

RELATIONSHIP BETWEEN STUDENT PERCEPTION ON USE ANIMATION FILM MEDIA AND LEARNING MOTIVATION WITH STUDENT ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES IN MTSN SETU BEKASI DISTRICT

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Abstracts

Learning outcomes are one indicator of successful learning or not. This study aims to determine the relationship between students' perceptions of using animated film media and learning motivation both partially and jointly with Islamic education learning outcomes of MTSn students in the Setu Bekasi district. The research method uses a correlational approach. Data analysis using the T-test and ANOVA test. The sample used was 180 students from a population of 225 students taken from grade 7 at MTSn, Setu district, Bekasi. The results of this study indicate that the research hypothesis is proven to have a P_{12} value > 0 which explains that there is a positive relationship between student's perceptions of the use of animated film media (X1) and learning motivation (X2) together with PAI learning outcomes of students (Y) MTSn Setu sub-district Bekasi. In addition to testing, animated film media and learning motivation partially correlate with learning outcomes.

Keyword:

Student Learning Outcomes, Animated Film Media, Learning Motivation

Introduction

Efforts to reform the use of learning media continue, and involve teachers in various fields of study. Interactive learning is when students no longer assume the teacher as the only source of information, because students can learn with several modules offered for independent learning on the internet, then what must be done is to instill the importance of information technology among educators, there are several obstacles both internal (due to busy teaching hours in various places) and external (such as the availability of internet access and their own training time). Nevertheless, the imperative of pushing students in creative directions must be supported by the educator himself. One form of utilizing technology in learning media today is the use of animated film media. The use of animated film media in learning activities provides convenience and fun and more interactive in conveying information in the form of

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subject matter more clearly and easily, so as to facilitate and improve the learning outcome process.

Media is an intermediary of information sources to receive information, for example video, television, computers and others. Robert Hanick defines media as something that carries information between the source (source) and the receiver (receiver). One example of media is animated film-based media, this media is one of the learning media that uses moving pictures which one can motivate student learning (Sanjaya, 2016:57). Learning motivation is important for students to develop activity and creativity, can direct and maintain perseverance in carrying out learning activities Teachers must know how to motivate student learning in the subjects given, for example changing fun learning with the use of interesting learning media as explained in the previous paragraph, media is one element that can motivate students so that improve learning outcomes.

Learning media that use elements of images, writing and sound can increase attention, bring students to understand ideas and get information that is very complex and requires its own explanation, and can overcome limitations of time, size and place. Thus, the right media is needed and is very suitable for PAI learning in the classroom. The media is expected to present abstract PAI learning concepts to be more concrete and real so that they are easy for students to understand and understand. Animation-based learning as one of the learning that facilitates the teaching-learning process carried out by educators with students. By applying these strategies, students will more easily understand the material provided by educators in the learning process and can more easily achieve the desired learning goals.

Schools are sufficient with projectors, internet networks (Wifi) are very adequate because they are located at several central points of learning and are supported by the existence of mass media platforms such as websites that are used not only for school promotion media but also for student learning process facilities. This is what makes researchers interested in choosing a place of research at the school, however, there is a side where student learning motivation is still lacking. This can be seen when students are given group assignments, students prefer to play or disturb friends rather than work together, and in groups are still dominated by smart students who do. At the time of the presentation, it was seen that children were less enthusiastic to read the results of the discussion, even throwing each other who should read to each other. In addition, learning outcomes are also low which is characterized by students also less enthusiastic about responding to assignments and only seeing other friends' work or doing when told and approached by the teacher. Students also do not want to ask for help or ask questions when they do not understand the material being taught. The various problems above occur because in the teaching and learning process, teachers still use learning methods that are less able to attract students' attention. In fact, teachers still use conventional methods that only deliver material referring to textbooks and LKS packages that are not made by teachers. Thus, teachers still explain a lot with lecture methods that emphasize more on the completeness of the material and ignore character values that can be integrated in the subject matter.

The media that has been used by teachers shows that the variety of media use in PAI learning is also still very limited. So far, the learning media used by teachers is only in the form of images that are easily obtained via the internet and the completeness of the material through the LKS package. Teachers are also still not optimal in using computer technology devices, especially as a medium for learning material. Uninteresting learning methods and media tend to cause feelings of boredom in students, causing lack of learning motivation and low student learning outcomes.

