**Student Responses to the Use of Rote Learning Methods in Islamic Religious Education Learning and The Relationship With Student Learning Motivation**

***Abstract****: Based on the preliminary study, it was obtained information that in order to increase students' learning motivation and learning achievement, memorizing is part of the learning taught by the teacher, but in the learning process students have different abilities. Student responses in memorizing is one of the efforts in knowing the size of the motivation in the student so that student achievement increases. The purpose of this study was to determine student responses to the use of the Rote Learning method in PAI lessons, student learning motivation and the relationship between student responses to the use of Rote Learning methods in PAI lessons and student motivation in Class 8D SMP Mekar Arum Regency. Bandung. Based on the results of the study, it is known that students' responses to the use of the Rote Learning method obtained an average value of 3.23 with a neutral category because they were in the interval 2.60 - 3.39. Students' learning motivation got a score of 3.56, with a high category because it was in the interval 3.40 - 4.19. While the relationship between student responses to the use of the Rote Learning method with student learning motivation obtained a correlation value of 0.78 with high qualifications because it is in the interval 0.71 - 0.90. The results of hypothesis testing show tcount 8.30> ttable 1.676.*

*Keywords:*

*Student Response, Use of Rote Learning Method, PAI, Student Learning Motivation*

**Abstrak:** Berdasarka studi pendahuluan diperoleh keterangan bahwa dalam rangka meningkatkan motivasi belajar dan prestasi belajar siswa, menghafal merupakan bagian dari pembeljaran yang diajarkan oleh guru, akan tetapi pada proses pembelajrannya siswa memiliki kemampuan yang berbeda-beda. Tanggapan siswa dalam menghafal merupakan salah satu upaya dalam mengetahui besar atau kecilnya motivasi dalam diri siswa tersebut sehingga perstasi siswa meningkat. Tujuan dari penelitian ini adalah untuk mengetahui tanggapan siswa terhadap penggunaan metode Rote Learning pada pelajaran PAI, motivasit belajar siswa serta hubungan antara tanggapan siswa terhadap penggunaan metode Rote Learning pada pelajaran PAI dengan motivasi belajar siswa di Kelas 8D SMP Mekar Arum Kabupaten Bandung. Berdasarkan hasil penelitian diketahui bahwa tanggapan siswa terhadap penggunaan metode Rote Learning memperoleh nilai rata-rata 3,23 dengan kategori netral karena berada pada interval 2,60 – 3,39. Motivasi belajar siswa memperoleh nilai 3,56, dengan kategori tinggi karena berada pada interval 3,40 – 4,19. Sedangkan hubungan antara tanggapan siswa terhadap penggunaan metode Rote Learning dengan motivasit belajar siswa di peroleh nilai korelasi sebesar 0,78 dengan kualifikasi tinggi karena berada pada interval 0,71 – 0,90. Hasil pengujian hipotesis menujukan thitung 8,30> ttabel 1,676.

Kata Kunci:

Tanggapan Siswa, Penggunaan Metode Rote Learning, PAI, Motivasi Belajar Siswa

**INTRODUCTION**

Education is actually all efforts in fostering and developing the deepest potential for students. In line with the statement H. Fuad Ihsan (2005:1) explains that human efforts to grow and develop innate potentials both physically and spiritually in accordance with the values ​​that exist in society and culture. As well as providing an overview related to education, where education is a process of changing attitudes and behavior that will be able to mature a person.

To achieve a learning goal of Islamic Religious Education as expected, we need a method that can later accommodate the learning process. Nana Sudjana (2013: 76) stated that the presence of the method is a solution used by teachers to establish relationships with students. The right method causes children to contribute and be comfortable in the teaching and learning process, but in the teaching and learning process the teacher is expected to be able to convey the learning methods in certain subjects first because each method is different from each subject and has an impact on students.

