THE INSFLUENCE OF INNOVATIVE LEARNING TO STUDENT LEARNING ACHIEVEMENT SD TAHFIDH AL-QUR'AN SIDOARJO

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ABSTRACT

Many different methods and learning models are used to maximize student learning outcomes. Lestari (2010) explains that in the application of teaching and learning process, innovative learning is believed to have a positive relationship to the improvement of student learning achievement, deep memory, and endurance memory for longer students so that knowledge has been obtained by students is not easy to forget. In addition, from the teacher side, the application of innovative learning by itself will further motivate teachers as facilitators, models, motivators, managers, transformers, and inspirators.

Keywords: Innovative Learning, Student Achievement, Teacher's Existance, Student's Knowledge, Learning Media, Infrastructure, Teacher's Evaluation.

INTRODUCTION

Creative teachers not only teach soft skills or hard skills, but also teach life skills. Creative teachers tell about the context of life, active creative teachers use a variety of visual media tools. Creative teachers liberate their students from all sorts of bondage. The shackles may be planted from parents, teachers, traditions or other fetters that can make children behave selfishly, share less, panic, selfish, ego-centric, irritable, feel righteous, difficult to get along, and so on.

Based on the above background, the formulation of this research problem are:

1. Is there an effect of innovative learning consisting of teacher's existence, student's knowledge, instructional media, facilities and infrastructure, and teacher's evaluation positively and simultaneously toward student achievement of Tahfidh Al-Qur'an Sidoarjo Elementary School?
2. Is there a significant influence of teacher's existence on student achievement of SD Tahfidh Al-Qur'an Sidoarjo?
3. Is there a significant influence of students' knowledge on student achievement of Tahfidh El-Qur'an Sidoarjo Elementary School?
4. Is there a significant influence of learning media on student achievement of Tahfidh El-Qur'an Sidoarjo Elementary School? of facilities and infrastructure
5. Is there a significant influence on student achievement of Elementary School Tahfidh Al-Qur'an Sidoarjo?
6. Is there any significant effect of teacher evaluation on student achievement of Tahfidh Al-Qur'an Sidoarjo Elementary School?

INNOVATIVE LEARNING

learning innovation can be interpreted as a learning method that uses new ideas, techniques or models that are used to implement the learning steps, so that the teaching-learning process improves. Innovative learning, has a meaning of renewal.

Innovative learning is more focused on students centered, which can be said to be a learning activity that fully provides opportunities for learners to dig their own knowledge (self directed) and mediated by peer-mediated students.

Teachers Existence

Teachers must form learners in order to have creative and innovative skills and motivate learners in a society that is full of obstacles and challenges, students can solve various problems in life (Sanjaya, 2006).

Student Knowledge

The student's early knowledge is pre-existing, structured or formed in the scheme, as procedural and declarative knowledge, partially implicit and explicit, containing both content and metacognitive knowledge, stored as initial knowledge and dynamic (Santyasa 2004).

Learning Media

Learning media is a component of learning system that includes materials, tools, techniques, environment, messages, and people, as learning resources that can affect student learning outcomes (Munadi, 2008).

Infrastructure

Waharsono (2004) says that what is meant by means is "all teaching and learning tools" that is moving objects that can be used as a tool in teaching and learning process such as blackboard, paper, pencil, etc. While the infrastructure is "everything to facilitate the process of teaching and learning" is a non-moving object that can be used to support and support the implementation of teaching and learning processes such as buildings, rooms, etc.

Teacher Evaluation

Teacher evaluation is the activity of measuring, processing, balancing, and interpretation to make decisions about the level of success of learning that has been achieved after the students do learning activities in achieving the goals to be achieved (Hamalik, 2008).

For the process of implementing innovative learning is necessary things related to the teaching-learning process, adjusted to the planned implementation of learning that has been designed previously. The design can be a variety of learning models so that it can be an effective and more active class.

Thus innovative learning as a strategy in the process of teaching and learning activities, designed to foster innovation, and activate the creativity of students, making learning fun and more effective as an effort to improve student achievement.

