouragement to get appreciation from friends; (4) the urge to gain respect from the teacher

RESULTS AND DISCUSSION

Descriptive Statistical Analysis of Research Variables

Results of Descriptive Statistical Analysis of Learning Achievement Variables

The results of the descriptive statistical analysis on the Learning achievement variable (HB) are as follow:

Table 1. Results of Descriptive Analysis of Learning Achievement Variables

Variable Indicators	Mean	Median	Min	Max	Standard Deviation	Number of Observations Used
HB1	3,927	4,000	2,000	5,000	0,809	150,000
HB2	3,920	4,000	2,000	5,000	0,788	150,000
HB3	3,760	4,000	1,000	5,000	0,830	150,000
HB4	3,920	4,000	1,000	5,000	0,963	150,000

Based on the results of Descriptive Statistical Analysis of the Learning Outcome Variable (HB) for each indicator, the following values are obtained:

- 1) The mean value of HB1 was 3.927, the median value was 4.000, the minimum value was 2.000, the maximum value was 5.000, the standard deviation value was 0.809, and the number of observations was 150,000.
- 2) The mean value of HB2 was 3.920, the median was 4.000, the minimum was 2.000, the maximum value was 5.000, the standard deviation was 0.788, and the number of observations was 150.000.
- 3) The mean value of HB3 is 3,760, the median value is 4,000, the minimum value is 1,000, the standard deviation value is 0,830, and the number of observations is 150,000.

Results of Descriptive Statistical Analysis of Student Character Variables

The results of the Descriptive Statistical Analysis on the Student Character (KS) variable can be seen in the following table:

Table 2. Results of Descriptive Analysis of Student Character Variables

Variable Indicators	Mean	Median	Min	Max	Standard Deviation	Number of Observations Used
KS1	3,720	4,000	1,000	5,000	0,834	150,000
KS2	3,927	4,000	2,000	5,000	0,809	150,000
KS3	3,920	4,000	2,000	5,000	0,788	150,000
KS4	3,760	4,000	1,000	5,000	0,830	150,000
KS5	4,147	4,000	1,000	5,000	0,803	150,000

Based on the results of the Descriptive Statistical Analysis of Student Character Variables (KS) above, each indicator shows KS1 with a mean value of 3.720, median of 4.000, minimum of 1.000, maximum of 5.000, standard deviation of 0.834, and number of observations of 150.000. KS2 with a mean value of 3.927, median of 4.000, a minimum of 2.000, maximum of 5.000, standard deviation 0.809, and number of observations of 150,000. KS3 with a mean value of 3.920, median of 4.000, a minimum of 2.000, maximum of 5.000, standard deviation of 0.788, and number of observations of 150.000. KS4 with a mean value of 3.760, a median of 4.000, a minimum of 1.000, a maximum of 5.000, a standard deviation of 0.830, and several observations of 150.000. KS5 with a mean value of 4.147, median of 4.000, a minimum of 1.000, maximum 5.000, standard deviation of 0.803, and number of observations of 150.000.

Results of Descriptive Statistical Analysis of Learning Achievement Variables

The results of the Descriptive Statistical Analysis on the Learning Motivation (MB) variable showed in the following table:

Table 3. Results of Descriptive Analysis of Student Motivation Variables

Variable Indicators	Mean	Median	Min	Max	Standard	Number of Observations
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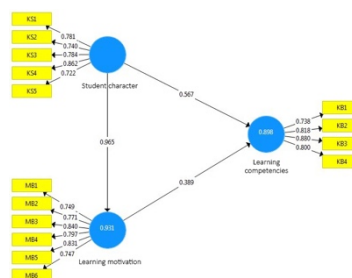
					Deviation	Used
MB1	3,927	4,000	2,000	5,000	0,809	150,000
MB2	3,920	4,000	2,000	5,000	0,788	150,000
MB3	3,760	4,000	1,000	5,000	0,830	150,000
MB4	4,247	4,000	1,000	5,000	0,721	150,000
MB5	4,373	4,000	1,000	5,000	0,717	150,000
MB6	3,720	4,000	1,000	5,000	0,834	150,000

Based on the results of the Descriptive Statistical Analysis above on the Learning Motivation (MB) variable, each indicator shows; MB1 with a mean value of 3.927, median of 4.000, minimum of 2.000, maximum of 5.000, standard deviation of 0.809, number of observations 150.000. MB2 with a mean value of 3.920, median of 4.000, a minimum of 2.000, maximum of 5.000, standard deviation 0.788, and number of observations of 150.000. MB3 with a mean value of 3.760, a median of 4.000, a minimum of 1.000, a maximum of 5.000, a standard deviation of 0.830, and several observations of 150.000. MB4 with a mean value of 4.247, a median of 4.000, a minimum of 1.000, a maximum of 5.000, a standard deviation of 0.721, and some observations of 150.000. MB5 with a mean value of 4.373, a median of 4.000, a minimum of 1.000, a maximum of 5.000, a standard deviation of 0.717, and several observations of 150.000. MB6 with a mean value of 3.720, a median of 4.000, a minimum of 1.000, a maximum of 5.000, a standard deviation of 0.834, and several observations of 150.000.