The presence of education must be the answer for students to develop their potential, both cognitive, affective and psychomotor. The learning process can be categorized as successful if the teacher in the process plays an active role in raising students so that the learning process can run well and effectively. (Alfian Erwinsyah, 2017). During conventional education, there is a method that is often used, namely the rote learning method of teaching memorization. (Aisyah Nur Amalia, 2019). In contemporary education, the terms memorizing and remembering rote learning are rarely used, because contemporary education is now more concerned with the inquiry process, an approach that is often associated with a higher level of thinking according to Bloom's taxonomy. (I. Nyoman Temon Astawa, 2016). While the methods of remembering and memorizing are associated with low levels of thinking. (Iin Sunarti and Nita Ristiani, 2018).

The results of previous studies that are relevant to the research to be carried out by researchers are as follows: Roekhan. 2008. Students' Perceptions About the Use of Learning Media `The Effect on Motivation to Learn Pie at SDN Candigaron 02 Candigaron Village, Sumowono District, Semarang Regency, Lutfiyah, Eva. 2018. The Influence of the Application of the Rote Learning Method in Learning the Qur'an and Hadith on the Success of Reading the Study Al-Qur'an at Mts Negeri 2 Serang City, Hafidz, Moch Ridwan. 2012. Student responses to teacher skills in providing reinforcement (Reinforcement Skills) are related to their learning motivation in Islamic religious education subjects: Research at SMP Negeri 46 Bandung.

One of the important efforts in memorization according to psychological theory is the ability to remember or memory, (Lilik Masruroh and M. Ma'ruf, 2020). Memorizing will be stronger if it is practiced. This is what friends do who will not switch memorization before practicing what is memorized, (Hilman Haroen, 2018). Each verse can be related to the practice or experience that has been done, in cognitive psychology this is called the visual imagery mnemonic method, (Risna Rianti Sari, 2018).

So this rote or rote learning method, which is repeating existing memorizations, so they don't forget when they are repeated, and then when the children understand a little more than their younger siblings, they can help the teacher in the Koran teach them the memorization they have learned. obtained from the teacher to develop his memorization so that he does not forget because he can repeat it again by teaching his younger siblings, (Isnaeni Maryam, 2018).

From the past until now, teaching the Koran actually has many methods that can be applied by the teacher such as the ummi method, talaqqi and others, (Anwar Khudori, Muhamad Priyatna, and Moch Yasyakur, 2019). The goal is that the learning process of the Qur'an can be achieved properly and correctly, both tajwid and makhraj letters. The application of this method by a teacher plays an important role so that the purpose of teaching the Koran to children is to understand and read the Koran properly and correctly in accordance with the guidance of the knowledge of tajwid they are learning. Although the method is not the only factor that affects the success of the teaching and learning process, its existence also greatly influences success.

The application of any method in learning the Qur'an, of course, will not be separated from the role of an educator. Thus, so that the results achieved can be maximized, an educator is required to be skilled and observant in applying a method and at the same time being a model in the learning, (Idi Warsah and Muhamad Uyun, 2019).

This research was conducted at the Mekar Arum Middle School, Cileunyi District, Bandung Regency. It is one of the formal educational institutions that organizes the education and learning process. One of the subjects implemented is Islamic Religious Education. In carrying out Islamic Religious Education learning, teachers use various methods and learning models, one of which is widely used is *Rote Learning*.

The author assumes that the application of the Rote Learning method has an influence on student motivation in learning, especially learning PAI subjects. The hypothesis test is as follows:

If students respond with positive responses, then students usually have good learning motivation, and vice versa. These two variables have a relationship that may be caused by other factors such as their habit of thinking logically, resulting in a relationship between the two.

For the purposes of testing the hypothesis, it will be done by comparing t count with t table. The principle of the test will be guided by a significance level of 5%. If t arithmetic is greater than t table then Ho (zero hypothesis) is rejected, but in other circumstances then Ha (alternative hypothesis) is accepted.

**RESEARCH METHOD**

The research method used must be written in a scientific way, namely rational, empirical and systematic, (Heri Gunawan, Mahlil Nurul Ihsan, and Encep Supriatin Jaya, 2021). In this study, researchers used a quantitative approach with correlational associative methods. So the types of data generated in this study are quantitative data and qualitative data. The data sources in this study are divided into two types of data, namely primary data sources and primary data sources.

