The Influence of Learning Interest On Students' Learning Outcomes

Alamsyah
Universitas Tanjungpura, Pontianak, Indonesia
Email: f2211251038@student.untan.ac.id

Abstract: Learning interest is widely acknowledged as a key psychological factor that shapes students' motivation, engagement, and overall academic performance. Despite its importance, empirical evidence examining how learning interest influences academic outcomes in rural elementary school settings remains limited. This study investigates the effect of students' learning interest on their learning outcomes at SDN 24 Ani Senabah, where preliminary observations indicated low enthusiasm and inconsistent participation during classroom activities. Utilizing a quantitative correlational design, data were collected from 30 sixth-grade students through a validated learning interest questionnaire and a post-test aligned with instructional objectives. Normality testing revealed that both variables were not normally distributed ($p < 0.05$); therefore, Spearman's rho was employed for hypothesis testing. The results demonstrate a strong and statistically significant positive correlation between learning interest and learning outcomes ($\rho = 0.664$, $p < 0.01$), indicating that students with higher interest levels tend to achieve superior academic performance. These findings support theoretical perspectives that position learning interest as an internal motivational construct that enhances persistence and cognitive engagement. The study underscores the need for teachers to adopt interactive, student-centered instructional approaches that foster learning interest and sustain students' academic achievement. Recommendations for instructional practice and directions for future research on additional contributing factors are also presented.

Keyword: Interest in learning; Results study; Students

Introduction

Interest in learning is widely recognized as one of the most influential psychological determinants of students' academic performance. As a central motivational force, learning interest shapes students' cognitive engagement, persistence, and willingness to interact with instructional content. Students who possess strong learning interests typically demonstrate greater attention, active participation, and deeper processing of learning materials, all of which contribute to enhanced academic achievement (Sukma et al., 2021). Prior studies have consistently shown that high learning interest fosters intrinsic motivation, enabling students to maintain learning efforts even when confronted with academic challenges, ultimately leading to improved learning outcomes (Chasanah et al., 2021). Thus, strengthening interest in learning is often regarded as an essential strategy for improving the quality of learning at the elementary school level.

Efforts to enhance student interest must be supported by instructional practices that are engaging, interactive, and aligned with learners' developmental characteristics (Afira et al., 2021). Teachers play a critical role in this process, as they design learning environments that can either stimulate or hinder student engagement. Various instructional methods and media have been shown to influence students' attitudes, motivation, and participation, thereby shaping their academic outcomes (Palupi et al., 2021; Rahmawati et al., 2021). This aligns with contemporary pedagogical frameworks emphasizing student-centered learning, where students construct understanding through meaningful involvement in learning activities.

Furthermore, improvements in learning outcomes are closely linked to instructional strategies that provide students with opportunities to participate actively in the learning process. Innovative and contextual learning media are found to enhance attention and motivation, enriching students' learning experiences (Riandi et al., 2022; Saputri et al., 2022). The application of diverse learning models, such as project-based and collaborative learning, also helps students make stronger connections between instructional content and real-life contexts, thereby stimulating curiosity and enthusiasm (Aliffah et al., 2022). For this reason, teachers must understand the unique characteristics and learning needs of their students so that instructional strategies can be designed to be more meaningful and engaging (Indaryani & Sridiyatmiko, 2022; Kurniawati et al., 2022; Ningsih & Imam Machali, 2022).

A substantial body of empirical research confirms that learning interest plays a positive role in predicting students' learning outcomes. Students with higher learning interest

tend to demonstrate stronger responsibility and proactive behaviors in understanding instructional content (Bimantara & Amalia, 2023; Hotimah & Yudhanegara, 2023). Likewise, research has shown that learning activities designed to align with students' interests can significantly enhance intrinsic motivation and academic achievement (Shinta et al., 2023), while instructional strategies that
stimulate interest are critical for sustaining engagement and maximizing learning effectiveness (Astuti & Purnomo, 2023; Subhan, 2023).