Indicator Validity Testing

According to Garson (2016) and Yasmin (2011), the validity test can be done using convergent and discriminant validity. The convergent validity test is an evaluation of each indicator construct. Evaluation of convergent validity is done by looking at the loading factor value of each indicator to be built. The loading factor value in the construct is attempted so that the result is greater than 0.50. If the loading factor indicator value in the construct yields a value below 0.50, then the indicator must be removed from the model (Garson, 2016; Yamin and Kurniawan, 2011). The loading factor is the correlation between indicators and constructs. The higher the correlation, the higher the level of validity. Discriminant validity is a test carried out by looking at the value of the cross-loading results. This is done to find out whether each indicator that measures the construct has a high correlation with the construct when compared to other constructs (Garson, 2016; Yasmin and Kurniawan, 2011).

Based on the results of convergent validity testing, the loading factor of the Learning Outcome variable (KB) with the indicators KB1, KB2, KB3, and KB4 is expected to represent the latent variables of student character variables with the indicators KS1, KS2, KS3, KS4, and KS5. Learning Motivation (MB) with the indicators MB1, MB2, MB3, MB4, MB5, and MB 6 has a loading factor greater than 0.50 which means that the indicator is valid in representing the latent variable of student character (KS) with indicators KS1, KS2, KS3, and KS4. Besides that, the learning motivation variable (MB) with the indicators MB1, MB2, MB3, MB4, MB5, and MB6 as a representation of latent variables, has a loading factor greater than 0.50, which means that these indicators are valid to represent latent variables, as shown in following Figure 1:



The figure above shows that all indicator scores have a loading factor greater than 0.70, so all indicators of learning outcome variables, student character, and learning motivation are declared valid. The discriminant validity test for each indicator variable uses the cross-loading value for each indicator compared to the cross-loading value of the indicators with other latent variables. The indicator is said to have a good and high ability to present its latent variables if the cross-loading indicator value is higher than the cross-loading value with other latent variables. The results of the discriminant validity test for each indicator are available in the following table:

Table 4. Discriminant Validity Test Results With Cross Loading

Student	Character Indicators	Learning Outcomes	Learning Motivation
HB1		0,738	
HB2		0,818	
HB3		0,880	
HB4		0,800	
KS1	0,781		
KS2	0,740		
KS3	0,784		
KS4	0,862		
KS5	0,722		
MB1			0,749
MB2			0,771
MB3			0,840
MB4			0,797
MB5			0,831
MB6			0,747

Based on the results in the table above, it can be explained that the indicator of student character, learning motivation, as a valid indicator to explain the latent variable of Learning achievement, has a higher cross-loading on the other three latent variables. Likewise, the indicators HB1, HB2, HB3, and HB4 are stated as valid indicators for variables that have a cross-loading value greater than the cross-loading value of latent variable student character and learning motivation with indicators KS1, KS2, KS3, KS4, KS5, MB1, MB2, MB3, MB4, MB5, and MB6. This proves that these indicators are valid indicators to represent the latent variables of Learning achievement.

Construction Reliability Testing

Construct reliability test is a test performed on each construct to determine whether the construct is reliable or not. The criteria for a construct are said to be reliable if the Composite Reliable value of the construct is greater than 0.70 (Garson, 2016; Noor, 2014; Yasmin and Kurniawan, 2011). The results of the Construct Reliability and Cronbach's Alpha tests for each construct are described in the table below:

Table 5. Testing Results on the Construct Reliability of Each Variables and Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability
Student Character	0,838	0,885
Learning Outcomes	0,825	0,884
Learning Motivation	0,879	0,909

Based on Table 5 above it can be seen that the Composite Reliability Trust (KP), Work Involvement (KK), and Turnover Intention (TI) values are greater than 0.70 so it can be said that all constructs in this study fulfill the requirements, a construct (latent variable) can be said to be reliable. These results imply that all latent variables used in research can be error-free or unbiased and consistently use the same indicators over time (Garson, 2016; Latan, 2014).

