



The Impact of UP3AI Values on Islamic Religious Education Values and Physics Values in the Qur'an of Physics Education Students

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Abstract: This study aims to determine whether there is an effect of the UP3AI value on the value of Islamic Religious Education and Physics in the Qur'an of physics education students from the 2016 and 2017 batches of the syiah Kuala university. This study uses a quantitative approach. The data used is secondary data with data collection using documentation techniques. The population is all students of physical education class 2016 and 2017 who have completed UP3AI, PAI, and FISQUR courses. At the same time, the sample is as many as 54 samples obtained by the slovin technique from the entire population. Data processing was carried out with multiple regression analyses assisted by the SPSS version 26 application. The results showed an effect of the UP3AI value on the PAI value with a positive regression coefficient of 1.070, stating that for every 1% addition to the UP3AI value, the PAI value increased by 1.070. While the results of the regression of the UP3AI value on the FISQUR value, a negative regression coefficient of -0.331 means that there is no effect of the UP3AI value on the FISQUR value.

Keywords: Regression; Values; UP3AI; Islamic religious education; Physics in the Qur'an.

Introduction

Syiah Kuala University (USK) 2015 has started running a program to combat Al-Quran illiteracy in new students. This program is called the Islamic Religious Education Assistance Program Units (UP3AI). The opening of UP3AI is considering the low level of Al-Qur'an reading skills among USK students, especially among new students. Even based on the data from the assessment of the ability to read the Koran for new USK students in the last three years, USK Chancellor Prof. Dr. Samsul Rizal, M.Eng said that more than 80% of new students at Syiah Kuala University were unable to read the Al-Quran correctly.

The UP3AI program is a program that every new student must take (Ridwan et al., 2021). This program is continuous with the general subject of Islamic Religious Education (PAI), which is also mandatory for every new student at the beginning of the lecture (Prasetyo et al., 2017). The UP3AI program teaches reading the Koran

(the Iqra method), Worship Practices, and Islamic Mentoring. Even UP3AI graduation is the main requirement for Islamic Religious Education courses at USK (Marzuki, 2019).

The theoretical learning of the PAI course, which is a continuation of UP3AI, is composed of 50 UP3AI and 50 theories. Students of the USK FKIP Physics Education Study Program are also required to program Islamic Religious Education (PAI) courses at the beginning of the lecture semester. The two courses will, of course, also affect the choice of USK FKIP Physics Study Program students to program the Al-Qur'an Physics course as an elective course.

The choice of the Al-Qur'an Physics course by most of the students who have gained knowledge at UP3AI and PAI is undoubtedly expected to achieve learning outcomes with good grades. These three courses have similarities concerning the Qur'an, so students who program the Al-Qur'an Physics course should get good learning outcomes. This means students whose grades

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in UP3AI courses are good should have good grades on PAI theory courses and physics courses in the Qur'an.

Method

Quantitative methods were utilized in the conducting of this study (Djollong, 2014; Burhan et al., 2022). The purpose of this study is to investigate the effect that the UP3AI value has on the value placed on Islamic religious education as well as the value placed on physics in the Qur'an by students majoring in Physics Education at Syiah Kuala University in 2016 and 2017. Consequently, the type of research being discussed here is a regression between one variable and another. This study was carried out by Syiah Kuala University's Physics Education Study Program, which is part of the university's Faculty of Teacher Training and Education. The author's firsthand experiences in the field of physics education served as the inspiration for the choice of this particular location. While this was going on, the research project to collect data was carried out in February of 2022.

The population of this study consisted of all of the students who were enrolled in the 2016 and 2017 Physics Education Study Program at Syiah Kuala University. There was a total of 119 female students who participated in the program. There were 58 students from the 2016 class and 61 students from the 2017 class. A sample of 54 people was taken from the population after the calculation was made using Slovin's formula. This research makes use of secondary data in the form of student value data, which consists of UP3AI scores obtained from the UP3AI unit, Islamic religious education values obtained from the MKU Religion section of the Shia University of Kuala, and Physics scores in the Qur'an obtained from lecturers. The UP3AI scores were collected from the UP3AI unit, and the Islamic religious education values were collected from the MKU Religion section. Study Program in Physics Education offered by Syiah Kuala University's FKIP. Documentation study and literature study are the two methods of data collection that are utilized in this research (Nilamsari, 2014; Wahyudin, 2017). Multiple Regression Analysis and Coefficient of Determination are the approaches to statistical analysis that were utilized in the course of this investigation (Ningsih et al., 2019; Astuti et al., 2021).

Result and Discussion

Normality Test

The test for normality is included in the data analysis requirements test, also known as the classical assumption test (Lestari et al., 2020; Senata, 2016). This means that before carrying out statistical analysis to verify the hypothesis, we must first conduct this test

(Usmadi, 2020). In the context of regression analysis, the research data have to be examined to determine whether or not they follow a normal distribution (Syaputra et al., 2020).

Table 1. Normality Test Result

Variable	Sig.	Conclusion
UP3AI	0.064	Normal
PAI	0.202	Normal
FISQUR	0.103	Normal

Based on the SPSS output table, it is known that the significance value for each Variable Asymp. Sig (2-tailed) is more significant than 0.05 (Yanto et al., 2021). So, according to the basis of decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that each data is normally distributed (Alil. et al., 2021).

Regression Test

In order to provide an explanation of the pattern of the relationship that exists between the two variables, the following step is to carry out a regression analysis on the two sets of data using regression analysis (Siyoto et al., 2015). The method of data analysis that the author employs make use of the SPSS version 26 application to perform the regression analysis. This analysis seeks to discover the degree to which the variables X and Y are influenced by one another.

