

The Influence of Homework Assignment on Students' Learning Enthusiasm in Islamic Religious Education

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Abstract

Keywords:

Homework Assignment, Learning Enthusiasm, Islamic Religious Education, Correlational Study, Self-Determination Theory

This quantitative correlational study examines the influence of homework assignment (PR) on seventh-grade students' learning enthusiasm in Islamic Religious Education (PAI) at an integrated junior high school. Data were collected from 29 students using a four-point Likert-scale questionnaire, supplemented by observation and documentation. SPSS version 22 was employed for descriptive and Pearson Product Moment correlation analysis. Results reveal that homework implementation is rated "very good" (51.7% very good, 48.3% good), while learning enthusiasm is "very high" (72.4% very good, 27.6% good). A strong positive correlation was found ($r = 0.957, p < .001$), exceeding the critical r -table value of 0.367 at $\alpha = 0.05$, confirming that effective homework significantly enhances learning enthusiasm. The findings reinforce self-determination theory and Islamic tarbiyah principles, highlighting PR as a pedagogical tool for fostering autonomy, responsibility, and spiritual motivation. This study contributes to PAI literature by bridging cognitive reinforcement with affective-religious outcomes, though limited by a small, single-site sample and self-report bias. Future research should adopt experimental designs and mixed methods for broader generalizability.

Abstrak

Kata kunci:
Pemberian Tugas Rumah, Semangat Belajar, Pendidikan Agama Islam, Studi Korelasional, Teori Self-Determination

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Penelitian kuantitatif korelasional ini mengkaji pengaruh pemberian tugas pekerjaan rumah (PR) terhadap semangat belajar siswa kelas VII pada mata pelajaran Pendidikan Agama Islam (PAI) di sebuah SMP terpadu. Data dikumpulkan dari 29 siswa menggunakan angket skala Likert empat poin, dilengkapi observasi dan dokumentasi. Analisis dilakukan dengan SPSS versi 22 melalui statistik deskriptif dan korelasi Pearson Product Moment. Hasil menunjukkan pelaksanaan PR dinilai "sangat baik" (51,7% sangat baik, 48,3% baik), sedangkan semangat belajar berada pada tingkat "sangat tinggi" (72,4% sangat baik, 27,6% baik). Ditemukan korelasi positif kuat ($r = 0,957, p < .001$), melebihi nilai r -tabel kritis 0,367 pada $\alpha = 0,05$, sehingga mengonfirmasi bahwa PR yang efektif secara signifikan meningkatkan semangat belajar. Temuan ini memperkuat teori self-determination dan prinsip tarbiyah Islam, menegaskan PR sebagai alat pedagogis untuk menumbuhkan otonomi, tanggung jawab, dan motivasi spiritual. Penelitian ini berkontribusi pada literatur PAI dengan menjembatani penguatan kognitif dan hasil afektif-religius, meskipun terbatas oleh sampel kecil satu lokasi dan bias self-report. Penelitian mendatang disarankan menggunakan desain eksperimental dan metode campuran untuk generalisasi yang lebih luas.

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INTRODUCTION

The learning process is essentially a universal activity that occurs continuously throughout human life, encompassing dynamic interactions between individuals and their environment in an effort to optimally actualize self-potential. The success of education is determined by the effectiveness of the

learning process experienced by students, both in formal contexts within educational institutions and non-formal settings outside school. In this framework, educators play a strategic role in creating a conducive learning ecosystem through the application of relevant pedagogical approaches. One effective approach is the assignment of homework (PR), designed to foster independence, responsibility, and sustainable self-learning skills (Suyono & Hariyanto, 2012, p. 87).

The provision of homework is an integral element in the learning system, serving as a means to deepen conceptual mastery, cultivate responsibility, and internalize learning independence. This policy aligns with the Minister of National Education Regulation Number 22 of 2007 on Content Standards, which regulates student learning loads to include face-to-face activities, planned assignments, and unstructured independent activities. Thus, homework not only functions as an evaluative instrument for learning outcomes but also as a strategic pedagogical tool to maintain student motivation and enthusiasm for learning. Learning enthusiasm can be defined as an intrinsic force that mobilizes psychic energy toward achieving learning goals (Abu Ahmadi & Widodo, 2013, p. 159). Indah Komsiyah (2012, pp. 80–81) asserts that learning enthusiasm is formed from three key elements: needs, driving motivation, and desired goals. Students with high learning enthusiasm generally exhibit diligent, resilient, and enthusiastic attitudes in completing academic tasks.