Convert Path Diagram to System of Equations

After obtaining valid indicators, both convergent and discriminant for each latent variable, a path diagram conversion is obtained according to and based on Figure 1 into a system of equations to explain the relationship and influence of each indicator on each latent variable (Outer Equation Model).

- 1) The Outer Model Equation for Latent Variable Learning achievement namely, $KB1 = 0.738$, $KB2 = 0.818$, $KB3 = 0.880$, and $KB4 = 0.800$.

From the results of this study, the highest indicator of the learning outcome variable is reflected in the $KB3$ indicator = 0.880, which is about differences in learning. classmate. While the variable Learning Achievement of Al-Qur'an Hadith is the smallest reflected in the indicator $KB 1 = 0.738$, namely understanding and mastering the concepts of Al-Qur'an Hadith learning material. So that in increasing understanding and mastery of Al-Qur'an Hadith learning materials, it is necessary to strive for maximum learning, of course, in various ways and methods that are following the teaching materials for learning Al-Qur'an Hadith and according to student needs. This needs to be done seriously so that students can improve their Learning achievement in the Qur'an and Hadith properly.

- 2) Outer Model Equation for Student Character Latent Variables namely, $KS1 = 0.781$, $KS2 = 0.740$, $KS3 = 0.784$, $KS4 = 0.862$, and $KS5 = 0.722$

From the results of this study, the highest indicator of student character variables is reflected in the indicator $KS4 = 0.862$, which is about independence in learning. manage time effectively. Meanwhile, the smallest Al-Qur'an Hadith learning outcome variable is reflected in the KB indicator $1 = 0.738$, namely integrity. Integrity is an important factor in improving the Learning achievement of the Qur'an Hadith which prioritizes ability in a unified whole which is also related to consistency in actions and principles. A person with integrity means having an honest personality and having a strong character. Therefore, various efforts that support the application of integrity need to be carried out in a planned and periodic manner for students.

- 3) The Outer Model Equation for the Latent Variable of Learning Motivation, namely, $MB1 = 0.749$, $MB2 = 0.771$, $MB3 = 0.840$, $MB4 = 0.797$, $MB5 = 0.831$, and $MB6 = 0.747$

From the results of this study, the highest indicator of the learning motivation variable is reflected in the $MB3$ indicator = 0.840 which is about improving Learning achievement. Meanwhile, the smallest learning motivation variable is reflected in the $MB6 = 0.747$ indicator, which is the recognition of achievement from the teacher. Achievement is an achievement and competency in the process of teaching and learning activities. In this case, from the Madrasah or teacher side, efforts can be made to provide awards if students get good achievements and results. So that this too, at least can increase student motivation to study even harder to get good achievements so that they will get appreciation from the teacher. And Learning achievement in this case learning the Qur'an Hadith will be easier to improve.

Linearity Test Results

Hypothesis testing is a test conducted to determine the strength of influence between constructs, namely between exogenous latent variables and endogenous latent variables. Testing is done by looking at the path coefficient and t-test value. If the p-value is less than 0.50, it can be said that the relationship between constructs is statistically significant, which means that aH1 is accepted and H0 is rejected. If the p-value obtained is greater than 0.50, it can be said that the influence or relationship between the constructs is not statistically significant, meaning that H0 can be accepted and H1 is rejected. (Garson, 2016; Latan, 2014; Noor, 2014; Yamin and Kurniawan, 2011). The results of the path coefficient test are shown in the following table:

Table 6. Linearity Test Results

Influence Between Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Student Character => Al-Quran Hadith Learning Outcomes	0,567	0,564	0,079	7,184	0,000
Student Character => Learning Motivation	0,965	0,965	0,005	191,275	0,000
Motivation to Learn => Results of Learning Al-Quran Hadith	0,389	0,393	0,080	4,892	0,000

Source: Author

Based on the table above, statistically, there is a significant direct effect between the latent variables of student character, and learning motivation, on the latent variables of Al-Qur'an Hadith Learning achievement. This can answer the allegations put forward as follows:

Based on the table above, statistically, there is a significant direct effect between the latent variables of student character, and learning motivation, on the latent variables of Al-Qur'an Hadith Learning achievement. This can answer the allegations put forward as follows:

- 1) There is a positive and significant direct effect between student characters on Learning achievement of the Qur'an Hadith as evidenced by a P value of 0.000, because 0.000 is smaller than 0.05 ($0.000 < 0.05$) it can be stated that there is a positive direct effect and significant relationship between student character and Learning Achievement of Al-Qur'an Hadith at the 95% level of confidence with a positive (+) direction.
- 2) There is a positive and significant direct effect between learning motivation on the Learning achievement of the Qur'an Hadith as evidenced by a P value of 0.000 because 0.000 is smaller than 0.05 ($0.000 < 0.05$) so it can be stated that there is a positive direct effect and significant relationship between student character and Learning Achievement of Al-Qur'an Hadith at the 95% level of confidence with a positive (+) direction.
- 3) There is a positive and significant direct effect between student characters on learning motivation as evidenced by a P value of 0.000, because 0.000 is smaller than 0.05 ($0.000 < 0.05$) it can be stated that there is a positive and significant direct effect between student character on Study results of Al-Qur'an Hadith at the 95% level of confidence with a positive (+) direction.

