



Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

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Correlation of Education and Attitude based on the Katz and Stotland approach to Learning Outcomes of ICP PBA UIN Malang Students

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Abstract

This scientific paper aims to determine attitudes according to the Katz and Stotland Approach and the relationship of education and attitudes towards learning outcomes based on the Katz and Stotland approach. This research uses phenomenological methods carried out in the ICP PBA UIN Maulana Malik Ibrahim Malang Program. The source of data in this study are informants, who were selected by purposive sampling, namely the secretary of the ICP Institute, and students. Data collection was carried out observation, interviews, and documentation techniques. The collected data were analyzed qualitatively using a descriptive-analytical approach. The results of the study show that attitudes according to Katz and Stotland's approach include 3 aspects of response, namely cognitive, affective and conative aspects and education and (attitude) attitudes based on Katz and Stotland's theory have a very good correlation. This is proven by the efforts of the ICP Institute of UIN Maulana Malik Ibrahim Malang in shaping attitudes in the form of character education through excellent programs that have an impact on student learning outcomes.

Keywords: correlation, katz and stotland, education, attitudes, learning outcomes

Introduction

Students' learning attitudes will be manifested in the form of feelings of happiness or displeasure, agreeing or disagreeing, liking or disliking these things. This



kind of attitude will influence the learning process and outcomes achieved. Something that causes a feeling of pleasure tends to be repeated, according to Thorndike's law of effects. To be able to carry out their duties well, teachers are required to master various learning methods that will be used in teaching and learning activities. Apart from that, teachers must also pay attention to student characteristics. By mastering various learning methods, teachers can master the strengths and weaknesses of each learning method. Furthermore, by knowing the characteristics of students, teachers can determine the appropriate learning methods to apply according to student characteristics.

Education and attitudes are inseparable, this is proven by the fact that education is the best predictor of attitudes (Robert L. Hall, Mark Rodeghier, and Bert Useem. 1986). Just as our attitude towards various things in our life is included in our personality. Science is useful for explaining objects so that they can be understood, to test the truth, to predict future events, to control events, to develop concepts, and to improve human life and the environment (Purwaatmaja Prawira. 2012). In human life, attitudes always change and develop. The role of education in forming attitudes in students is very important. Individual emotional experiences are actually an additional result of educational process situations that describe and reflect the influence of the teacher as a person. Attitudes are not simply a matter of chance of individual experience. However, it is the result of everyday life at home in educational institutions and society (Crow & a. Crow1989). According to Ngalim Purwanto, factors that greatly influence the development and formation of students' attitudes that need to be considered in education are: maturity, the child's physical condition, family influence, social environment, school life, teachers, school curriculum, and the teacher's methods. teach. In realizing knowledge, education is the main thing in forming a constructive mindset.education that emphasizes the importance of moral learning in the development of better individuals (Jumadil Ranto Mulia, Bermawi Nasution, and Milya Sari. 2023). Learning outcomes can be realized by applying three combinations of attitudes, namely skills, knowledge and attitudes.

In line with the Katz and Stotland approach, attitude is divided into three combinations, first cognitive, second affective, third conative. The manifestation or occurrence of a person's attitude can be influenced by factors of knowledge, habits and beliefs. Therefore, to form and generate a positive attitude, because each person has a different attitude towards a stimulant, there are several factors that can influence an individual's attitude. These factors include differences in talent, experience, knowledge, intensity of feelings, and also environmental situations. Likewise, a person's attitude towards something may or may not be the same (Chien Heng Chou, Su Chen Lee, and Yen Ku Kuo. 2023).

