Learning Outcomes of Islamic Religious Education in Various Studies in Indonesia: Correlation Meta-Analysis and Systematic Literature Review

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The learning outcomes of Islamic religious education can be in the form of knowledge of Islamic teachings, the ability to read and write the Qur'an, the ability to worship according to religious guidance, and an understanding of morals and morals in accordance with Islamic teachings. Islamic religious education is a compulsory subject in Indonesia from elementary school to university. This study aims to prove the impact of various studies in improving learning outcomes of Islamic religious education and to identify, study, evaluate, and interpret aspects of the study. This type of research is mixed methods designs with an Exploratory Sequential approach. The research variables consist of learning outcomes of Islamic religious education as the independent variable and various studies as the dependent variable. Data were obtained from online databases, namely Google Scholar and Dimensions, which were selected using specific criteria. Quantitative data analysis with correlation meta-analysis assisted by R Studio and qualitative analysis with Systematic Literature Review assisted by NVivo. The results showed that there was a positive and significant correlation between learning outcomes for Islamic religious education with various studies and n bias. The most important components in learning Islamic religious education are learning methods and attitudes, and cognitive and learning media that must be considered to achieve learning goals.

Keywords: learning outcomes, Islamic education, meta-analysis, systematic literature review, learning

INTRODUCTION

One of the goals of education is to obtain quality learning outcomes for its graduates (Trigwell & Prosser, 1991), learning outcomes are descriptions of knowledge, skills, or special expertise acquired in the learning process (Kennedy et al., 2007; Sudjana & Rivai, 2001), also defined as changes in behavior that tend to persist in the cognitive, affective and psychomotor domains within a certain time cognitive abilities which include knowledge, memory, understanding, explaining, summarizing, applying, describing, determining, organizing, assessing, affective abilities which include accepting, provide responses and psychomotor abilities which include productive, technical, physical, social and intellectual skills (Bloom, 1956; Schooley, 1986),

standards that must be known by students in the learning process or the values obtained as a result of a material (Klimoski, 2006; Schooley, 1986), skills, information, understanding and attitudes obtained from learning outcomes (Lindgren, 2009). Various definitions of learning outcomes from several studies are still debated by several experts in the field of Education and Education research, this is due to the great contribution of experts in defining the concepts of Education (Prøitz, 2010).

Learning outcomes are an important part of the successful implementation of education policy changes (Chaudron, 2012; Danver, 2016; Lassnigg, 2012; Lim et al., 2017; Moskowitz & Stephens, 2004; Prøitz, 2015), so to realize quality learning outcomes, each country develops curriculum developments that are adapted to changes in media and learning technology among several countries, namely Belgium, Canada, Denmark, England, Germany, the Netherlands, Israel, Scotland, Sweden, and the United States of America (Savage & O'Connor, 2015; Taylor & Johnson, 1974; Yates & Young, 2010), Likewise, the development of the curriculum in Indonesia in the face of the demands of the times (Asri, 2017; Bahri, 2017; Diah Rusmala Dewi, 2019). Other factors that can improve learning outcomes are. This study implies that efforts to improve social studies learning outcomes begin with improving self-regulation strategies, practicing social skills, developing critical thinking skills, and problem-solving skills (Maksum et al., 2021).

In Indonesia, the assessment of learning outcomes is specifically regulated at every level of education, both primary, secondary, and higher education in the regulation by the Minister of Education and Culture of the Republic of Indonesia, which includes the assessment of learning outcomes by educators, the scope of assessment of learning outcomes, targets for assessing learning outcomes, the scale of assessment, completeness. learning, reporting learning outcomes. Arrangement of the components of assessment of learning outcomes and their explanations so that they can be implemented practically to avoid confusion between learning outcomes, goals, and objectives (Adam, 2004). Learning outcomes must be aligned with the educational objectives to be achieved so that they can be used as a measure of the effectiveness of the education received by students.

The purpose of education in Indonesia is to create religious human beings in shaping character so that they can realize a dignified nation's civilization as contained in the Indonesian education system, for that religious education is one of the compulsory subjects from elementary school to university in Indonesia, thus religious education occupies a very important position in building the civilization of Indonesian society. Thus, Islamic religious education must be able to supplement and complement in realizing the ideals of the Indonesian education system (Nata, 2005).