Initial observations at SMP Terpadu Nurul Fattah Dadapan indicate that Islamic Religious Education (PAI) teachers have implemented homework as a learning strategy, and this practice positively contributes to enhancing student responsibility and learning enthusiasm. Students who consistently complete homework tend to have a deeper understanding of the material and stronger learning commitment. These findings suggest a positive correlation between homework assignment and student learning enthusiasm.

Based on the above description, this research focuses on answering the main question: Does the provision of homework (PR) influence students' learning enthusiasm in PAI subjects at SMP Terpadu Nurul Fattah Dadapan in the 2021/2022 academic year? Specifically, this study aims to describe the implementation of homework assignment to seventh-grade students, identify the level of student learning enthusiasm, and analyze the influence of homework on their learning enthusiasm.

Theoretically, the relationship between homework and learning enthusiasm is supported by Djamarah and Zain (2015, p. 154), who state that students who are responsible for tasks given by teachers tend to show higher learning

enthusiasm. Relevant, varied, and systematic homework can spark curiosity, strengthen independence, and foster sustained learning responsibility.

Previous studies show similar findings. Fitri (2020) found a positive impact of homework on learning achievement at SD Negeri 61 Bengkulu, while Buana (2019) proved a significant influence of homework on learning activeness at SDN 74 Bengkulu Selatan. Unlike these, this research emphasizes the influence of homework on learning enthusiasm in the PAI context, expected to provide new conceptual contribution particularly in the affective and religious motivation dimensions of students.

Scientifically, this research is expected to enrich studies in religious education by affirming that homework is not merely an academic evaluation tool but also an effective pedagogical medium for cultivating learning enthusiasm, responsibility, and spiritual awareness—integrating intellectual and moral aspects.

RESEARCH METHODS

This study employs a quantitative approach with a correlational method, aimed at identifying and analyzing the relationship between the variable of homework assignment (PR) as the independent variable and students' learning enthusiasm as the dependent variable. The selection of this method is based on the need to objectively measure the level of influence between variables through statistical analysis of numerical data obtained from respondents.

The research subjects include all seventh-grade students at SMP Terpadu Nurul Fattah Dadapan, Lamongan Regency, totaling 29 individuals. The entire population is used as the research sample (population study) since the number of students does not reach 100. The determination of the research location is based on preliminary observation results, which indicate that PAI subject teachers at the school consistently apply homework assignment strategies in learning activities.

Data collection techniques in this study include closed questionnaires, observation, and documentation studies. The questionnaire instrument is designed to measure students' perceptions of homework implementation and their level of learning enthusiasm using a four-point Likert scale. Meanwhile, observation techniques are used to obtain empirical data on the implementation of homework assignment and student learning activities in the classroom. Documentation is utilized to supplement information regarding the school profile and student data.

Data analysis is conducted using descriptive and inferential statistical methods, through the Pearson Product Moment correlation test operated with

the assistance of SPSS version 22 software. This analysis is intended to measure the strength of the relationship and determine the extent of the independent variable's influence on the dependent variable.

RESULTS AND DISCUSSION

Data on Students Regarding Learning Enthusiasm of Seventh-Grade Students at SMP Terpadu Nurul Fattah

In this section, the researcher presents the results of data collection related to the level of students' learning enthusiasm. The data were obtained through a research instrument in the form of a questionnaire distributed to 29 students at SMP Terpadu Nurul Fattah Dadapan as research respondents. To facilitate respondents in providing appropriate answers and to assist the researcher in data processing, each questionnaire item is accompanied by answer alternatives along with predetermined score weights.

The questionnaire instrument uses a four-point rating scale, detailed as follows: always (4), often (3), sometimes (2), and never (1). This scoring system is used to simplify the quantification process so that the data results can be analyzed in a measurable and consistent manner.

To provide a more comprehensive overview of the questionnaire distribution results, the researcher presents data related to students' creative thinking skills as listed in Appendix X. These data are then analyzed in depth based on each indicator and questionnaire item, as presented in the research result tables.

All collected data are analyzed using SPSS software (version 22) to obtain percentage values from the questionnaire responses. The resulting percentages are classified into four categories: very good, good, fair, and poor, referring to the categorization guidelines proposed by Anas Sudijono (2009, p. 43). The detailed percentage calculations can be seen in Table 1.