The data collection techniques that will be used by researchers are as follows:

1. Questionnaire

Questionnaire (Questionnaire) is a set of written questions given to respondents to obtain information (Arikunto, Suharsimi. 2010). Meanwhile, according to Kusumah. (2011) a questionnaire is a list of written questions given to the subject under study to collect the information needed by the researcher.

This questionnaire was used to collect data regarding student responses and learning interest in 8D grade students of SMP Mekar Arum, Bandung Regency using the *Rote Learning*. The questions made in this questionnaire were adjusted to the existing indicators to represent each variable.

2. Observation

 Observation is a technique that is carried out by conducting careful and systematic observations of the phenomena that are being targeted for observation (Tuti Hayati, 2013: 77). Meanwhile, according to Prof. Heru. (2006) is a deliberate study carried out in a systematic, planned, goal-directed manner by observing and recording the phenomena or behavior of one or a group of people in the context of everyday life and taking into account the requirements of scientific research.

Observation techniques were carried out to obtain data regarding interest in learning which included enthusiasm, participation, and student involvement in learning. Observations were made three times when the class was in progress. The observation here is that the author looks for data by not using statements but by relying on the sense of sight of the object of research. Respondents in this research observation were students of Class 8D SMP Mekar Arum Bandung Regency, totaling 45 students.

3.     study

Literature study is a study that is used to collect information and data with the help of various materials in the library such as documents, books, magazines, historical stories, (Mardalis. 1999).

To support the research results used books and materials that have to do with the problem under study. The author seeks and utilizes the information contained in these books.

4.     Interviews

Interviews, both structured and unstructured, are interviews conducted by both those who have prepared questions in a structured manner according to the problem and the questions asked are in accordance with the flow of the conversation. (Sugiono, 2011: 137). Meanwhile, the definition of interview according to P. Joko Subagyo (2011:39) is as follows: “An activity is carried out to obtain information.

This interview was conducted with data sources related to the problem of the thesis title, namely to obtain information from the following data sources:

a. The principal of the Mekar Arum Middle School in Bandung Regency regarding the objective conditions of the school, the school's vision and mission, the condition of teachers and students, as well as the facilities and infrastructure of the Mekar Arum Middle School in Bandung Regency.

b.     PAI teachers related to students' responses to the use of the rote learning method in PAI lessons in relation to student learning motivation.

Because this research is a quantitative study, the collection techniques used are questionnaires, observations, literature studies, interviews. The data analysis in this study uses partial analysis.

**RESEARCH RESULTS AND DISCUSSION**

1.     Student Responses to the Use of Rote Learning Methods in Islamic Studies Lessons

a. Partial Analysis of Variable X Indicators

of Student Responses to the Use of Rote Learning Methods in PAI Lessons The relationship with student learning motivation was obtained through the distribution of a questionnaire submitted as many as 20 items to 45 students of class VIII D as respondents which was developed into 4 indicators, namely: 1) Accept, 2 ) Like, 3) Refuse, 4) Avoid.

Based on the question items as many as 20 questions posed to 45 students will be described as follows:

1) Accepting

The questions posed on this indicator have 5 question items. Based on the data from the five question items above, it can be seen that the final average score (3.64+3.13+3.31+2.93+3.51) : 5 = 3.30 This value includes a neutral qualification because it is in the range of 2.60 – 3.39. This means that students' responses to the rote learning method through the Accept indicator are neutral.

2) Like

the questions asked on this indicator, there are 6 question items. Based on the data from the six questions mentioned above, it can be seen that the final average score (3.16 + 3.64 + 2.93 + 2.91 + 2.91 + 3.00): 6 = 3.09 This value includes qualifications neutral because it is in the range of 2.60 – 3.39. This means that students' responses to the rote learning method through the Like indicator are neutral.