Research on learning outcomes in Islamic religious education in Indonesia is interrelated with several aspects including learning methods or strategies (Arsyad & Salahudin 2018; Hasbullah, Juhji, & Maksum, 2019; Maesaroh 1970; Musyarofah 2018; Nurbayani & Fauziah, 2021; Suriswo & Manfur, 2019; Titin 2016; Wiyono, Herawati, & Yanuardi, 2019; Zakaria & Ibrahim, 2019), affective (Hasbullah et al., 2019; Lilawati, 2020; Lubis, 2017), learning Media (Maghfiroh & Kirom, 2019; Panjaitan, Yetti, & Nurani,

2020; Tsaniyah, Hermawan, & Waluyo, 2021), online learning (Astuty & Suharto, 2021; Daniati 2021; Harfiani et al., 2021; Maghfiroh et al., 2019; Panjaitan et al., 2020; Sholikin, 2021; Suhendra, Nurbaeti, & Gustiawati, 2021).

The importance of Islamic religious education learning outcomes as an assessment of the learning process, it is necessary to do a meta-analysis to find out whether the various approaches that have been carried out have an impact on learning outcomes. Islamic religious education learning outcomes are very important because they determine the level of understanding and application of religious values in a person's life, as in previous research shows that there is a significant influence between the level of understanding of Islamic Religion on Islamic Religious Education learning outcomes (Hayati & Sulaiman, 2022). The learning outcomes of Islamic religious education also affect the application of a person's religious values in everyday life, such as divine values, which include the value of faith, the value of piety, the value of wara', the value of tawadhu', the value of raja', the value of tawakal, and the value of love for the Qur'an and the value of insaniyah, which includes the value of brotherhood, the value of courtesy, the value of caring, the value of respect, intellectual value, individual value, the value of honesty, the value of discipline, the value of respect for time, the value of tolerance, the value of tolerance (Pratiwi, 2015). Meta-analysis is a combination of several empirical studies by estimating the mean and variance of population effects using statistical procedures that integrate research results, shaped like survey research, but not the person being surveyed but the results of the study (Egger, Smith, & Phillips, 1997; Guzzo, Jackson, & Katzell, 1987; Hedges, 1992; Lipsey & Wilson, 2001). Then to sharpen the analysis, a literature review is carried out, the Systematic Literature Review Study is a literature review that collects and analyzes various research studies that aim to synthesize results to gain broader knowledge (Andreini & Bettinelli, 2017; van Dinter, Tekinerdogan, & Catal, 2021). Thus, it can be seen that meta-analysis research as a way to review the research that has been done above has not been found in this study, considering the importance of this research as a place to evaluate the effectiveness of Islamic religious education teaching in fostering positive attitudes with the application of Islamic religious values in everyday life.

Research question

The purpose of meta-analysis research is to collect and analyze data from several previous studies related to Islamic education learning outcomes to determine a more robust and consistent average of the results obtained from each individual study. and to determine the factors that influence Islamic education learning outcomes.

Thus, the research questions are as follows.
1. What is the value of the effect size of all studies and the magnitude of the correlation value of all studies?
2. Is there publication bias in all studies?
3. Identify, review, evaluate, and interpret what aspects are included in all studies?

METHOD

Research design

This type of research is mixed methods designs with an Exploratory Sequential Mixed Methods approach with the following stages (Creswell, 2014b, 2014a).
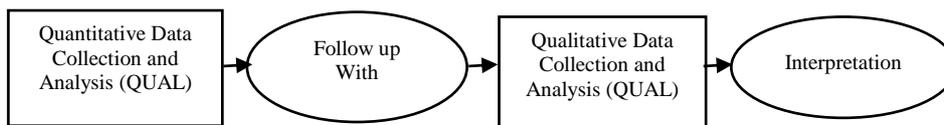

Diagram 1
Research flow mixed methods

Quantitative Analysis

Quantitative stages using a correlation meta-analysis approach (Guzzo et al., 1987; Retnawati et al., 2018; Schulze, 2004) :
a.   Determination of effect size of Islamic religious education learning outcomes
b.   Fisher's Transform
c.   Calculating summary effect and heterogeneity
d.   Convert Result to correlation coefficient (r)
e.   Interpretation of results and reporting

Data Collection

Data collection in this study used a data base on Google Scholar and dimensions-free version using data search keywords, namely learning outcomes of Islamic religious education and learning achievement of Islamic religious education, from the search results there were 28 relevant articles for meta-analysis. Some of the criteria of the 28 Islamic religious education learning outcomes studies that were meta to get relevant research, some of the things that were reviewed earlier were sample characteristics, research design, research time, publication type, and effect size information. The relevant articles were taken in the last 10 years and have met the adequacy aspect of the article in the meta-analysis because the number of articles is more than 10 articles (Schmidt & Hunter, 2016).