As far as the results of the researchers' study of this research related to attitudes and learning outcomes, no article has been found entitled "Correlation of education and attitude (attitude) based on the Katz and Stotland approach to learning outcomes for ICP PBA UIN Malang students". This is proven by researchers' findings in previous studies, namely, Robert, Mart and Bert's study entitled "Effect of Education on Attitude to Protest". The research results show that education accompanied by attitudes can shape opinions that are heard by the government (Hall, Rodeghier, and

Useem:n.d). Likewise, Chaiyut Kleebua and Thomrat Siriparp's study entitled "Effect of Education and Attitude on Essential Learning Outcomes". The empirical results of this research are that education influences attitudes towards life and student learning outcomes without distinguishing between urban and non-urban students (Chaiyut Kleebua and Thomrat Siriparp. 2016). And research by Frederik, Alberta, and Ferdinandus entitled "The Relationship between Learning Attitudes and Learning Motivation on Mathematics Learning Achievement of Students at SMPN 6 Langke Rambong", the results of the research show that there is a positive and significant influence between learning attitudes and learning motivation on mathematics learning achievement (Frederik, Alberta, and Ferdinandus. 2019). Likewise, research by Dwi Cahyaningtyas et al with the title "Efforts to Improve Student Learning Outcomes and Attitudes of Cooperation Through the Application of Discovery Learning", the results of the research show that efforts to improve learning outcomes and attitudes of student cooperation through the application of discovery learning were successful, this is shown by the large percentage of students who achieved completeness. with KKM 70 (Harry Dwi Putra, Agil Maulana Akhidayat, and Elvira Permata Setiany. 2018).

Based on the results of the research study above, researchers have researched attitudes towards learning outcomes, but researchers have not found a study that discusses "Correlation of Education and Attitude Based on the Katz and Stotland Approach to Learning Outcomes in ICP PBA Uin Malang Students", so the research is interested in analyze this research.

This research was conducted with the subject of the ICP Arabic Language Education program at the Maulana Malik Ibrahim State Islamic University, Malang, taking into account the incessant promotion of character-based education. The ICP program is directed towards learning objectives that meet the Merdeka campus criteria. By paying attention to the attitude of educated students, they can practice good attitudes and have very satisfying learning results.

Methods

This research was conducted with a positivistic paradigm, namely this research used a quantitative approach. This research method is an experimental method with data analysis techniques. The attitude and learning outcomes instruments were adapted from the Katz and Stotland theory and the Product Moment Correlation instrument which is used to determine whether there is a relationship between two or several variables. This research was carried out at the International Class Program (ICP) of Maulana Malik Ibrahim State Islamic University, Malang. The data sources in this research are the Head of the ICP institution and ICP PBA students. The population was all ICP students at the Faculty of FITK UIN Malang and the sample was 20 seventh semester ICP Arabic students. . Instruments Data collection was carried out in several ways, namely; (a) interview, (b) questionnaire. The data collection instrument used by researchers is the Likert Scale. The Likert scale can help measure opinions, agreements, perceptions about phenomena that are occurring or being researched.



Results and Discussion

Bilingual-based learning is actually nothing new for Maulana Malik Ibrahim State Islamic University Malang, because bilingual learning has been implemented in the classroom. Apart from that, UIN Maliki also has mandatory study programs for all majors, namely the Special Program for Arabic Language Development (PKPBA) and the Special Program for English Language Development PKPBI. Likewise for the Tarbiyah Faculty, which is actually the oldest faculty at UIN Maliki Malang. However, the term implementation of bilingual learning can be said to be illegal because only a few lecturers apply it when the learning takes place, with class conditions where the average language level is medium to low.

The use of bilingualism in learning is one form of the Faculty's efforts, especially in the academic field, to improve language skills. As stated by the head of the International Class Program (ICP) Faculty of Tarbiyah, Mrs. Prof. like Raskova Oktoberlina, when interviewed about the history of the formation of this bilingual class program, she answered:

"The ICP program was established starting from the even semester academic year, class of 2009. The Tarbiyah Faculty started to open a program, namely the International Class Program. This program was initiated by Mr. Zainuddin at that time as Dean of FTIK and Mr. Nur Ali (Assistant Dean 1) as the initiator and was agreed upon by the deans. , assistant dean and lecturer at the Tarbiyah Faculty, which aims to meet the supply needs of educators at RSBI, because currently there are many RSBI but there are still few competent educators (especially for educators with majors in this Faculty), which The next step is improving the quality of Human Resources (Student Resources) of the Tarbiyah Faculty and bringing students to an international level.

Bilingual-based learning carried out in the International Class Program in the Islamic religious education department of the Faculty of Tarbiyah has at least two things obtained by students, which in this case is the main target of implementing bilingual learning, namely students gain mastery of knowledge in their field (graduate candidates in Islamic religious education) and literate in two languages or one of which is Arabic and English.