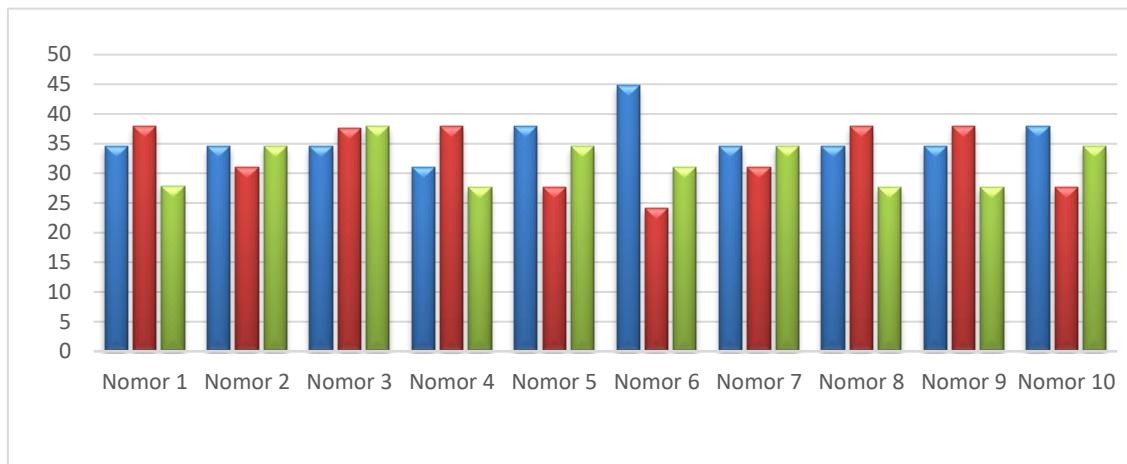
Table 1 Homework Assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Good	14	48.3	48.3	48.3
Very Good	15	51.7	51.7	100.0
Total	29	100.0	100.0	

Referring to the data presented in the table above, it can be seen that the level of respondents in the very good category is recorded at 51.7%, while 48.3% fall into the good category. These findings indicate that the overall level of

homework assignment is in the very good category, with a dominant percentage of 51.7%.

To provide a more comprehensive understanding, the researcher then presents a recapitulation of responses to each statement item in the form of a bar chart. This visualization aims to clearly and systematically display the distribution of homework assignment levels, as presented in Table 2.



Based on the questionnaire results presented in Figure 4.2 regarding homework (PR) in the PAI subject, data from 29 respondents answering ten questionnaire items were obtained. Overall, students gave positive responses to the implementation of PR. On the first item, 34.5% of students stated always, and 37.9% often considered the PR given to be aligned with the material explained by the teacher, while 27.6% answered sometimes. Next, on the second item, 34.5% of students always felt confident in doing PR because they understood the material, 31.0% answered often, and 34.5% answered sometimes. On the third item, 34.5% of students always and 37.9% often felt capable of completing PR according to the taught material. The fourth item showed that 31.0% of students always and 31.0% often felt that PR made them more diligent in studying, while 37.9% answered sometimes.

Furthermore, on the fifth item, 37.9% of students admitted always being happy when the educator gave PAI PR, 27.6% answered often, and 34.5% answered sometimes. On the sixth item, it was evident that 44.8% of students stated always receiving PR if classroom exercises were not completed, 24.1% answered often, and 31.0% answered sometimes. The results on the seventh item showed that 34.5% of students always worked seriously on PR, 31.0% often, and 34.5% sometimes. Meanwhile, on the eighth item, 34.5% of students always tried to complete PR independently until successful, 37.9% often, and 27.6% sometimes. On the ninth item, 34.5% of students stated that the educator always

evaluated their PR results, 37.9% often, and 27.6% sometimes. Finally, on the tenth item, 37.9% of students admitted always receiving praise from the educator when successfully completing PR well, 27.6% often, and 34.5% sometimes.

Based on all these results, it can be concluded that the majority of students showed positive responses to homework assignment in the PAI subject. No respondents answered "never" on any questionnaire item, indicating that PR activities were deemed relevant to the learning material, helped increase responsibility, and fostered independence and learning enthusiasm among students.

Data on Students Regarding Learning Enthusiasm of Seventh-Grade Students at SMP Terpadu Nurul Fattah

In this regard, data collection will be explained by the researcher concerning the level of students' learning enthusiasm obtained through the distribution of the research questionnaire to 29 respondents from SMP Terpadu Nurul Fattah Dadapan. To facilitate the filling process and improve answer accuracy, the questionnaire was structured with answer alternatives accompanied by scoring for each item.

The rating scale used in the questionnaire consists of 4 categories: (a) always scoring four, (b) often scoring three, (c) sometimes scoring two, and (d) never scoring one. The use of this scale aims to simplify data processing and analysis quantitatively so that the results can be interpreted objectively. In more detail, the questionnaire distribution results depicting indicators of students' learning enthusiasm can be observed in Table 3.