The data for this study are presented in table 1 below.

Table 1
Research data tabulation

Author, Tahun	N	r	Database
(Syahrowiyah, 2016)	59	0,66	Google Scholar
(Panjaitan et al., 2020)	32	0,34	Google Scholar
(Arsyad & Salahudin, 2018)	40	0,87	Google Scholar
(Prasetiya, 2019)	30	0,27	Google Scholar
(Sulfemi, 2018)	60	0,76	Google Scholar
(Hanum, 2020)	60	0,52	Google Scholar
(Maghfiroh et al., 2019)	20	-0,98	Google Scholar
(Mujiastuti & Ilyasir, 2016)	69	0,64	Google Scholar
(Lilawati, 2020)	49	0,63	Google Scholar
(Suhendra et al., 2021)	70	0,41	Google Scholar
(Rofik Khalim & Oktapiani, 2020)	34	0,94	Google Scholar
(Martina et al., 2019)	33	0,54	Google Scholar
(Akbar, 2019)	29	0,91	Google Scholar
(Chotibuddin, 2021)	25	0,83	Google Scholar
(Harahap, 2017)	28	0,89	Google Scholar
(Herawati et al., 2019)	20	0,69	Google Scholar
(Sholikin, 2021)	79	0,25	Google Scholar
(F. P. Lestari, 2015)	40	-0,26	Google Scholar
(Yunus, 2021)	29	0,82	Google Scholar
(Hayati & Sulaiman, 2022)	27	-0,75	Dimensions
(Ibrahim, 2012)	37	1,00	Dimensions
(Wulandari et al., 2017)	30	0,56	Dimensions
(Priyono & Fathoni, 2018)	25	0,66	Dimensions
(Sopiani & Wirdati, 2021)	33	0,48	Dimensions
(Fathoni & Marlina, 2018)	27	0,84	Dimensions
(Sufairi, 2019)	27	0,59	Dimensions
(Husniah, 2018)	23	0,40	Dimensions
(Uthman, 2018)	40	0,62	Dimensions

In determining the value of the correlation coefficient (r) in the article containing the F test and t test, the transformation is carried out as follows:

$$t = \sqrt{F}$$

$$r_{xy} = \frac{t}{\sqrt{t^2 + (N-2)}}$$

The final stage of the correlation meta-analysis is to convert the weighted average value into a correlation coefficient, using the following equation (Retnawati et al., 2018):

$$r = \frac{e^{2M} - 1}{e^{2M} + 1}$$

With the lower limit and upper limit converted by the following equation:

$$LL_r = \frac{e^{2LL_M} - 1}{e^{2LL_M} - 1}$$

$$UL_r = \frac{e^{2UL_M} - 1}{e^{2UL_M} - 1}$$

Correlation meta-analysis in this study assisted by R Studio (Balduzzi et al., 2019; Harrer et al., 2021; Schwarzer, 2022).

Qualitative Analysis

Qualitative analysis in this study used a Systematic Literature Review (SLR) approach. The stages of Systematic Literature Review (SLR) in this study are (1) planning and formulating the problem, (2) searching the literature, (3) data gathering, (4) quality evaluation, (5) data analysis and synthesis, (6) interpretation, (7) presenting results, and (8) updating the review (Cruz-Benito, 2016; Thomé et al., 2016). Systematic Literature Review (SLR) analysis in this study assisted by NVivo (Hanafie Das et al., 2021). To identify patterns and themes in the meta-literature and provide an objective summary of existing knowledge on the topic of learning outcomes in Islamic religious education, a Systematic Literature Review was used.

FINDINGS

The results of learning Islamic religious education in Indonesia from 28 articles were examined using a correlation meta-analysis approach to determine the size of the effect, while SLR was used to analyze the main topics contained in the articles, and the findings of the research are as follows,

Quantitative Analysis (R Studio Assisted Meta-Analysis)

The meta-analysis stage assisted by R Studio began in the third stage, namely heterogeneity test, making forest plots and funnel plots, then proceeded to the next stage in meta-analysis, namely conversion of results to correlation coefficient (r) and interpretation of results.