STUDENT LEARNING ACHIEVEMENT

Suryabrata (2006) said that achievement can also be defined as the final value, the value of the final formulation that can be given by the teacher on the progress of student achievement during a certain period. Thus, achievement is the result of the student's effort in performing activities during a certain period

RESEARCH METHODS

The independent variables in this research are teacher's existence (X1), student's knowledge (X2), learning media (X3), infrastructure (X4), and teacher evaluation (X5). As a mediator, teachers guide intermediate students, help students deal with problems, guide students to develop positive attitudes toward learning, and explain how to link students' ideas, modeling the thinking process by appointing students to think critically. This study was conducted to determine the effect of innovative learning on student achievement. The object of this research is SD Tahfidh Al-Qur'an Sidoarjo. Methods of data collection was done by spreading questionnaires to 47 respondents. The survey respondents came from all 3rd grade students in SD Tahfidh Al-Qur'an Sidoarjo. The data in this study were obtained from the distributed questionnaires, to then be analyzed using SPSS. Based on the regression formula Y = X1 + X2 + X3 + X4 + X5. After testing all indicators in this study valid and reliable. In the classical assumption test, the regression model is normally distributed, there is no multicolinearity, no heteroscedasticity, no autocorrelation and linear. The variable of teacher's existence is the most influential variable with regression coefficient 2,701, student's knowledge variable get regression coefficient equal to 0,967, study media variable get regression coefficient equal to

1,487, infrastructure variable get regression coefficient equal to 1,190, teacher evaluation variable get regression coefficient equal to 1,343. SD Tahfidh Al-Qur'an is expected to maintain the quality of innovative learning to improve student achievement.

CONCLUSION
Based on the results of multiple linear regression analysis that has been done on this research, obtained regression equation as follows:
$Y = 54{,}080 + 2{,}701\ X1 + 0{,}976\ X2 + 1{,}487\ X3 + 1{,}190\ X4 + 1{,}343\ X5$
The regression equation shows that the coefficient of the regression equation is positive. With it can be deduced as follows:

1. The results of the analysis on the F test found that the significance value is 0,000 smaller than 0.05. This proves that the variable existence of teachers, students' knowledge, learning media, means of infrastructure, and evaluation of teachers together have a positive and significant influence on student achievement. Hence, Hypothesis 1 is accepted.

2. The results of the analysis found that the value of significance on the coefficient of regression of teacher existence variable is 2.701 which means teacher existence variables have a positive influence on student achievement, if the teacher's existence variable increases one unit, then the student achievement increased by 2,701, if teacher existence variable worth 0, then student achievement will be worth 54,080. So with the increasing existence of teachers, the level of student learning achievement is increasing, and got a tcount of 4.512 with a significance value of 0.000. This proves that teacher existence variable has a significant influence on student achievement. Hence, Hypothesis 2 is accepted.

3. The results of the analysis found that the significance value in the regression coefficient of students' knowledge variable is 0.976 which means the student's knowledge variable has a positive influence on student achievement, if the student's knowledge variable increases one unit, the student's learning achievement increases by 0.976, if the student's knowledge variable worth 0, then student achievement will be worth 54,080. So with the increasing knowledge of students, the level of student achievement increased, and got the value of t count of 2.519 with a significance value of 0.016. This proves that the student's knowledge variable has a significant influence on student achievement. Hence, Hypothesis 3 is accepted.

4. The results of the analysis found that the value of significance in the regression coefficient of learning media variables amounted to 1.487 which means that the learning media variables have a positive influence on student achievement, if the learning media variables increase one unit, the student learning achievement increased by 1.487, if the variable of learning media worth 0, then student achievement will be worth 54,080. So with the increased learning media, student achievement level is increasing, and got a tcount of 2.260 with a significance value of 0.029. This proves that the variable of learning media has a significant influence on student achievement. Hence, Hypothesis 4 is accepted.

5. The results of the analysis found that the significance value in the regression coefficient of infrastructure facilities variables amounted to 1.190, which means the variable of infrastructure facilities have a positive influence on student achievement, if the variable of infrastructure facilities increased one unit, the student learning achievement increased by 1.190, if the variable means of infrastructure worth 0, then student achievement will be worth 54,080. So with the increasing infrastructure, student achievement level is increasing, and got the value of t count of 2.091 with a significance value of 0.043. This proves that the variable of infrastructure means has a significant influence on student achievement. Hence, Hypothesis 5 is accepted.

6. The results of the analysis found that the value of significance on the regression coefficient of teacher evaluation variables amounted to 1.343 which means that teacher evaluation variables have a positive influence on student achievement, if the teacher evaluation variable increased

one unit, then student achievement increased by 1.343, worth 0, then student achievement will be worth 54,080. So with the increased teacher evaluation, student achievement level is increasing, and got a tcount of 2.675 with a significance value of 0.011. This proves that teacher evaluation variables have a significant influence on student achievement. Hence, Hypothesis 6 is accepted.

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