Table 2. Regression Test Result

Model	A	b	Direction
UP3AI - PAI	38.647	1.070	Positive
UP3AI - FISQUR	93.814	-0.331	Negative

The above results can be interpreted as follows:

Model UP3AI - PAI

Based on the significance value: the Coefficients table obtained a significance value of $0.000 < 0.05$, so it can be concluded that the UP3AI variable value (X) affects the PAI value variable (Y). Based on the t value: it is known that the tcount value is $6.068 > t_{table} 1.675$, so it can be concluded that Variable X affects Variable Y.

Model UP3AI - FISQUR

The constant of 92.814 means that the consistent value of the variable value of the physics course in the Qur'an is 92.814. The regression coefficient for X is -0.331, which means that for every 1% addition to the X value, the Y value increases by -0.331. The regression coefficient is negative, so it can be said that the direction of the influence of Variable X (UP3AI value) on Y (FISQUR value) is negative.

Hypothesis Test

Based on the table 3, it can be seen that the result for the value of F_{count} is 36.8. The next step is to compare the

magnitude of F_{count} with F_{table} by calculating $df = N-3$ first. As for $df = (54-3) = 51$, the F_{table} value is obtained at a significant level of 5% of 2.786. Because $F_{count} > F_{table}$ or $36.8 > 2.786$, which means the Alternative Hypothesis (H_a) is accepted while the Zero Hypothesis (H_0) is rejected. Thus, there is an effect of the UP3AI value on the PAI value.

Table 3. Hypothesis Test Result

Model	F	Sig.	Conclusion
UP3AI - PAI	36.819	0.000	Affect
UP3AI - FISQUR	0.579	0.450	No

Based on the tTble 3, it can be seen that the result for the value of F_{count} is 0.579. The next step is to compare the magnitude of F_{count} with F_{table} by calculating $df = N-2$ first. As for $df = (54-3) = 51$, the F_{table} value is obtained at a significant level of 5% of 2.786. Because $F_{count} < F_{table}$ or $0.579 < 2.786$, it means the Alternative Hypothesis (H_a) is rejected while the Zero Hypothesis (H_0) is accepted. Thus, there is no effect of the UP3AI value on the value of the FISQUR course.

Coefficient of Determination (R2)

The Model Summary table explains the value of Determination R Square, namely: 0.415, and the percentage of the influence of the independent variable on the dependent variable, which is called the coefficient of the determinant. Column R explains that the effect of the independent variable (X) on the dependent variable (Y) is 41.5%, and others influence the remaining 58.5%. The determination value of R Square is: 0.011, and explains the percentage of the influence of the independent variable on the dependent variable is called the squared determinant coefficient. Column R explains that the independent variable (X) effect on the dependent variable (Y) is 01.1%, and others influence the remaining 99.9%.

Based on the analysis of the research findings above, it is known that there is an effect of the UP3AI value on the value of Islamic Religious Education in Physics education students class 2016 and 2017 at Syiah Kuala University, where the t_{count} value is $6.068 > t_{table}$ 1.675 so it can be concluded that Variable X affects Variable Y. The determination of R Square is 0.415 and explains the percentage of the influence of the independent variable on the dependent variable is 41.5%, and others influence the remaining 58.5%.

Table 4. Coefficient of Determination Test Result

Model	R Square	Conclusion
UP3AI - PAI	0.415	41.5%
UP3AI - FISQUR	0.011	1.1%

The influence of the value of UP3AI courses on PAI scores has been proven by several previous studies, such as Iwan (2020) in his research stating that the effect of

memorizing the Qur'an on the learning achievement of Islamic Religious Education obtained a coefficient of determination of 0.785 with a percentage of 78.5% it can be concluded that the memorization of the Qur'an affects the learning achievement of Islamic education.

Meanwhile, the UP3AI value variable does not affect the value of Al-Qur'an Physics in Physics education students from the 2016 and 2017 batches of Syiah Kuala University. Where the value of t_{count} is $-0.761 < t_{table}$ 1.675, it can be concluded that variable X does not affect Variable Y. The determination value obtained is an R Square value of 0.011, meaning that the UP3AI value influences 01.1% of the FISQUR value, and the remaining 99.9% is influenced by the other.

In different courses, the evaluation system is also different. Likewise, the UP3AI and FISQUR courses, these two courses have their evaluations in their learning. Evaluation, in general, can be thought of as a method for figuring out the value of something (provisions, activities, decisions, processes, people, objects, and so on) based on certain criteria (Munthe, 2015; Mahirah, 2017; Dachliyani, 2020).

Evaluation of UP3AI courses looks at the ability to read the Qur'an of USK students. Even the UP3AI graduation is determined by the student's ability to read the Qur'an. If UP3AI only assesses aspects of the ability to read the Qur'an, it is different from the FISQUR course. One of the assessments or evaluations in the FISQUR course is the ability to complete assignments and then present them; there are many other assessment aspects. The two courses also differ in the material taught if UP3AI is taught how to read the Qur'an correctly, while the FISQUR course only discusses verses of the Qur'an related to Physics. This difference is among other factors that affect the absence of a relationship between UP3AI courses and Physics courses in the Qur'an.

Conclusion

Based on the data analysis and discussion above, it can be concluded as follows: (a). There is an effect of the UP3AI value on the value of Islamic Religious Education in Physics education students class 2016 and 2017 at Syiah Kuala University. (b). There is no effect of the UP3AI value on the Physics value of the Qur'an in Physics education students class of 2016 and 2017 Syiah Kuala University.

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