Despite the strong theoretical and empirical evidence, most existing studies have been conducted in urban or well-resourced school environments, where students generally have greater access to learning support and enriching instructional media. Research examining the role of learning interest in rural or resource-limited elementary schools remains scarce, even though these contexts often face unique challenges, including limited facilities, lower parental involvement, and inconsistent student motivation. At SDN 24 Ani Senabah, preliminary observations revealed low enthusiasm, limited participation, and inconsistent academic performance among students, suggesting the possibility of fluctuating levels of learning interest. However, no empirical study has specifically examined how learning interest influences learning outcomes in this particular school context.

This gap highlights the need for a more focused investigation. Therefore, this study aims to analyze the influence of learning interest on students' learning outcomes at SDN 24 Ani Senabah. The study seeks to reaffirm the role of learning interest as a key predictor of academic success while providing practical insights for teachers in rural settings to design more engaging and effective learning strategies that support student participation and academic achievement.

Methods

Research Design

This study employed a quantitative correlational research design to examine the relationship between students' learning interest and their learning outcomes. A correlational approach was selected because it allows the researcher to identify the degree and direction of association between variables without manipulating the learning environment. This design is commonly used in educational research to determine the contribution of internal psychological factors such as motivation and interest to academic performance.

Participants

The study was conducted on Tuesday, September 9, 2025, involving 30 sixth-grade students from SDN 24 Ani Senabah. The entire class population was included through

total sampling, considering its relatively small size and the need to represent the actual characteristics of students in this setting. All participants had similar learning experiences and were taught by the same teacher, ensuring sample consistency.

Instruments

Two instruments were used to collect data:

Learning Interest Questionnaire

The learning interest instrument consisted of structured items designed to measure students' enthusiasm, attention, engagement, and motivation toward learning activities. The questionnaire used a Likert scale, allowing students to express levels of agreement with the statements provided. The items were reviewed for content validity through alignment with indicators of learning interest used in previous studies and were assessed by a teacher for clarity.

Learning Outcomes Post-Test

A post-test was administered to measure students' academic achievement after the learning session. The test consisted of items aligned with the instructional objectives for the topic delivered on the day of data collection. The scoring followed standardized assessment guidelines used by the school.

Validity and Reliability Procedures

To ensure credibility, the questionnaire items were examined for content validity by an experienced elementary school teacher who evaluated the relevance of each statement. Reliability testing was conducted using internal consistency, and the questionnaire demonstrated acceptable reliability, indicating that the items consistently measured the construct of learning interest.

Data Collection Procedures

Data were collected in two stages. First, the learning interest questionnaire was administered in class, and students completed the instrument under the supervision of the researcher and classroom teacher. Second, the post-test was conducted immediately afterward to obtain students' learning outcomes. All responses were checked for completeness before analysis.

Data Analysis

The data were analyzed using IBM SPSS Version 27.0.1. Descriptive statistics were used to summarize the mean, median, standard deviation, and range of learning interest and learning outcomes. A normality test was conducted using both Kolmogorov–Smirnov and Shapiro–Wilk tests. Since the results indicated that the data

were not normally distributed ($p < 0.05$), a non-parametric statistical technique—Spearman's rho correlation—was used to determine the strength and direction of the relationship between learning interest and learning outcomes. A significance level of 0.05 was applied to interpret the results.

Results And Discussion

Descriptive Statistics

Descriptive analysis was conducted to summarize students' learning interest and learning outcomes. The results are presented in Table 1.

Table 1. Descriptive Statistics of Learning Interest and Learning Outcomes

Variable	Mean	Median	Std. Deviation	Range
Learning Interest	70.63	70.50	3.20	59–77
Learning Outcomes	91.17	90.00	6.52	75–100

The average learning interest score of 70.63 indicates a moderately high level of interest among students, while the mean learning outcome score of 91.17 reflects strong academic performance. Despite the moderate variation in interest levels, many students achieved high learning outcomes, implying the presence of other supporting factors beyond learning interest.

Normality Test

Normality testing was performed using both Kolmogorov–Smirnov and Shapiro–Wilk tests. The results are shown in Table 2.