The problems that occur in PAI subjects must be addressed immediately. The right learning media is needed that can integrate character education and attract students' attention. One of the interesting learning media and closer to the world of children today is animated films.

A school whose facilities and infrastructure are quite good. But with the facilities and infrastructure it does not make teachers to provide better learning to students. This school is generally always taught using conventional methods, namely lectures. The provision of material using only lectures shows the lack of enthusiasm of students in receiving lessons and causes student boredom in the learning process. With the absence of new creations in the learning provided by the teacher, student attention is getting lower because in the ongoing student learning process students will feel sleepy and not interested in following learning and the learning outcomes obtained by students will be lower. Therefore, it is necessary to solve problems in this learning, namely by using learning media.

To realize the effectiveness of teaching and learning situations, it is very necessary to use media that is in accordance with the learning materials presented to students. Educators are required to be able to use media that can be provided by schools and it is possible that the media is in accordance with the development and demands of the times. Educators can at least use cheap and efficient media which, although simple and unpretentious, is a must in an effort to achieve the expected teaching goals.²

Media used can attract students in following lessons. There are also many kinds of media, one of which is animation media. The use of animated media can attract students' attention in following the learning process, because children really like pictures, especially the pictures are funny, unique, moving and sound. With the increased attention, enthusiasm and enthusiasm of students in participating in learning, the learning outcomes desired by students will increase. So that the desired learning objectives are achieved between teachers and students.

If students' PAI subjects show that the average score of students is partly less than meeting the Minimum Completeness Criteria (KKM) standard, which is 75, of course, it is related to several things that can affect learning outcomes, including student learning motivation, learning methods that are less varied so that the material delivered is monotonous, lack of student discipline in learning. According to researchers, the higher students' perceptions on the use of animated film media and student learning motivation, the higher the learning outcomes that can be achieved by students.

In the process of teaching and learning activities, important things that must be considered and also needed are three, namely learning materials, learning processes and the results of the learning carried out.³ The use of audio-visual media is expected to internalize the values of Islamic teachings and realize the application of these teachings both in the school, family and community environments as expected.

Methods

In this study, researchers used field research or commonly known as field research. The field research is defined as a study that discusses, observes, analyzes, or studies about phenomena that occur in the field or natural environment⁴. The quantitative approach is the research method chosen in this study. Defined as a model in research that specifically looks at generalizing what is diversity in the field⁵. This study also interprets or translates the research language on the findings of informants in the field, in this case MTSn Setu Bekasi District in a discourse. Quantitative research in the field of education aims to describe student learning outcomes.

This research is located at MTSn, Setu Bekasi District, In this study, the source of the information obtained is students at MTSn Setu Bekasi District, especially in the relationship between students' perceptions of the use of animated film media and learning motivation with PAI learning outcomes. Those involved in this research are grade VII MTSn students where every information obtained in PAI learning activities will be recorded and analyzed. Data sources for this study include informants.

Results and Discussion

The next analysis technique used is multiple regression. Data processing is carried out using the help of SPSS 26. The t-test is used to partially test the regression coefficient of its independent variable. Ensure the correctness of the data, categorize the data, construct phenomena, and find hypotheses.

1. Hypothesis of Student Perception on the Use of Animated Film Media with Student Learning Outcomes

a. Linear Regression Equation

Linear Regression Equation
Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.	
1	(Constant)	27.632		9.660	.000	
	Student Perceptions on the Use of Animated FilmMedia	.415	.064	.354	6.821	.000

Based on the output of SPSS 26 above, the constants and coefficients of the linear regression equation are obtained from column B, so that the regression equation: $\hat{Y} = 27.632 + 415X$. From the results of the analysis obtained $t = 6.821$ and $p\text{-value} = 0.000/2 = 0.000 < 0.05$ or H_0 received. Thus, there is a relationship between students' perceptions of the use of animated film media and student learning outcomes.

b. Test Linearity and Significance of Regression Equations

The linearity and significance tests of the regression equation are determined based on the ANOVA Table and ANOVA, as follows:

ANOVA Table X1 with Y
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Student learning outcomes * Student perceptions on the use of animated film media	Between Groups	(Combined)	6020.207	51	171.247	2.020	.001
		Linearity	3832.133	1	3822.132	45.089	.000
		Deviation from Linearity	3188.164	40	79.954	.952	.583
	Within Groups	24665.644	278	84.769			
Total			30881.840	317			

Statistical hypothesis:

$H_0 : Y = \alpha + \beta X$ (linear regression)

$H_1 : Y \neq \alpha + \beta X$ (nonlinear regression)

The linearity test of the regression line equation is obtained from the line Deviation from Linearity, namely $F_{hit} (T_c) = 0.952$ with $p\text{-value} = 0.583 > 0.05$. This means that H_0 is accepted or the regression equation Y or X1 is linear or in the form of a linear line.

ANOVA X1 with Y

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3832.133	1	3832.133	46.422	.000b
	Residuals	26664.848	319	84.173		
	Total	30496.981	319			

Statistical hypothesis:

H0 : $\beta = 0$ (meaningless regression)

H1 : $\beta \neq 0$ (mean regression)

The significance test of the regression line equation is obtained from the Regression row of the 5th column, namely Fhit (b/a) = 46.422 and p-value = 0.00 < 0.05 or H0 received. Thus, regression Y or X1 is significant or there is a relationship between students' perceptions of the use of animated film media and learning motivation with student learning outcomes.

c. Significance Test of Correlation Coefficient X1 with Y Statistical hypothesis

H0 : $\rho = 0$

H1 : $\rho \neq 0$

Coefficient of Determination X1 with Y

Model Summary							
R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
			R Square Change	F Change	df1	df2	Sig. F Change
.127	.122	9.17404	.125	46.512	1	318	.000

The significance test of the correlation coefficient is obtained from the summary model table. Seen in the first line the correlation coefficient (rx1y) = 0.184 and Fhit (Fchange) = 46.512 with p-value = 0.000 < 0.05. This means that H0 is accepted. Thus, the correlation coefficients X1 and Y are meaningful or significant. While the coefficient of determination from the table above is seen in the 2nd row, namely R Square = 0.127 which means that 1.25% of the variation in student learning outcome variables can be influenced by student perception variables on the use of animated film media and learning motivation. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable

2. Hypothesis of the Relationship of Learning Motivation with Student Learning Outcomes

a. Linear Regression Equation

Linear Regression Equation X2 with Y
Coefficients^a

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.912	1.692		4.717	.000
	Learning motivation	.798	.037	.769	22.464	.000

Based on the output of SPSS 26 above, the constant and coefficients of the linear regression equation are obtained from column B, so the regression equation: $\hat{Y} = 7.912 + 0.798 X_1$. From the results of the analysis obtained this = 22.464 and p-value = 0.000/2 = 0.000 > 0.05 or H0 received. Thus, there is a relationship between learning motivation and student learning outcomes.

b. Linearity and Significance Test of Regression Equation

Testing the linearity and significance of regression equations is determined based on ANOVA Table and ANOVA, as follows:

ANOVA Table X2 with Y

			Sum of Squares	Df	Mean Square	F	Sig.
Student Learning Outcomes * Learning Motivation	Between Groups	(Combined)	20360.093	42	484.764	13.131	.000
		Linearity	18303.273	1	18103.273	490.384	.000
		Deviation from Linearity	2276.810	41	55.044	1.492	.035
	Within Groups		10245.847	277	36.916		

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	Total	30585.950	319			
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Statistical hypothesis:

H0 : $Y = \alpha + \beta X$ (linear regression)

H1 : $Y \neq \alpha + \beta X$ (nonlinear regression)

The linearity test of the regression line equation is obtained from the line Deviation from Linearity, namely Fhit (Tc) = 1.492 with p-value = 0.35 > 0.05. This means that H0 then there is a liner relationship between the independent variable and the related variable.