Heterogeneity Test

To prove that each study has a different effect size, heterogeneity test is needed, taking

into account the Q parameter, the tau-square parameter (τ^2), with the help of R Studio, the following results are obtained from 29 studies.

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                          COR            95%-CI        z   p-value
Common effect model   0.6353 [0.5967; 0.6710] 23.62 < 0.0001
Random effects model  0.6246 [0.3535; 0.7989]  3.95 < 0.0001

Quantifying heterogeneity:
 tau^2 = 0.9271 [0.5690; 1.7666]; tau = 0.9629 [0.7543; 1.3291]
 I^2 = 96.2% [95.3%; 96.9%]; H = 5.14 [4.63; 5.71]

Test of heterogeneity:
     Q d.f.  p-value
 713.32   27 < 0.0001
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Figure 1
Output of R studio heterogeneity test

From the picture above, it is known that the value of Q > df with p-value < 0.05 and I^2 > 25% which indicates that the heterogeneity assumption is accepted which means that the variance between studies is heterogeneous, then to determine the fixed and random effects models used for construction of forest plots.

Study	Total	Correlation	COR	95%-CI	Weight (common)	Weight (random)
1	59		0.66	[0.49; 0.79]	5.7%	3.6%
2	32		0.34	[-0.01; 0.62]	2.9%	3.6%
3	40		0.87	[0.77; 0.93]	3.7%	3.6%
4	30		0.27	[-0.10; 0.57]	2.7%	3.6%
5	60		0.76	[0.62; 0.85]	5.8%	3.6%
6	60		0.52	[0.30; 0.68]	5.8%	3.6%
7	20		-0.98	[-0.99; -0.94]	1.7%	3.5%
8	69		0.64	[0.47; 0.76]	6.7%	3.6%
9	49		0.63	[0.42; 0.77]	4.6%	3.6%
10	70		0.41	[0.19; 0.59]	6.8%	3.6%
11	34		0.94	[0.88; 0.97]	3.1%	3.6%
12	33		0.54	[0.24; 0.74]	3.0%	3.6%
13	29		0.91	[0.82; 0.96]	2.6%	3.6%
14	25		0.83	[0.65; 0.92]	2.2%	3.5%
15	28		0.89	[0.77; 0.95]	2.5%	3.5%
16	20		0.69	[0.36; 0.87]	1.7%	3.5%
17	79		0.25	[0.04; 0.45]	7.7%	3.6%
18	40		-0.26	[-0.53; 0.06]	3.7%	3.6%
19	29		0.82	[0.65; 0.91]	2.6%	3.6%
20	27		-0.75	[-0.88; -0.52]	2.4%	3.5%
21	37		1.00	[1.00; 1.00]	3.4%	3.6%
22	30		0.56	[0.25; 0.77]	2.7%	3.6%
23	25		0.66	[0.37; 0.84]	2.2%	3.5%
24	33		0.48	[0.16; 0.71]	3.0%	3.6%
25	27		0.84	[0.68; 0.93]	2.4%	3.5%
26	27		0.59	[0.27; 0.79]	2.4%	3.5%
27	23		0.40	[-0.02; 0.70]	2.0%	3.5%
28	40		0.62	[0.38; 0.78]	3.7%	3.6%
Common effect model	**1075**		**0.64**	**[0.60; 0.67]**	**100.0%**	--
Random effects model			**0.62**	**[0.35; 0.80]**	--	**100.0%**

-0.5   0   0.5

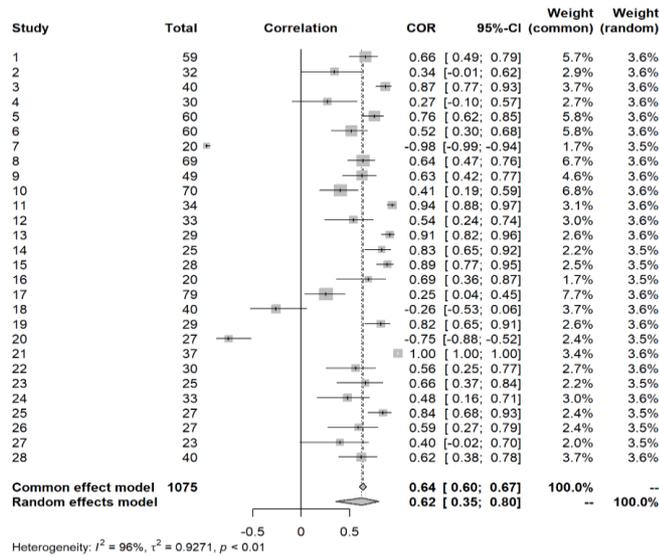Heterogeneity: $I^2 = 96\%$, $\tau^2 = 0.9271$, $p < 0.01$