3) Rejecting

the questions posed on this indicator, there are 6 question items. Based on the data from the six questions mentioned above, it can be seen that the final average score (3.18 + 3.33 + 2.96 + 3.00 + 3.62) : 5 = 3.21 This value includes a neutral qualification because it is at range 2.60 – 3.39. This means that students' responses to the rote learning method through the Refusing indicator are neutral.

4) Avoiding

the questions posed on this indicator, there are 4 question items. Based on the data from the four question items above, it can be seen that the final average score (3.53 + 3.31 + 3.51 + 3.27): 4 = 3.40 This value is a positive qualification because it is in the range of 3.40 – 4.19. This means that students' responses to the rote learning method through the Refusing indicator are positive.

b.     Normality Test of Variable X

The results of the statistical analysis of the central tendency on variable X about students' perceptions of the personality of teachers in schools as contained in the appendix, it can be seen that there are a number of cases (N) = 45 respondents who answered the questionnaire with the lowest (minimum) value of 49 and the highest score (maximum) 78 with a Mean (**)** value of 64.67, a median value (Me) of 64.96, and a mode value (Mo) of 65.17. Thus, the mean value (64.67) is smaller than the median price (64.96), the median price is smaller than the mode price (65.17), in other words Mo > Me > resulting in a negative squint distribution of data (*negatively skewed*), as the curve can be seen in the appendix.

The results of the calculation of the normality test of the data on the X variable can be seen that the significance level is 5% and dk = 3 the table Chi-square value (c2) table) is 7.81 while the calculated Chi-square value (c2countis 5.63. According to the procedure, because the c2 is smaller than the c2 (5.63 < 7.81), this indicates that students' responses to the use of the rote learning method are normally distributed.

c.     Interpretation of Variable X

In accordance with the results of the calculation of the Mean (**)** on the central tendency, it is enough to interpret the variable X by looking at the Mean value alone, which is 64.67 divided by 20 question items, so that a value of 3.23 can be obtained. This value is on a rating scale between 2.60 – 3.39 including neutral qualifications. This means that overall student responses to the use of the rote learning method are in the neutral category.

2.     Student Learning Motivation in Class VIII D SMP Mekar Arum

a.     Partial Analysis of Indicator Y Variable

To find out the reality of student motivation at SMP Mekar Arum was obtained through the distribution of a questionnaire submitted as many as 20 items to 45 students of class VIII D as respondents which was developed into 7 indicators, namely: 1) Perseverance in facing tasks, 2) Tenacity in facing difficulties , 3) Shows interest 4) Prefers to work independently, 5) Gets bored quickly on routine tasks or things that are mechanical, 6) Can defend his opinion, 7) It is not easy to let go of what he believes in.

Based on the question items as many as 20 questions posed to 45 students will be described as follows:

1) Diligently facing the task

The questions posed on this indicator there are 3 question items. Based on the data from the three question items above, it can be seen that the final average score (3.84+3.47+3.47) : 3 = 3.59. This value includes a high qualification because it is in the range of 3.40 – 4.19. This means that students' learning motivation through the indicators of Perseverance in facing tasks is included in the high category.

2) Be tenacious in facing difficulties

The questions posed on this indicator consist of 3 question items. Based on the data from the three question items above, it can be seen that the final average score (3.42 + 3.58 + 3.53): 3 = 3.51. This value includes a high qualification because it is in the range of 3.40 – 4.19. This means that students' learning motivation through the Tenacious indicator faces difficulties, including the high category.

3) Show interest

The questions asked on this indicator consist of 3 items. Based on the data from the three question items above, it can be seen that the final average score (3.73 + 3.42 + 3.53): 3 = 3.56. This value includes a high qualification because it is in the range of 3.40 – 4.19. This means that students' learning motivation through indicators shows interest is included in the high category.

4) Prefer to work independently

The questions posed on this indicator consist of 3 items. Based on the data from the three question items above, it can be seen that the final average score (3.18 + 3.64 + 3.38): 3 = 3.40. This value includes a high qualification because it is in the range of 3.40 – 4.19. This means that students' learning motivation through indicators prefers to work independently, including the high category.