Table 3 Learning Enthusiasm

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Good	8	27.6	27.6	27.6
Very Good	21	72.4	72.4	100.0
Total	29	100.0	100.0	

The data compiled from the questionnaire responses show that the researcher conducted an in-depth analysis of each questionnaire item, with results presented in descriptive tables. The data source comes from 29 participating respondents. In the analysis process, data were processed using SPSS version 22 software to obtain more accurate and measurable results, yielding questionnaire percentages according to categories of students' learning

enthusiasm levels: very good, good, fair, and poor, as classified according to Sudijono's guidelines (2009, p. 43).

Based on the data listed in the table, it is known that 72.4% of respondents fall into the very good category, while 27.6% are in the good category. Considering all the data obtained, it can be concluded that the level of students' learning enthusiasm is in the very good category, with a dominant percentage of 72.4%.

To clarify the distribution of respondents' answers to each questionnaire item, the data recapitulation results are also presented in the form of a bar chart, visually depicting the level of students' learning enthusiasm as shown in Table 4 below.

Based on the data analysis in, sourced from 29 respondents through 10 questionnaire statement items on learning enthusiasm, it can be seen that most students show a high level of learning enthusiasm when studying at home. On the first item, 48.3% of students always and 27.6% often concentrated and were enthusiastic when working on tasks given by the educator, with 24.1% answering sometimes. The second item showed that 27.6% of respondents always and 48.3% often felt happy studying at home when receiving tasks, with 24.1% answering sometimes. Meanwhile, the third item revealed that 51.7% of students always and 27.6% often asked questions when encountering difficulties in reviewing the material given by the educator, with 20.7% answering sometimes.

Furthermore, the fourth item indicated that 44.8% of respondents always and 37.9% often worked on Islamic Religious Education practice questions at home, with 17.2% answering sometimes. On the fifth item, the same percentage of 44.8% appeared in the always and often categories, showing that students tried to study seriously to achieve the best learning outcomes, with 10.3% answering sometimes. The sixth item showed that 48.3% of students always and 31.0% often demonstrated persistence in learning to achieve their aspirations, with 20.7% answering sometimes.

Moreover, the seventh item indicated that 44.8% of students always and 44.8% often became more enthusiastic after obtaining good grades from homework, with 10.3% answering sometimes. The eighth item showed that 48.3% of students always and 34.5% often were motivated to learn due to parental support, with 17.2% answering sometimes. On the ninth item, 48.3% of respondents always and 27.6% often felt disturbed if the home atmosphere was not conducive, with 24.1% answering sometimes. Finally, the tenth item showed that 27.6% of students always and 48.3% often felt more enthusiastic about learning when the home environment was clean and organized, with 24.1% answering sometimes. Overall, these results indicate that students' learning

enthusiasm is in the high category, influenced by internal motivation, family support, and a comfortable and supportive home learning environment.

Data Analysis on the Influence of Homework Assignment (PR) on Students' Learning Enthusiasm in Islamic Religious Education Subjects for Seventh-Grade Students at SMP Terpadu Nurul Fattah

In the data analysis process, the researcher used SPSS version 22 software to determine the extent of the influence of homework assignment on students' learning enthusiasm in the PAI subject. The processing of data has been carried out, and the results can be seen in full in Table 4 below.

Table 4 Correlation Results of Homework Assignment on Learning Enthusiasm

	Giving Homework Assignments	Eager to learn
Giving Homework Assignments		
Pearson Correlation	1	.953
Sig. (2-tailed)		.000
N	29	29
Semangat Belajar		
Pearson Correlation	.953	1
Sig. (2-tailed)	.000	
N	29	29

The data analysis conducted through SPSS version 22 application yielded a correlation coefficient (r calculated) of 0.953 from 29 respondents. Based on the Product Moment table at a 5% significance level of 0.367 (Sugiyono, 2025, p. 287), it is known that r calculated is greater than r table. Therefore, these results indicate that the research hypothesis is accepted.

Thus, the analysis results show a significant influence between homework assignment (PR) and students' learning enthusiasm in the Islamic Religious Education subject for seventh-grade students at SMP Terpadu Nurul Fattah Dadapan in the 2021/2022 academic year. These findings confirm that homework assignment positively contributes to influencing students' motivation and learning enthusiasm, particularly in PAI learning activities that emphasize discipline, responsibility, and learning independence.

Implementation of Homework Assignment (PR)

The data analysis results obtained from questionnaire distribution show that the implementation of homework (PR) received a very good rating. This is evidenced through data processing using SPSS version 22, which yielded a percentage of 51.7%, thus classified at the very good level. The primary research data are sourced from the questionnaire designed to assess the effectiveness of

PR on students' learning enthusiasm, while supporting information was obtained through field observations used to strengthen quantitative findings.