Hypothesis test

Equation Inner Model Equation Path Coefficient

Table 7. Equation Inner Model Equation Path Coefficient

	Learning Motivation	Learning Outcomes
Student Character	0,965	0,567

Learning Motivation	0,389
Construct	Original Sample (O)
KS -> KB	0,567
MB -> KB	0,389
KS -> MB	0,965
Influence Between Variables	Specific Indirect Effects
Student Character -> Learning Motivation -> Learning Outcomes	0,376

The results of the Path Coefficient Test were used to determine the effect of exogenous latent variables on endogenous latent variables. Based on the results of the Path Coefficient test with the Smart PLS 3.2.9 program, it can be explained that :

- 1) The Influence of Student Character (KS) on Learning Achievement of Al-Qur'an Hadith (KB)

Based on the results of the calculation of the Path Coefficient, it was stated that there was a direct positive and statistically significant effect of the student character variable (KS) on Learning achievement of the Qur'an Hadith (KB) of 0.567, meaning that the student character variable (KS) had a direct positive effect on Learning Achievement of Al Quran Hadith (KB) of 56.7%. Therefore, improving the Learning achievement of Al-Qur'an Hadith, it can be started by improving, growing, and forming good student character on the Madrasah side. This can be stated that the better the character of the students, the higher the Learning achievement of Al-Qur'an Hadith.

- 2) The Effect of Learning Motivation (MB) on Learning Achievement of Al-Qur'an Hadith (KB)

Based on the results of the calculation of the Path Coefficient, it was stated that there was a positive and statistically significant direct effect of the learning motivation variable (MB) on the Learning achievement of the Qur'an Hadith (KB) of 0.389 meaning that the learning motivation variable (MB) had a direct positive effect on Learning Achievement of the Al Quran Hadith (KB) of 38.9%. Therefore, improving the Learning achievement of Al-Qur'an Hadith, it can be started by increasing and fostering students' learning motivation. It can be stated that the better the motivation to learn, the better the Learning achievement of Al-Qur'an Hadith.

- 3) Effect of Student Character (KS) on Learning Motivation (MB)

Based on the calculation of the Path Coefficient, it was stated that there was a positive and statistically significant direct effect of the student character variable (KS) on learning motivation (MB) of 0.965, meaning that the student character (KS) had a direct positive effect on learning motivation (MB) of 96.5%. Therefore, to improve student character, it can be started by increasing, fostering motivation to learn in students. It can be stated that the better the character of the students, the better the motivation to learn.

Based on the results of testing the hypothesis including, (1) positive and significant direct effect between students' characters on Learning Achievement of the Qur'an Hadith, (2) positive and significant direct effect between learning motivation on Learning Achievement of Al-Qur'an Hadith, (3) positive and significant direct effect of student character on learning motivation.

Based on the results of the Inner Model Equation Path Coefficient equation test, the following equation is obtained:

$$KB = 0.898 KS + 0.389 MB$$

This equation means that the learning outcome variable of the Qur'an Hadith of 56.7% can be explained by the latent variable of student character (KS) and 38.9% can be explained by the learning motivation variable with a constellation value of 0.898. These results have implications for increasing students' improved competence in learning the Qur'an Hadith through student character and learning motivation.

Inner Model Evaluation

Evaluation of the inner model is carried out in three ways, namely by looking at the F-Square, R-Square, and fit model values. The F-Square test is a test conducted to determine the strength of exogenous latent variables on endogenous latent variables at the structural level. If the value is 0.02 then the ability of the exogenous latent variable in explaining the endogenous latent variable is weak, if the value is 0.15 it is said to be medium capacity, and if the value is 0.35 then the exogenous latent variable to explain the endogenous latent variable has a strong ability (Garson, 2016; Yamin and Kurniawan, 2011). The table below describes the results of the F-Square test:

Table 9. F-Square Test Result

	Learning Motivation	Learning Outcomes
Student Character	13,525	0,217
Learning Motivation		0,103