5) Get bored quickly on routine tasks or things that are mechanical

The questions posed on this indicator consist of 3 question items. ,47 + 3,13) : 3 = 3,39. This value includes a high qualification because it is in the range of 2.60 – 3.39. This means that students' learning motivation through indicators of getting bored quickly on routine tasks or things that are mechanical is included in the sufficient category.

6) Can defend his opinion

The questions asked on this indicator have 2 question items. Based on the data from the two question items above, it can be seen that the final average score (4.0 + 3.73): 2 = 3.86. This value includes a high qualification because it is in the range of 3.40 – 4.19. This means that students' learning motivation through indicators can maintain their opinions, including the high category.

7) It is not easy to let go of what he believes

in. The questions asked in this indicator consist of 3 question items. Based on the data from the two question items above, it can be seen that the final average score (3.71 + 3.67 + 3.67): 3 = 3.68. This value includes a high qualification because it is in the range of 3.40 – 4.19. This means that students' learning motivation through indicators is not easy to let go of what they believe is included in the high category.

b.     Variable Y Normality Test The

results of the statistical analysis of the central tendency on variable Y regarding student learning motivation as contained in the attachment, it can be seen that there are a number of cases (N) = 45 respondents who answered the questionnaire with the lowest (minimum) value of 59 and the highest (maximum) 82 with a Mean (**)** value of 71.16, a median value (Me) of 67.33, and a mode value (Mo) of 67.3. Thus, the mean value (71.16) is greater than the median value (67.33), the median price is greater than the mode price (67.3), in other words Mo < Me < so that the distribution data is crossed to positive (*positively skewed*), as the curve can be seen in the appendix.

The results of the calculation of the normality test of the data on the Y variable as attached, it can be seen that the significance level is 5% and dk = 3 the Chi-square value of the table (c2is table) is 7.81 while the calculated Chi-squared value (c2count.) 7.814.66. According to the procedure, because the c2( is smaller than the c24.66 < 7.81), this indicates that the learning motivation of class VIII students of SMP Mekar Arum is normally distributed.

c.     Interpretation of Variable Y

In accordance with the results of the calculation of Mean (**)** on the central tendency, it is enough to interpret the Y variable by looking at the Mean value alone, which is 71.16 divided by 20 question items, so that a value of 3.56 can be obtained. This value is on a rating scale between 3.40 – 4.19 including high qualifications. This means that overall student motivation is included in the high category.

The aim of the last study was to determine the relationship between student responses to the rote learning method (variable X) and student motivation (variable Y). The correlation level analysis is used to calculate the data that has been obtained from each variable that has been studied, the main analytical tool used in this technique is the Pearson Product Moment correlation formula because the two variables are normally distributed and also require proof of the regression equation and proof of the linearity of the regression.

a. Determining the Linear Regression

This regression equation is used to ensure whether the regression obtained based on research is meaningful when used to make conclusions about the relationship between the variables studied.

Determination of the linear regression equation in this study using the formula = a + bX . As contained in the appendix, the calculation results obtained that the value of constant a was 31.12 and the value of constant b was 0.62 so that the regression equation obtained was = 31.12 + 0.62X. This provides information on the values ​​of constants a and b from the linear regression equation that every one unit change in the X variable, it will also result in a change in the Y variable of 0.62 at the constant 31.12.

The provisions that apply to linearity regression are if FTC (F count) < Ftable, then the regression is linear and if FTC (F count) > Ftable, then the regression is not linear. The regression linearity test is known that the value of F mismatch (FTC) orcalculated is 1.326 which is smaller than the Ftable of 2.045 (with dk = 22/21 because there is none, it is taken closer to between 20/24). Then the form of the linear regression equation for this research data pair is significant at the 5% significance level. This clearly proves that there is a relationship between students' responses to the use of the rote learning method in pie lessons and students' learning motivation to form a linear regression equation. The same is proven by the results of the calculations as contained in the appendix.