ANOVA X2 LogoY

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18402.283	1	18103.273	463.176	.000b
	Residuals	13483.667	318	39.254		
	Total	31885.950	319			

Statistical hypothesis:

H0 : $Y = \alpha + \beta X$ (linear regression)

H1 : $Y \neq \alpha + \beta X$ (nonlinear regression)

The significance test of the regression line equation is obtained from the Regression row of the 5th column, namely Fhit (b/a) = 463.176 and p-value = 0.000 < 0.05 or H0 received. Thus, regression Y or X2 is significant or there is a relationship between learning motivation and student learning outcomes.

c. Significance Test of Correlation Coefficient X2 with Y

Statistical hypothesis

H0 : $\rho = 0$

H1 : $\rho \neq 0$

Coefficient of Determiration X2 with Y
Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.778a	.593	.591	6.26528	.592	463.176	1	318	.000

The significance test of the correlation coefficient is obtained from the summary model table. Seen in the first line the correlation coefficient (rx1y) = 0.778 and Fhit (Fchange) = 463.176 with p-value = 0.000 < 0.05. This means that H0 is accepted. Thus, the correlation coefficients X2 and Y are meaningful or significant. While the coefficient of determination from the table above is seen in the 2nd row, namely R Square = 0.593 which means that 59.2% of the variation in student learning outcome variables can be influenced by student perception variables on the use of animated film media and learning motivation. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable

3. Hypothetical Relationship Between Student Perception on the Use of Animated Film Media and Learning Motivation Together with Student Learning Outcomes

a. Double Linear Equation and Significance Test of Regression Equation Coefficients

Regression Equation X1 and X2 with Y
Coefficientsa

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.933	2.025		4.406	.000
	Student perceptions on the use of animated film media	-.049	.048	-.041	-.999	.319
	Learning motivation	.817	.043	.790	19.100	.000

Based on the table above, in column B obtained constant $b_0 = 8.933$, regression coefficient $b_1 = 0.49$, and $b_2 = 0.817$. So that the double linear regression equation $\hat{Y} = 8.933 + 0.49 X_1 + 0.817 X_2$.

Hypothesis:

$H_0 : \beta_1 \leq 0$ vs $H_1 : \beta_1 > 0$

$H_0 : \beta_2 \leq 0$ vs $H_1 : \beta_2 > 0$

From the results of the analysis in the table in Table 4.19 Double Correlation Coefficients X_1 and X_2 with Y above, shows the statistical price for the variable coefficient X_1 , namely $t_{hit} = 0.999$ and $p\text{-value} = 0.000/2 = 0.000 < 0.05$ (right-party test), or H_0 is accepted, which means that students' perceptions of the use of animated film media have a positive effect on student learning outcomes. Furthermore, the statistical price for the variable coefficient X_2 is $t_{hit} = 1.097$ and $p\text{-value} = 0.000/2 = 0.275 > 0.05$ (right-party test, or H_0 is accepted which means learning motivation has a positive effect on student learning outcomes.

b. Multiple Regression Equation Significance Test

Double Regression Equation X_1 and X_2 with Y

ANOVA^a

Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18142.421	2	9071.210	231.094	.000b
	Residuals	12443.529	317	39.254		
	Total	30585.950	319			

Hypothesis:

$H_0 : \beta_1 = \beta_2$ or $H_0 : \beta_1 - \beta_2 = 0$

$H_1 : \beta_1 \neq \beta_2$ or $H_1 : \beta_1 - \beta_2 \neq 0$

From the results of the analysis in the ANOVA table above obtained, the statistical price F , column 5, namely $F_{hit} = 231.094$ and $p\text{-value} = 0.00 < 0.05$ or this means H_0 is accepted.⁹ This means that there is a linear influence of student perception variables on the use of animated film media and learning motivation with student learning outcomes. This also means that there is a relationship together (simultaneously) students' perceptions on the use of animated film media and learning motivation with student learning outcomes.

c. Double Correlation Coefficient Significance Test

Double Correlation Coefficient X_1 and X_2 with Y

Model Summary^b

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.770a	.593	.591	6.26530	.593	231.090	2	317	.000

Statistical hypothesis:

$H_0 : \rho_{y.12} \leq 0$

$H_1 : \rho_{y.12} > 0$

The significance test of the double correlation coefficient is obtained from the Model Summary table above. It can be seen in the first line that the correlation coefficient is double ($\rho_{y.12}$) = 0.770 and F_{hit} (F_{change}) = 231.090 and $p\text{-value} = 0.000 < 0.05$ or H_0 received. Thus, the double correlation coefficient between X_1 and X_2 with Y is significant or significant. While the coefficient of determination is shown by $R\text{ Square} = 0.593$ which means that 59.3% variability of learning outcome variables (Y) can be explained by student perceptions on the use of animated film media (X_1) and learning motivation (X_2), so it can be concluded that the relationship together with student learning outcomes is = 59.3%.

d. Partial Influence Coefficient Significance Test

Correlation of X1 and Y by Controlling the Relationship of X2 (ry1.2)

Control Variables ry1.2

Correlations

Control Variables			PAI learning outcomes	analytical thinking skills	Intelligence Quotient
-none-a	Student learning outcomes	Correlation	1.000	.354	.769
		Significance (2-tailed)	.	.000	.000
		Df	0	318	318
	Student perceptions on the use of animated filmmedia	Correlation	.354	1.000	.500
		Significance (2-tailed)	.000	.	.000
		Df	318	0	318
	Learning Motivation	Correlation	.769	.500	1.000
		Significance (2-tailed)	.000	.000	.
		Df	318	318	0
Intelligence Quotient	Student learning outcomes	Correlation	1.000	-.056	
		Significance (2-tailed)	.	.319	
		Df	0	317	
	Student perceptions on the use of animated filmmedia	Correlation	-.056	1.000	
		Significance (2-tailed)	.319	.	
		Df	317	0	

Based on the results of the analysis in the table above, obtained (ry1.2) = 0.56 and p-value = 0.000 < 0.05 or H₀ rejected. Thus, the correlation coefficient between X1 and Y by controlling the variable X2 is significant.

e. Correlation of X2 and Y by Controlling the Influence of X1 (ry2.1)

Table 4.22
ry2.1 Control Variables
Correlations

Control Variables			PAI learning outcomes	Intelligence Quotient	analytical thinking skills
-none-a	Student learning outcomes	Correlation	1.000	.769	.354
		Significance (2-tailed)	.	.000	.000
		Df	0	318	318
	Learning motivation	Correlation	.769	1.000	.500
		Significance (2-tailed)	.000	.	.000
		Df	318	0	318
	Student perceptions on the use of animated film media	Correlation	.354	.500	1.000
		Significance (2-tailed)	.000	.000	.
		Df	318	318	0
Student perceptions on	Student learning	Correlation	1.000	.731	

the use of animated film media	outcomes	Significance (2-tailed)	.	.000
		Df	0	317
	Learning motivation	Correlation	.731	1.000
		Significance (2-tailed)	.000	.
		Df	317	0

Based on the results of the analysis in the table above, obtained $(r_{y1.2}) = 0.731$ and $p\text{-value} = 0.000 < 0.05$ or H_0 rejected. Thus, the correlation coefficient between X_2 and Y by controlling the variable X_1 is significant.

Findings

1. Understanding Student Perception

Perception is the interpretation of an object, event or information based on the life experience of someone who performs that interpretation. Thus it can also be said that perception is the result of a person's mind from a certain situation.

2. Understanding Student Motivation

Learning motivation is a drive that arises both from within and outside students, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

Analysis

Based on the results of interviews conducted with MTSn schools, Setu District, Bekasi Regency and have been described above. So some conclusions have been reached and the next step is to consider all the information obtained. Based on this, as for the detailed results of research analysis of the influence of research hypotheses can be described as follows:

1. The Relationship Between Student Perceptions on the Use of Animated Film Media and Student Learning Outcomes

Based on the results of hypothesis testing, the linearity test test of the regression line equation is obtained from the Deviation from Linear line, namely $F_{hit} (T_c) = 46.422$ with $p\text{-value} = 0.572 > 0.05$. So this shows that it means that H_0 is accepted or the linear regression equation Y over X_1 is linear or in the form of a linear line.

The results of the study are in line with the expression by Uno Student perception of the effectiveness of using learning media is an assessment, response or conclusion given by students to the learning media used by teachers in the learning process seen from conformity with the criteria for selection and use of media. Without students' perception of the use of animated film media, students will have difficulty in solving a problem. And it will affect the acquisition of satisfactory student learning outcomes.