Based on observations conducted during the research, the researcher found that PAI subject teachers at SMP Terpadu Nurul Fattah Dadapan have implemented PR in a directed, consistent manner aligned with learning objectives. The assignment activities are not only intended to foster students' learning enthusiasm but also to train thinking skills, deepen understanding of the subject matter, and hone skills in applying learned concepts. Additionally, PR activities play a role in character building, particularly in instilling values of responsibility, independence, and discipline in the learning process.

From field observations, the researcher found that students' learning enthusiasm tended to increase after educators assigned homework in Islamic Religious Education. This indicates that homework not only serves as a means to reinforce material but also as a pedagogical strategy to motivate students in enhancing engagement and learning independence.

Students' Learning Enthusiasm

The analysis of questionnaire data collected in this study yielded findings that students' creative thinking skills fall into the very good category. This is reinforced through data processing with SPSS version 22 software, showing a percentage of 72.4%. This percentage indicates that the level of students' creative thinking skills is in the very high category, referring to the evaluation guidelines formulated by the researcher.

In this study, primary data serving as the basis for analysis were obtained from the questionnaire given to research participants, designed to assess students' learning enthusiasm. Based on the measurement results, it is evident that students demonstrate high creative thinking abilities, implicitly reflecting strong motivation and learning enthusiasm in following the classroom learning process.

Influence of Homework Assignment (PR) in Islamic Religious Education Subjects on Students' Learning Enthusiasm

From the data processing using SPSS version 22 on variable X (homework assignment) and variable Y (students' learning enthusiasm), hypothesis testing was conducted by comparing r calculated and r table at a 5% significance level. According to the Product Moment correlation provisions (Sugiyono, 2015, p. 287), r calculated is 0.953 from 29 respondents, while r table is 0.367. Since r calculated is greater than r table, the research hypothesis is proven and accepted.

The research findings show that homework assignment has a significant positive correlation with students' learning enthusiasm in the PAI subject for seventh-grade students at SMP Terpadu Nurul Fattah Dadapan in the 2021/2022 academic year. Thus, it can be interpreted that the more effective the homework implementation by teachers, the higher the level of learning enthusiasm motivation shown by students in classroom activities.

Furthermore, the analysis results through SPSS version 22 showing a correlation value of 0.953 strengthen that variable X (homework assignment) provides a real contribution to variable Y (students' learning enthusiasm). These research findings reinforce the theory proposed by Suyono and Hariyanto (2012, p. 87), which asserts that homework (PR) is not merely an additional activity but also a means for students to practice independently, deepen material, and build responsibility and learning independence. These findings align with the opinion of Suyono and Hariyanto (2012, p. 87), who state that homework assignment provides opportunities for students to practice independently, deepen understanding, and foster responsibility and learning independence.

CONCLUSION

The research findings indicate that homework assignment (PR) for seventh-grade students at SMP Terpadu Nurul Fattah Dadapan is implemented at a very good level, with 51.7% of respondents rating it "very good" and 48.3% "good," demonstrating optimal execution. Students' learning enthusiasm is similarly high, with 72.4% in the "very good" category and 27.6% "good," reflecting strong intrinsic drive, especially in Islamic Religious Education (PAI). Correlation analysis shows a highly significant positive relationship ($r = 0.957 > r$ table 0.367), confirming that effective PR directly enhances learning enthusiasm. Through PAI, students internalize religious values emphasizing responsibility toward Allah SWT, fellow humans, and the environment, fostered via structured learning, extracurriculars, and role models.

This study enriches PAI motivation models by integrating PR as a key predictor, reinforcing self-determination theory (Deci & Ryan, 1985) through fulfillment of autonomy, competence, and relatedness needs, while aligning with Islamic tarbiyah via repeated practices (tilawah, memorization, worship). It expands behaviorist-constructivist applications in the affective-spiritual domain, underexplored in Indonesian religious education. However, limitations include a small sample ($n=29$) from one madrasah, restricting generalizability; self-report bias due to religious norms; lack of causal inference from correlational design; and potential outdated relevance post-Merdeka Belajar curriculum changes.

Future studies should adopt quasi-experimental designs with control groups to test PR causality, use mixed-methods (questionnaires, interviews, journals) to mitigate bias and explore spiritual motivation (e.g., Qur'anic closeness), and expand multi-site sampling (≥ 100 per cluster, urban/rural, public/private). Incorporating moderators like digital literacy or parental education, plus longitudinal tracking (1–2 years), will map contextual effects and long-term impacts on PAI achievement and religious character development.

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