b. Testing the Correlation Coefficient

As it is known that the two variables are normally distributed and have linear regression, then to test the correlation coefficient using the Pearson Product Moment formula. From the results of the calculations in the appendix, it can be seen that the value of the strength of the relationship level reaches a correlation coefficient of 0.78. This means that there is a significant relationship between students' responses to the use of the rote learning method in pie lessons with students' learning motivation variables.

c. Hypothesis Testing

To prove whether the proposed hypothesis can be accepted or rejected, it must be in accordance with a predetermined procedure, namely if t count is greater than t table (t count > t table), then the proposed hypothesis (Ha) is accepted and vice versa. Based on the results of the calculations that can be seen in the appendix, it shows that the calculated t value is 8.30 and the t table is 1.676 so that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This means that there is a significant relationship between the two variables studied.

d. Correlation Coefficient Price Interpretation

By obtaining the correlation coefficient price with the Product Moment formula, it is obtained at 0.78. Furthermore, if the correlation coefficient number is interpreted referring to the Guilford classification (chapter 3 page 77), then the high and low level of the correlation coefficient is included in the high relationship category, because the number is in the interval area between 0.71 - 0.90. So, the degree of correlation between student responses to the rote learning method in PAI lessons (variable X) and student motivation (variable Y) is in the high category and there is a significant relationship.

e. Calculating the Level of Effect of Variable X on Variable Y

The magnitude of the influence of the variable student responses to the rote learning method in PAI lessons (X) on the variable of student motivation (Y) can be known through the Coefficient of Determination (KD) of 61.59%. Thus, it can be identified that the level of influence of student responses to the rote learning method in PAI lessons on students' learning motivation variables is 61.59%. This means that there are still other factors, which are around 38.41% determined by other variables.

This study contains 3 research objectives that have been described above, then it will be analyzed and discussed, firstly, students' responses to the rote learning method in PAI lessons, secondly students' learning motivation, and thirdly the relationship between students' responses to the rote learning method in PAI lessons and motivation. student learning.

To measure student responses to the rote learning method in PAI lessons, the indicators are as follows:

1.   Accept

2.   Like

3.   Refuse

4.   Avoid

Based on the indicators above, the first analysis of student responses to the rote learning method in PAI lessons, the partial analysis can be described, namely: 1) Accepting is categorized as neutral 3.30; 2) Like is included in the neutral category with a number of 3.09; 3) Reject the neutral category with the number 3.21; 4) Avoiding is included in the positive category with the number 3.40.

In the normality test of the results of the questionnaire distribution of 20 question items, it is known that the student response variable to the use of the rote learning method in PAI lessons is normally distributed by proving that the chi squared value (c2) count is 5.63 and the chi-square value (c27) table.81 at degrees of freedom (db) of 3 with a significance level of 95%. According to the procedure, the calculated Chi-Square value (countc2 ) = 5.63 is smaller than the table Chi-square value (tablec2 ) = 7.81 (5.63 < 7.81). Thus, student responses to the use of the rote learning method in PAI subjects were normally distributed.

For the interpretation of the independent variables seen from the Mean value of 64.67 divided by 20 items, the number is 3.23. Based on the interpretation table according to Sambas Ali Muhibin, et al., (2009:146) this number is included in the neutral category because it is in the range of values ​​between 2.60 - 3.39. This means that students' responses to the use of the rote learning method in PAI lessons are neutral.

The human response that results from observing an object has a big role in life. The form of a response is the presence of a response from the stimulus given both positive and negative in liking, approaching and real action or carrying out Human responses resulting from observing an object have a large role in life. The form of the response is the response from the stimulus given, both positive and negative in liking, approaching and real action or carrying out.

Soemanto (2012: 26) argues that responses that arise to the realm of consciousness receive support or may also be obstacles from other responses. Support for the response will cause a sense of pleasure, while the obstacles to the response will cause feelings of displeasure. The tendency to maintain a sense of pleasure and eliminate displeasure provokes the work of the will or will power. This will serve as a driver of behavior or attitude.

The second analysis of student learning motivation refers to the opinion of Sardiman (2014:81) as follows:

1. Diligent in facing assignments, meaning that students can work continuously for a long time (never stop before finishing). As students start working on assignments on time, look for other sources, don't give up easily and check the completeness of assignments.