Similar research based on research conducted by M. Ikhwanudin Al Fatakh 2019 which discusses the Influence of Animation Media on Student Learning Outcomes on the Concept of Acid-Base Integrated Values. This study provides a perception that students' perceptions on the use of animated film media have a positive and significant influence on one's success and a positive influence on student learning outcomes.

Based on sources of knowledge and from the results of research several studies related to student perceptions on the use of animated film media, it can be stated that student perceptions on the use of animated film media have an influence on student learning outcomes.

The significance test of the correlation coefficient is obtained from the Model Summary table. At correlation coefficient $(r_{x1y}) = 0.184$ and $F_{hit} (F_{change}) = 46.512$ with $p\text{-value} = 0.00 < 0.05$. This means that H_0 is rejected. Thus, the correlation coefficients X_1 and Y are

meaningful or significant. While the coefficient of determination is $R^2 = 0.125$, which means that 12.5%. Variations in student learning outcome variables can be influenced by student perception variables on the use of animated film media. To prove the hypothesis is to pay attention to the value / number of constants and the coefficients of the linear regression equation obtained from column B, so that the regression equation: $\hat{Y} = 27.632 + 415X$. From the results of the analysis obtained $t_{hit} = 6.821$ and $p\text{-value} = 0.000/2 = 0.00 < 0.05$ or H_0 rejected. Thus, students' perceptions of the use of animated film media have a positive effect on student learning outcomes.

Someone with a perception of learning on the use of good animated film media will be the better the learning results that will be obtained. This also shows that the perception of learning in the use of animated film media in the form of self-view that exists in a person. This finding may explain that belief in self-perception in the use of animated film media has an impact on achieving levels that will not be achieved by someone who is not sure of his or her abilities. This is because belief in one's own perception will lead a person to involvement in cognitive processes that will ultimately improve learning, paying attention, organizing, elaborating and so on. This involvement will lead someone to a good goal achievement. In essence, the perception of learning on the use of animated film media makes students achieve a good level of self-management. Good self-management will affect the learning outcomes of students' subjects. The reality of strong self-esteem and self-confidence, self-regulation in self-confidence will have a positive impact.

This study can be concluded that there is a significant relationship between learning perceptions on the use of animated film media with the learning outcomes of MTSn students, Setu District, Bekasi Regency.

2. The Relationship of Learning Motivation with Student Learning Outcomes

Based on the results of hypothesis testing, the linearity test of the regression line equation is obtained from the Deviation from Linear line, namely $F_{hit} (T_c) = 463.176$ with $p\text{-value} = 0.00 < 0.05$. This means that H_0 is accepted or the regression equation Y over X^2 is linear or in the form of a linear line, so there is a linear relationship between the independent variable and the dependent variable. Seen in the first line the correlation coefficient $(r_{x1y}) = 0.778$ and $F_{hit} (F_{change}) = 463.176$, with $p\text{-value} = 0.00 < 0.05$. This means that H_0 is accepted. Thus, the correlation coefficients X^2 and Y are meaningful or significant. While the coefficient of determination from the table above is seen in the 2nd row, namely $R^2 = 0.593$ which means that 59.2% of the variation in learning outcome variables can be influenced by learning motivation variables.

This research is based on Uno's theory, saying that learning motivation is an internal and external drive-in students who are learning to make behavior changes, generally with several indicators or supporting elements. This research is in accordance with research conducted by Ratna Dwijayanti Pratiwi on the influence of animated film media on student motivation and learning outcomes at SMA Negeri 1 Parung, the research method used is a descriptive method, the results of this study provide learning motivation there is an influence between the independent variable (X) and the dependent variable (Y).

Based on theory and research on learning motivation with student learning outcomes, it can be concluded that there is a significant relationship between the dimensions of learning motivation and student learning outcomes. The higher the motivation to learn, the higher the learning outcomes of students at school.