Table 2. Normality Test Results

Variable	Statistic	df	Sig.
Learning Interest	0.188	30	0.008
Learning Outcomes	0.188	30	0.008

Both tests produced significance values below 0.05, indicating that the data were not normally distributed. Therefore, the study proceeded using a non-parametric correlation analysis.

Correlation Analysis

The Spearman's rho test was conducted to determine the relationship between learning interest and learning outcomes. The results appear in Table 3.

Table 3. Spearman's Rho Correlation Results

Variables	Correlation (ρ)	Sig. (2-tailed)
Learning Interest	1.000	0.664 (p=0.000)
Learning Outcomes	0.664 (p=0.000)	1.000

The correlation coefficient of ρ = 0.664 with p = 0.000 (< 0.05) shows a strong and significant positive relationship between learning interest and learning outcomes.

Interpretation of Findings

The strong correlation demonstrates that students with higher learning interest tend to achieve higher learning outcomes. This aligns with findings from (Bimantara & Amalia, 2023; Hotimah & Yudhanegara, 2023; Shinta et al., 2023), who similarly concluded that learning interest enhances students' academic achievement through increased motivation and engagement.

Interestingly, the descriptive results show that some students with only moderate learning interest still achieved high learning outcomes. This suggests that other contributing factors—such as effective learning strategies, parental support, external motivation, or conducive learning environments—may also influence academic performance. These interpretations are consistent with research emphasizing the role of instructional models, contextual learning media, and student-centered strategies (Aliffah et al., 2022; Riandi et al., 2022; Saputri et al., 2022).

Results And Discussion

These findings reinforce the theoretical claim that learning interest is a central internal driver of learning performance. However, the presence of high achievers with moderate interest indicates that interest alone does not fully determine academic outcomes. Learning quality, teacher facilitation, and environmental factors may serve as moderating variables. This creates opportunities for future research to incorporate additional predictors such as learning readiness, discipline, parental guidance, or instructional quality for a more comprehensive analysis.

Overall, the results provide strong empirical evidence that learning interest significantly affects learning outcomes among students at SDN 24 Ani Senabah. Increasing student interest is therefore essential, although academic success may also depend on other supporting factors.

Conclusion

The findings of this study demonstrate that learning interest plays a significant and meaningful role in shaping students' academic outcomes. The strong positive correlation obtained (ρ = 0.664, p < 0.01) confirms that students with higher levels of

learning interest tend to achieve better learning results, reinforcing the view that interest functions as a central psychological determinant that drives engagement, motivation, and persistence in the learning process. Although some students with moderate interest were still able to obtain high learning outcomes, this pattern suggests that learning interest is an important but not exclusive factor influencing academic performance. Elements such as instructional quality, teacher support, external motivation, and the classroom environment may also contribute to students' success and warrant consideration in instructional planning.

This study highlights the necessity for teachers to adopt pedagogical strategies that actively foster students' learning interest. Approaches that are interactive, contextual, and student-centered are essential to sustain enthusiasm and deepen conceptual understanding. By integrating varied learning models and relevant learning media, educators can create learning experiences that are more meaningful and capable of strengthening students' academic performance.

Beyond its practical implications, this study contributes empirical evidence regarding the influence of learning interest on academic outcomes in the context of a rural elementary school, an area that has been underrepresented in previous research. Future studies are encouraged to incorporate additional variables—such as motivation, parental support, or learning readiness—to develop a more comprehensive model for predicting academic achievement. Longitudinal designs may also offer deeper insights into how learning interest develops over time and influences long-term educational trajectories.

Acknowledgments
The author extends sincere appreciation to Prof. Dr. Touvan Juni Samudro, M.Pd., for his invaluable guidance, constructive feedback, and continuous support throughout the development of this research. His expertise and encouragement have been instrumental in refining the conceptual framework, improving the methodological rigor, and completing this article successfully. The author also acknowledges the cooperation of the sixth-grade students and the teacher of SDN 24 Ani Senabah, whose participation made the data collection process possible.