Figure 2
Forest plot

From the results of the heterogeneity test, the figure above the value of the Random effects model is 0.64 with the interval [0.60; 0.67] which indicates that there is a positive and strong correlation between the learning outcomes of Islamic religious education with the various approaches used, then to determine the correlation value using the forest plot value as follows:

$$r = \frac{e^{2(0,62)} - 1}{e^{2(0,62)} + 1}$$

$$r = 0,55$$

Thus, the conversion interval is as follows:

$$LL_r = \frac{e^{2(0,35)} - 1}{e^{2(0,35)} + 1}$$

$$LL_r = 0,37$$

And

$$UL_r = \frac{e^{2*0,80} - 1}{e^{2*0,80} - 1}$$

$$UL_r = 0,66$$

Thus, because 0.55 > 0.40, it can be concluded that the correlation of Islamic religious education learning outcomes with various approaches is significant and in the strong category (Cohen, 2013), with intervals [0,37;066], After it is known that the impact of research on learning outcomes of Islamic Religious Education with various approaches has an impact on learning, it will then be proven that from 29 research results there is no publication bias.
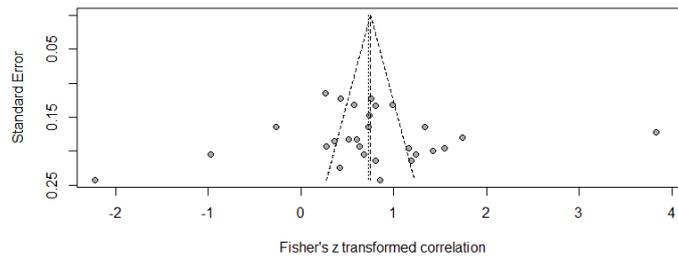

Figure 3
Funnel plot

The picture above shows that the sample used varies from small to large samples, then 29 studies are symmetrically distributed, as can be seen from the absence of an open circle from the funnel plot, so it can be concluded that there is no publication bias.

Furthermore, by using R studio, predictions can also be made with a 95% confidence level if new research is carried out on Islamic Religious Education learning outcomes.
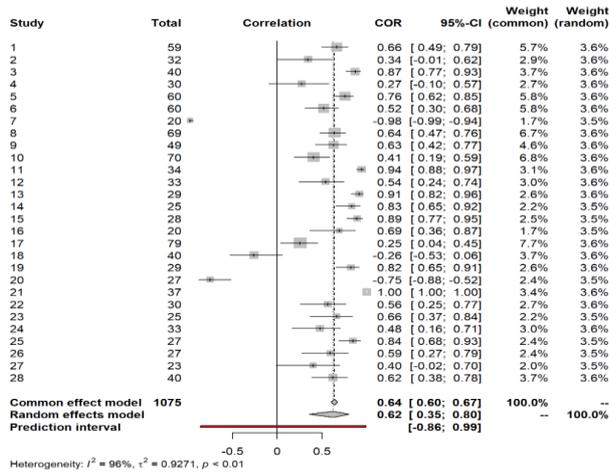
Figure 4
Forest Plot Prediction

From the figure above the red line shows that if such a study were to be conducted then the effect of each new study conducted would be in the interval [-0.86;0.99].

Qualitative Analysis (NVIVO Assisted SLR)

SLR analysis assisted by NVivo begins at the data analysis and synthesis stage, after the planning and formulating the problem stage, namely by formulating research questions in the form of a study of the aspects contained in the study of Islamic religious education learning outcomes from 29 articles, at the stage of searching the literature using Search keywords on Google Scholar and dimensions, namely achievements or learning outcomes of Islamic Religious Education, at the data gathering stage, from a number of articles containing the keywords used and then analyzing the methodology used by considering the journal that publishes it, in this study only SINTA journals will be SLR, the selection of SINTA reputable journals because these journals are recognized by the Indonesian government, and the quality evaluation stage, after being verified to be published in SINTA, then from these journals selected according to the criteria in the meta correlation analysis as follows:

a) Contains the value of the correlation coefficient (r), F test or t test, this is done because this research uses the Sequential Exploratory approach,

b) F and t values are converted into r values.