Construct	Original Sample (O)
KS -> KB	0,217
MB -> KB	0,103
KS -> MB	13,525

From the F-Square table above, the contribution of the student character variable (KS) to the Learning achievement of the Qur'an Hadith (KB) is 0.217 or 21.7%. This contribution shows that the student character variable (KS) can explain the Learning achievement of the Qur'an Hadith (KB) at a moderate structural level. The strength of the involvement of the learning motivation variable (MB) in the Learning achievement of the Qur'an Hadith (KB) is 0.103 or 10.3%. It tells the ability of the latent motivation variable to learn (MB) in explaining the Learning achievement of the Qur'an Hadith (KB) at the structural level is moderate. The contribution of the student character variable (KS) to learning motivation (MB) is 13.525 or 135.35%. This contribution shows the strength of student character (KS) on learning motivation (MB) on structural strength.

R-Square Adjusted Test

The R-Square Adjusted Test is a test carried out to determine the magnitude of the variation in endogenous variables that can be explained by variations in exogenous variables (Garson, 2016; Yamin and Kurniawan, 2011). The R-Square Adjusted Test value is available in the following table :

Table 10. R-Square Test Result

Variable	R Square	R Square Adjusted
Learning Outcomes	0,898	0,897
Learning Motivation	0,931	0,931

Source: Out Put SEM PLS

From the table above, it notes that the R-Square Adjusted is 0.931 means that 93.1% of the variation in the endogenous variable of Al-Qur'an Hadith Learning Results (KB) can be stated by the exogenous variables of student character and learning motivation (MB). The remaining 6.9% is explained by variations in changes and is not shown in the model.

Model Fit Test

The model fit test is done by looking at the NFI value in the model. Normes Fit Index (NFI) is a measure of the suitability of a model on a comparative basis against a baseline or zero. NFI values will vary from 0 to 1.0. Based on the statistical table presented, the value of good NFI fit for the study sample of around 85 is above 0.921, so it can be said that the model is under a comparative basis and following the baseline. The following table is the result of the model fit test:

Table 11. Fit Model Test Results with NFI

	Saturated Model	Estimated Model
NFI	2,704	2,704

Source: Out Put SEM PLS

Based on the table above, the Normed Fit Index (NFI) value is below 2.704, which means the model is very fit, which means that the model is said to be able to reflect the actual data. So this model has a high ability to explain data and facts.

Discussion of Research Results

The Effect of Student Character on Learning Achievement Al-Qur'an Hadith

From the results of the path coefficient test shows the value of student character on Al-Qur'an Hadith learning achievement is 0.567 or 56.7%, so that student character has a direct positive and significant effect on Al-Qur'an Learning Achievement Hadith. From the results of the path coefficient test, it states that student character influences student achievement, especially in Al-Qur'an Hadith lessons. The results are in accordance with Ahmad's research (2018) which proves that there is a positive and significant influence on the application of student character on learning achievement in Al-Qur'an Hadith subjects. Thus, the higher good-character of students, the better student achievement in Al-Qur'an Hadith.

Effect of Learning Motivation on Learning Achievement Al-Qur'an Hadith

The results of the path coefficient test shows the value of learning motivation on the learning achievement of Al-Qur'an Hadith is 0.389 or 38.9%, means learning motivation has a direct positive and significant effect on the learning achievement of Al-Qur'an Hadith. The results of the path coefficient test state that learning motivation influences student learning achievement, especially in Al-Qur'an Hadith subjects, so improving learning achievement in this case, can be started by increasing student learning motivation. This result is in line with Suci's research (2019) that indicates there is positive and significant influence Learning Motivation towards Learning Achievement in the Al-Qur'an Hadith subject. It means that the better the student's learning motivation, the better the learning achievement in Al-Qur'an Hadith.

The Effect of Student Character on Learning Motivation

The results of the path coefficient test of student character on learning motivation are 0.965 or 96.5%, which means that student character has a direct positive relationship and a significant effect on learning motivation. Thus, to increase student motivation needs implementation of student character education. So, student character influences student learning motivation. This research is in line with the results of Fithriyani's study (2021) proves a positive and significant influence on the application of student character to learning motivation. It can conclude that the better the student's character is, the better the student's motivation increases.

CONCLUSION

Based on the research results, it concludes: (1) student character has a direct positive effect on Al-Qur'an Hadith learning achievement of Madrasah Aliyah Attahiriyah Jakarta students, (2) learning motivation has a direct effect on the learning achievement of Al-Qur'an Hadith students of Madrasah Aliyah Attahiriyah Jakarta, (3) student character directly influences student motivation at Madrasah Aliyah Attahiriyah Jakarta.

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