References

Afira, C. S., Chamdani, M., & Suryandari, K. C. (2021). Pengaruh Perhatian Orang Tua Terhadap Hasil Belajar Matematika Siswa Kelas Iv Sdn Sekecamatan Kutowinangun Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *9*(2). https://doi.org/10.20961/jkc.v9i2.50642

Aliffah, A., Susiani, T. S., & Rokhmaniyah, R. (2022). Pengaruh Perhatian Orang Tua Terhadap Hasil Belajar Matematika Siswa Kelas Iv Sdn Sekecamatan Buluspesantren Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *10*(1). https://doi.org/10.20961/jkc.v10i1.55019

Anggita, R., Sormin, D., Lubis, J. N., & Nopriani Lubis, J. (2023). Upaya Meningkatkan Kemampuan Anak dalam Mengenal Huruf melalui Media Pohon Pintar. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *7*(5), 5919–5930. https://doi.org/10.31004/obsesi.v7i5.5384

Astuti, S. W., & Purnomo, H. (2023). Analisis Minat Belajar Siswa Kelas Iii Sd Negeri Wonosari Kecamatan Ngombol Kabupaten Purworejo. *Autentik : Jurnal Pengembangan Pendidikan Dasar*, *7*(2), 291–306. https://doi.org/10.36379/autentik.v7i2.349

Bili, K. D., Lasmawan, I. W., & Suastika, I. N. (2023). Implementasi Layanan Membaca Gratis Meningkatkan Kemampuan Membaca Anak. *Jurnal Pendidikan Dasar Flobamorata*, *4*(1), 424–428. https://doi.org/10.51494/jpdf.v4i1.847

Bimantara, F. R., & Amalia, N. (2023). Kolaborasi Antara Orang Tua Dan Guru Dalam Menumbuhkan Literasi Membaca Melalui Program Majalah Dinding S D Negeri 1 Celep. *Kwangsan: Jurnal Teknologi Pendidikan*, *11*(1), 328. https://doi.org/10.31800/jtp.kw.v11n1.p328--341

Boggio, C., Zaher, A., & Bosse, M. L. (2023). ECRIMO, an app to train first graders' spelling: Effectiveness and comparison between different designs. *British Journal of Educational Technology*, *54*(5), 1332–1350. https://doi.org/10.1111/bjet.13354

Chasanah, A., Ngatman, N., & Wahyudi, W. (2021). Hubungan Perhatian Orang Tua Terhadap Hasil Belajar Matematika Siswa Kelas Iv Sdn Sekecamatan Kebumen Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *9*(3). https://doi.org/10.20961/jkc.v9i3.52834

Copson, B., Wijewickrema, S., Sorace, L., Jones, R., & O'Leary, S. (2021). Development of a virtual reality clinically oriented temporal bone anatomy module with randomised control study of three-dimensional display technology. *BMJ Simulation and Technology Enhanced Learning*, *7*(5), 352–359. https://doi.org/10.1136/bmjstel-2020-000592

Fitrianingtyas, I., Suryandari, K. C., & Tatminingsih, S. (2023). Pengaruh Media Pembelajaran Monopoli terhadap Minat dan Hasil Belajar Siswa Kelas IV SD Negeri di Gugus Nusa Kecamatan Karanganyar. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, *7*(1), 409. https://doi.org/10.20961/jdc.v7i1.73548

Ha, V. T., Chung, L. H., Hanh, N. Van, & Hai, B. M. (2023). Teaching Science Using Argumentation-Supported 5E-STEM, 5E-STEM, and Conventional Didactic Methods: Differences in the Learning Outcomes of Middle School Students. *Education Sciences*, *13*(3). https://doi.org/10.3390/educsci13030247

Hotimah, S. H., & Yudhanegara, M. R. (2023). Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Matematika. *Didactical Mathematics*, *5*(2), 432–439. https://doi.org/10.31949/dm.v5i2.6588

Ika, N., Nurhasanah, N., & Karma, I. N. (2022). Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ips Kelas Iv Sdn 3 Maria Tahun Pelajaran 2020/2021. *Jurnal Ilmiah PENDAS: Primary Educational Journal*, *3*(2), 128–135. https://doi.org/10.29303/pendas.v3i2.488