Islamic religious education learning outcomes articles indexed by Scopus that meet the criteria are 29 articles.

At the stage of data analysis and synthesis assisted by NVivo, starting with knowing the aspects that are the topics of discussion in research related to learning outcomes of Islamic Religious Education.
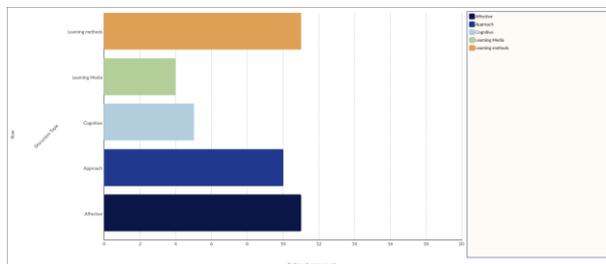

Diagram 2
Discussion topic, output NVivo

From the picture above shows that the topics of discussion that are most often carried out in research on learning outcomes of Islamic religious education are learning methods and affective, both of which are the main topics, then approaches that relate to various kinds of approaches that are based on experience or related topics. discussion of Islamic religious education, after that cognitive related to creativity and intelligence, and finally learning media.

The description or project map related to the articles discussed with related topics can be seen in the image below.
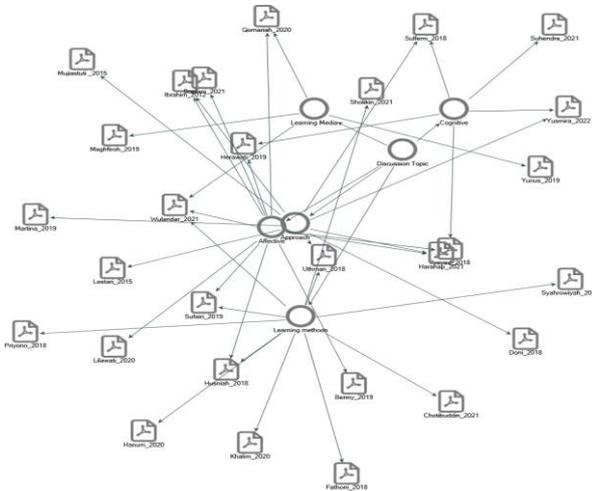
Figure 5
Map project discussion topic, output NVivo

The picture above shows that the map project discussion topic on learning outcomes of Islamic religious education from 29 articles consists of 11 articles discussing learning methods, 11 articles discussing affective, 5 articles related to approach, 3 articles discussing cognitive and 2 articles discussing learning media.

Furthermore, by using one of the features in the NVivo word frequency Query Results, it can also be seen that the 29 studies are related.

Figure 6
Word frequency query results, output NVivo

From the picture above shows that the discussion related to learning is always related to improving learning outcomes, learning success and ability in learning, while the development of learning outcomes is one indicator of improving learning outcomes that connects the influence of learning outcomes with the management of learning quality.

DISCUSSION

The uniqueness of this meta-analysis of learning outcomes in Islamic education is the research method used to synthesize the results of various studies on the effectiveness of

Islamic education in promoting student learning. This type of analysis provides a comprehensive and systematic review of existing research to draw stronger conclusions about the impact of Islamic education on student learning outcomes. Findings from meta-analysis in Islamic education can provide valuable insights for educators, policy makers and researchers to improve the quality of Islamic education and its impact on student learning outcomes. This study is still limited to SINTA-indexed articles that are limited to Indonesia, there is a need to conduct meta-analysis for a wider range of journals internationally.

The results of the analysis using mixed methods designs with an Exploratory Sequential approach, a quantitative meta-analysis approach and a qualitative SLR show that from 29 studies there is a positive and significant correlation with various approaches in improving learning outcomes of Islamic religious education, and no publication bias is found. This is in line with several other related studies that there is a positive and significant correlation in an effort to improve learning outcomes of Islamic religious education including student perceptions of the creativity of Islamic Religious Education ateachers (Rahayu, 2019), spiritual extracurricular activities (Frisia & Sulaiman, 2021), elaboration learning and emotional intelligence (Hidayat, 2017), parental guidance (Memo, 2021), student interpersonal intelligence (R. Lestari, 2019).