2.   Tenacious in facing difficulties, students do not give up easily in the face of difficulties. In this case, students are responsible for success in learning and carrying out learning activities.

3.  Shows interest in various problems which consist of daring to face problems, finding solutions to the problems at hand and not easily giving up in dealing with problems.

4.   He prefers to work independently, meaning that he does not have to be asked to do what is his duty.

5.  Get bored quickly on routine tasks or things that are mechanical, just repeating themselves so they are less creative.

6.   Can defend his opinion (if you are sure of something).

7.   It is not easy to let go of what he believes in, meaning he believes in what he is doing or is firm in his stance.

Based on the indicators above, the student's motivation to learn, the partial analysis can be described as follows: 1) Diligent in facing the task is included in the high category with a score of 3.47; 2) Tenacity in facing difficulties is included in the high category with a score of 3.51; 3) Shows interest in the high category with the number 3,; 4) Prefer to work independently, including the high category with a score of 3.40; 5) Get bored quickly on routine tasks or things that are mechanical, including the sufficient category with a number of 3.39; 6) Can defend his opinion including the high category with a score of 3.86; And 7) It is not easy to let go of what he believes is in the high category with a number of 3.67.

In the normality test of the results of the questionnaire distribution of 20 question items, it is known that the student's learning motivation variable is normally distributed with evidence that the chi squared value (c2) calculated at 4.66 and the chi-squared value (c2)7.81 in degrees of freedom (db).) of 3 with a significance level of 95%. According to the procedure, the calculated Chi-Square value (countc2) = 4.66 is smaller than the table Chi-square value (tablec2) = 7.81 (5.63 < 7.81). Thus the learning motivation of 8D grade students of SMP Mekar Arum is normally distributed.

For the interpretation of the dependent variable, seen from the Mean value of 71.16 divided by 20 items, the number is 3.563. Based on the interpretation table according to Sambas Ali Muhibin, et al., (2009:146) this number is included in the high category because it is in the range of values ​​between 3.40 - 4.19. This means that the learning motivation of 8D grade students at SMP Mekar Arum is high.

**CONCLUSION**

Based on the data obtained from the results of the analysis of student responses to the use of the rote learning in pie lessons, the relationship with student learning motivation, the following conclusions can be drawn:

1. The linear regression equation is = a + bX, based on the results of the calculation of the linear regression equation, the a value of 31.12 is obtained and the price of b is 0.62. Thus the linear regression equation is = 31.12 + 0.62X, meaning that every time there is a change in the X variable, there will be a change in the Y variable of 0.62.
2. The linear test is known from thecalculated (Ftc) of 1.326 and the Ftable of 2.045, and it turns out thatcalculated is smaller than the Ftable. According to M. Subana and Sudrajat (2005:195) if FTC < Ftable, then the regression is linear. Thus, it can be interpreted that between the variables of student responses to the use of the rote learning method in PAI lessons and students' learning motivation is linear regression.
3. The results of the Product Moment correlation analysis because the two variables studied were normally distributed, the correlation coefficient value was 0.78. Testing the hypothesis according to the results of the calculation obtained the t-count of 8.30 and t-table of 1.676 using a 5% (0.05) confidence level. This result proves that tcount > ttable. This means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This means that there is a significant relationship between student responses to the use of the rote learning method in PAI lessons and student learning motivation.
4. The interpretation of the price of the correlation coefficient in the Guilford Classification for the Degree of Correlation according to Yaya Suryana and Tedi Priatna (2007:223) the correlation number of 0.78, if it is interpreted as high and low, is included in the high category, because the figure is in the interval between 0.71 - 0.90. This value provides an understanding that the relationship between student responses to the use of the rote learning method in PAI lessons and student learning motivation is high. While the results of testing the level of influence of the X variable on the Y variable studied were 61.59% and the degree of no influence or influence of other factors was 38.14%.
5. Student responses to the use of the rote learning method in PAI lessons with student learning motivation have a significant influence.

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