Indaryani, N. T., & Sridiyatmiko, G. (2022). Penggunaan Media Gambar untuk Meningkatkan Hasil Belajar Siswa pada Pembelajaran IPS. *Proceedings Series on Social Sciences & Humanities*, *3*, 125–128. https://doi.org/10.30595/pssh.v3i.367

Jamiludin, A., & Hartawan, E. (2022). Pengaruh Penggunaan Media Powerpoint Terhadap Minat Dan Hasil Belajar Siswa Sdn Barebelik. *EDUTECH : Jurnal Inovasi Pendidikan Berbantuan Teknologi*, *2*(3), 312–319. https://doi.org/10.51878/edutech.v2i3.1587

Keaver, L., Ludy, M. J., Folk, S. Y. L., Gadd, S., Oleksiak, M., Hsiao, P. Y., & Tucker, R. M. (2023). Use of Ripple Effects Mapping to assess student-perceived benefits of undergraduate research and learning objective attainment with Irish nutrition students. *Advances in Physiology Education*, *47*(2), 194–201. https://doi.org/10.1152/advan.00043.2022

Kuncoro, T., Ichwanto, M. A., & Muhammad, D. F. (2023). VR-Based Learning Media of Earthquake-Resistant Construction for Civil Engineering Students. *Sustainability (Switzerland)*, *15*(5). https://doi.org/10.3390/su15054282

Kurniawati, N., Karma, I. N., & Hasanah, N. (2022). Hubungan Motivasi Belajar dengan Hasil Belajar Siswa Pada Mata Pelajaran IPS Kelas IV SDN 3 Gunungsari Tahun Ajaran 2021/2022. *Jurnal Ilmiah Profesi Pendidikan*, *7*(2b), 593–599. https://doi.org/10.29303/jipp.v7i2b.524

Ma, X., Ma, X., Li, L., Luo, X., Zhang, H., & Liu, Y. (2021). Effect of blended learning with BOPPPS model on Chinese student outcomes and perceptions in an introduction course of health services management. *Advances in Physiology Education*, *45*(2), 409–417. https://doi.org/10.1152/ADVAN.00180.2020

Malpique, A. A., Valcan, D., Pino-Pasternak, D., Ledger, S., Asil, M., & Teo, T. (2023). The keys of keyboard-based writing: Student and classroom-level predictors of keyboard-based writing in early primary. *Contemporary Educational Psychology*, *75*(September), 102227. https://doi.org/10.1016/j.cedpsych.2023.102227

Ningsih, S. S. N., & Imam Machali. (2022). Pengaruh Model Pembelajaran Scramble terhadap Minat dan Hasil Belajar Matematika di SD Negeri Nanggulan Maguwoharjo. *Jurnal Pendidikan Madrasah*, *7*(2), 215–228. https://doi.org/10.14421/jpm.2022.72.14

Palupi, D., Ngatman, N., & Susiani, T. S. (2021). Pengaruh Bimbingan Belajar Orang Tua Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sdn Sekecamatan Puring Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *9*(3). https://doi.org/10.20961/jkc.v9i3.52706

Rahmawati, N. E., Suhartono, S., & Suryandari, K. C. (2021). Pengaruh Pola Asuh Dan Gaya Belajar Terhadap Hasil Belajar Ipa Siswa Kelas V Sdn Sekecamatan Puring Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *9*(3). https://doi.org/10.20961/jkc.v9i3.53567

Redyoningrum, T. Y., Suryandari, K. C., & Susiani, T. S. (2021). Hubungan Disiplin dan Motivasi Belajar Terhadap Hasil Belajar IPA Peserta Didik Kelas IV SDN Sekecamatan Kebumen Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *9*(2). https://doi.org/10.20961/jkc.v9i2.52467

Riandi, M., Suryandari, K. C., & Suhartono, S. (2022). Pengaruh Partisipasi Orang Tua Dan Motivasi Belajar Terhadap Hasil Belajar Ipa Siswa Kelas Iv Sd Negeri Sekecamatan Kebumen Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *10*(1). https://doi.org/10.20961/jkc.v10i1.55149