In qualitative analysis, it is known that learning methods and attitudes have the greatest contribution to improving learning outcomes. Islamic religious education, learning is a process of environmental design in special conditions so that it allows someone to intentionally respond to certain situations (Corey et al., 2018), changes in behavior as a result of experience or mechanistic (De Houwer et al., 2013), Educational activities carried out in a measurable way (Chatterjee & Corral, 2017), the application of appropriate learning methods in solving problems experienced by students in the classroom is one solution in improving learning outcomes, learning methods that at least pay attention to four pillars, namely (1) learning to know, (2) learning to do, (3) learning to be, and (4) learning to life (Delors, 2013; Laksana, 2016).

In addition, student attitudes are also an important factor in improving learning outcomes, attitudes are mental and emotional readiness to choose the type of action in the right situation (Trow-Smith, 2013), mental readiness through one's experiences and responses (Gable & Roberts, 1983; Reece & Gable, 1982), readiness and tendency of a person in dealing with a certain situation (Harlen, 2005), This is in line with various studies which state that there is a relationship between attitudes and learning outcomes (Kleebbua & Siriparp, 2016; Papasratorn & Wangpipatwong, 2006; Putri et al., 2021; Vernadakis et al., 2008). In addition, local wisdom is the most important part of the learning model that can improve student learning outcomes (Pamungkas, 2023), the importance of teacher creativity in utilising local wisdom in counteracting radicalism (Remiswal et al., 2023), preparation for student transitions must be prepared early, including during primary school, so that teaching in primary schools is holistic and experience-orientated (Arı, 2023).

In addition to learning methods and attitudes, various other approaches in improving learning outcomes of Islamic religious education include (1) learning styles, (2) reading

the Qur'an, (3) democratic parenting of parents, (4) school environment, and (5) peer friendship. While cognitive problems include (1) teacher creativity, (2) intelligence, and (3) level of understanding.

Learning media is also one of the indicators in improving learning outcomes Islamic religious education, learning media can be interpreted as a tool in the form of software or hardware that is used to deliver material to be more effective and efficient (Puspitarini & Hanif, 2019), intermediary in conveying information between source and receiver (Heinich, 1982), Physical tools are used to convey the content of teaching materials (Boyle, 2002; Heinich, 1982).

CONCLUSION

Learning outcomes are an important factor in the implementation of learning. Islamic religious education is a compulsory subject at every level from elementary school to university. From the results of this study with a quantitative approach, meta correlation analysis showed that there was a positive and significant correlation between learning outcomes of Islamic religious education with various studies with a correlation value of 0.55 with intervals [0.37; 0.66], as well as from the output funnel. the plot is also known that there is no publication bias. Learning outcomes and learning methods are as follows: learning methods affect learning outcomes. The right method will help students to easily understand and master the material so that the learning outcomes obtained are better. Conversely, if the learning method is inappropriate, the learning outcomes will also be less than optimal. Therefore, choosing the right learning method is very important to improve student learning outcomes, affective factors and learning outcomes are as follows: Affective factors affect learning outcomes. Affective factors such as motivation, feelings, and attitudes significantly impact learning processes and outcomes. Learners who have high motivation and positive feelings will be more interested and enthusiastic in learning, so the learning outcomes obtained are also better. Conversely, if learners lack motivation and have negative feelings, the learning outcomes will also be less than optimal. Therefore, maintaining positive affective factors is very important to improve student learning outcomes, while learning media and learning outcomes are as follows: learning media affects learning outcomes. Learning media such as textbooks, movies, pictures, and others can help students to understand and master the material more easily. The right media will help strengthen concepts and deepen understanding so that the learning outcomes obtained are better. Conversely, if the media is inappropriate, the learning outcomes will also be less than optimal. Therefore, choosing the right learning media is very important to improve student learning outcomes. This is in accordance with the results of SLR's qualitative analysis, it is known that the improvement of Islamic religious education learning outcomes in the studies that have been conducted is related to learning methods and attitudes then various approaches, cognitive and learning media, besides that in the studies that have been conducted the discussion of learning is always related to improving learning outcomes, success, and the ability to solve the problems given.

The importance of research on learning outcomes so that it is necessary to conduct broader research related to learning outcomes of Islamic religious education is not

limited to only SINTA-indexed journals and in Indonesia as in this study. Policyholders and teachers should pay attention to the use of learning methods and student attitudes, including motivation and feelings, as well as the use of appropriate learning media to achieve good learning outcomes.

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