The significance test of the correlation coefficient is obtained from the Model Summary table. At the correlation coefficient $(r_{x1y}) = 0.778$ and $F_{hit} (F_{change}) =$

463.176 with $p\text{-value} = 0.00 < 0.05$. This means that H_0 is rejected. Thus, the correlation coefficients X^1 and Y are meaningful or significant. While the coefficient of determination is $R^2 = 0.592$ which means that 59.2%. Variable variations in student learning outcomes can be influenced by learning motivation variables.

Proving the hypothesis in this study is to pay attention to the value or number of constants and the coefficients of the linear regression equation obtained from column B, so that the regression equation: $\hat{Y} = 7.912 + 0.798X$. From the results of the analysis obtained $t_{count} = 22.464$ and $p\text{-value} = 0.000/2 = 0.00 > 0.05$ or H_0 rejected. Thus, learning motivation has a positive effect on student learning outcomes.

The hypothesis above that results are obtained there is a significant relationship between learning motivation and learning outcomes. Motivation is a drive that arises both from within and outside students, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved. Learning motivation provides a great relationship to student learning outcomes. A factor that plays an important role in achieving learning outcomes is motivation. Students who lack good learning motivation then their learning does not have a good response. Therefore, in order for students to want to have high learning motivation, students must have high learning motivation at school and at home and learning motivation is one of the factors that affect learning outcomes.

This study can be concluded that there is a significant relationship between learning motivation and learning outcomes of MTSn students, Setu District, Bekasi Regency. Students who have high learning motivation will also have good learning outcomes.

3. The relationship between students' perceptions of the use of animated film media and learning motivation with student learning outcomes

Based on the first line that the correlation coefficient is double ($R_{y.12} = 0.770$ and F_{hit} ($F_{change} = 231.090$ and $p\text{-value} = 0.00 < 0.05$ or H_0 received. Thus, the double correlation coefficient between X_1 and X_2 with Y is significant or significant. While the coefficient of determination is shown by $R\text{ Square} = 0.593$ which means that 59.3% variability of PAI learning outcome variables can be explained by analytical thinking skills and intelligence quotient, so it can be concluded that the relationship together with learning outcomes is = 59.3%.

Based on the conclusions of the opinions of experts, students' perceptions on the use of animated film media are direct responses from something, the process of a person

knowing some things through his five senses. Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around them. Student perceptions about the effectiveness of the use of learning media are assessments, responses or conclusions given by students to the learning media used by teachers in the learning process seen from conformity with the criteria for selection and use of media.

Learning motivation is an internal and external drive in students who are learning to make behavior changes, generally with several indicators or supporting elements.

Based on this study, the correlation of student perceptions on the use of animated film media and student learning outcomes by controlling the influence of the learning motivation dimension is 0.770, which means that the correlation coefficient is significant. While the correlation of the dimensions of learning motivation and student learning outcomes. By controlling the influence of analytical thinking ability is 0.184, which means that the coefficient is significant.

The hypothesis above obtained the results that this study has a significant relationship between students' perceptions of the use of animated film media and learning motivation with the learning outcomes of Islamic Religious Education subjects of grade VII students at MTSn, Setu District, Bekasi Regency. Students whose learning outcomes are lacking have many factors, but usually have difficulties in learning. If students have enough perception, then supported by high learning motivation as well, then the student will get good learning results.

Conclusion

Based on the results of the study, the following conclusions can be drawn:

1. There is a relationship between students' perceptions of the use of animated film media with student learning outcomes. thus H_0 is accepted and H_1 is rejected, in the sense of the word that students' perceptions on the use of animated film media have a direct positive effect on student learning outcomes, meaning that the higher (better) students' perceptions on the use of animated film media The higher (better) the student's learning outcomes.
2. There is a relationship between learning motivation and student learning outcomes. Thus, H_0 is accepted and H_1 is rejected, in the sense of the word that learning motivation has a direct positive effect on student learning outcomes, meaning that the higher the learning motivation that students have, the higher the student learning outcomes in PAI subjects.
3. There is a relationship between students' perceptions of the use of animated film media and learning motivation simultaneously with student learning outcomes. thus H_0 is accepted and H_1 is rejected, in the sense of the word that students' perceptions of the use of animated film media and learning motivation have a direct positive effect on student learning outcomes, meaning that there is a relationship together between variables Student perceptions on the use of animated film media and learning motivation.

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