Safitri, A., & Mukhlishina, I. (2022). Penggunaan Media Kartu Gambar Untuk Meningkatkan Keterampilan Membaca Siswa Dalam Pembelajaran Tematik Di Kelas 2 Sdn 01 Landungsari. *Primary Education Journals (Jurnal Ke-SD-An)*, *2*(2), 131–136. https://doi.org/10.33379/primed.v2i2.1614

Saputri, L. M., Suhartono, S., & Wahyudi, W. (2022). Pengaruh Pola Asuh Orang Tua Terhadap Hasil Belajar Matematika Siswa Kelas Iv Sdn Sekecamatan Kutoarjo Tahun Ajaran 2020/2021. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *10*(1). https://doi.org/10.20961/jkc.v10i1.55074

Saragih, T. B. (2023). Meningkatkan Kemampuan Membaca Siswa Kelas I Sd Negeri No 030294 Sigalingging Kecamatan Parbuluan Dengan Menggunakan Strategi Membaca Dengan Keras. *Jurnal Jipdas (Jurnal Ilmiah Pendidikan Dasar)*, *3*(1), 244–253. https://doi.org/10.37081/jipdas.v3i1.1411

Shinta, D., Riyadi, R., & Atmojo, I. R. W. (2023). Pengaruh Kedisiplinan Belajar Terhadap Hasil Belajar Matematika Peserta Didik Kelas V Sekolah Dasar. *Jurnal Pendidikan Dasar*, *11*(2), 170. https://doi.org/10.20961/jpd.v11i2.79333

Soeharto, S., & Ayuni, R. (2023). Pengaruh Minat Belajar Terhadap Hasil Belajar Mata Pelajaran IPS Siswa Kelas VIII Di SMP Negeri 05 Seluma. *Jurnal Multidisiplin Dehasen (MUDE)*, *2*(1), 11–14. https://doi.org/10.37676/mude.v2i1.3303

Subhan, S. (2023). Analisis Hasil Belajar Ditinjau dari Kedisiplinan Belajar Siswa Mata Pelajaran IPS Siswa Kelas V SDN 58 Tambana. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *3*(2), 193–202. https://doi.org/10.53299/jppi.v3i2.327

Sukma P., F. F., Chamdani, M., & Susiani, T. S. (2021). Pengaruh Kesiapan Belajar Terhadap Hasil Belajar Matematika Siswa Kelas Iv Di Sdn Sekecamatan Puring. *Kalam Cendekia: Jurnal Ilmiah Kependidikan*, *9*(3). https://doi.org/10.20961/jkc.v9i3.53035

Suratno, Muazza, Murboyono, R., & Guspita, D. (2023). What is the effect of learning models and interests on study results? *Cakrawala Pendidikan*, *42*(3), 804–814. https://doi.org/10.21831/cp.v42i3.52342

Syafruddin, S., & Ihsan, I. (2023). Upaya Meningkatkan Keterampilan Menulis KaranganNarasi Melalui Penggunaan Metode Classroom ReadingProgram Siswa Kelas V SDN 1 Nunggi Tahun 2023. *JUPE : Jurnal Pendidikan Mandala*, *8*(2), 734. https://doi.org/10.58258/jupe.v8i2.5651

Utaminingtyas, S. (2021). Gaya Belajar Dan Pengaruhnya Pada Hasil Belajar Matematika Peserta Didik Sekolah Dasar. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, *5*(4). https://doi.org/10.33578/pjr.v5i4.8395

Wang, J., & Wang, M. (2023). Influences of Use of Flipped Classroom Models on the Learning Outcomes of Students Majoring in Road and Bridge Engineering Technology. *International Journal of Emerging Technologies in Learning*, *18*(5), 114–127. https://doi.org/10.3991/ijet.v18i05.37813

Zaini, M., Purwowidodo, A., & Nuryanti. (2023). Hybrid-Generative Learning: Learning Outcomes, Creative Thinking Skills, Learning Interest in Islamic Religious Education Subjects in Junior High School. *Jurnal Pendidikan Agama Islam*, *20*(2),

262–278. https://doi.org/10.14421/jpai.v20i2.7846