Language is an activity that requires a gradual process, or if it becomes a habit, it will be easy for them to apply it, such as the learning process that occurs in the ICP PBA Study Program does not necessarily mean immediately applying this language in the shortest possible time but also requires stages. as stated by Mr. Idrus M. Agil as an Arabic lecturer in the Maharah Kalam ICP course and staff at the ICP institution, UIN Maulana Malik Ibrahim Malang.

From the statement above, a phase aimed at program development is really necessary so that the program does not run without a definite plan. In order for a program to run smoothly and have definite goals, it is necessary to have phases that will become learning targets. Therefore, learning in the classroom can be said to have three elements, namely preparation, implementation and evaluation.



Learning preparation here includes SAP (learning event unit), this is the initial capital before moving on to the teaching and learning process in the classroom. The ICP class curriculum is almost the same as the regular class, because for the school/madrasah level the government has not yet determined it, so from the results of observations made by researchers the SAP designed by the lecturer is still in Indonesian and does not use English or Arabic according to the class taught, but this only happens to a few lecturers. From the results of interviews conducted by researchers, data regarding this matter was also obtained, the following is an excerpt from an interview with Mrs. Hanifah.

This was also added by Mr. Uril Bahruddin that students who study in the ICP PBA class are students who already have basic language skills. Therefore, the SAP that you want to convey in learning uses Arabic. This is done to foster habituation and improve Arabic language skills from before and a learning process like this will get maximum results. Because language learning cannot be separated from mastering 4 language skills in an integral manner. However, there are several foreign terms that students don't know yet, so they require explanation in Indonesian.

This is also supported by other ICP lecturers, for example Mrs. Umi Machmudah, Mrs. Muashomah, and Mr. Abdul Malik Karim Amrullah. He also stated that the SAP used is bilingual according to the class being taught. With developments that adapt to the content and language of students as learning objects.

Meanwhile, implementation in the ICP PBA class is based on the results of classroom observations, lecturers use active learning, which involves various methods and media used, in order to facilitate and help their understanding of bilingual learning. It could be said that learning uses bilingualism if the pioneer, namely the lecturer, does not use the help of methods, it will be very difficult for students to understand the explanations from the lecturer. As stated by Mr. Dr. H. Asrori Alfa, M.Ag as ICP Arabic lecturer and also PKPBA lecturer.

"In class, the first thing is to use a portfolio, sometimes you use an LCD in that class, then you use a kind of discussion, then you use writing analysis, the paper is developed again individually, 1 person, one paper, and even then using Arabic is a development, even though Indonesian literature is translated into Arabic "And it turned out to be very effective because their abilities were above the top, so I formed a kind of small group where each group consisted of 1 person, because there were only 10 in one class, then I showed them what they needed."

So from the results of the interview described above, it can be seen that the lecturer in learning uses the active learning method, which plays the role of students as guides in the course of learning in the classroom. When interviewed, the lecturer said that this method was very beneficial for both parties, for students they could improve their language and show off the material presented, while for lecturers it would be very

easy to carry out class assessments or evaluations.



Meanwhile, the final learning stage is evaluation. When conducting evaluations, lecturers answer simultaneously, the form of evaluation given is not much different from one to another. These are classified into four which include assignments for both individuals and groups in the form of papers to be presented or resumes of primary books or scientific journals, incidental quizzes, UTS and UAS.

When conducting assessments in ICP classes, lecturers have two basic elements of assessment, namely language and *content*. The conclusion reached by researchers is that in carrying out assessments lecturers prioritize *content* subject matter, then language as a supporting factor or added value for those who are fluent. However, it is still a matter in the corridor of ICP managers, because when someone only prioritizes language but does not understand the content, it is useless, and vice versa, there will be a big loss when someone who is good at the material but cannot convey it because it is blocked by language.

From the results of interviews conducted by researchers, the obstacles that hinder learning in the Arabic Language Education department by using bilingualism in the classroom cannot be denied. Obstacles that occur, especially during the teaching and learning process, are normal, but solutions must still be found to solve these problems.

These obstacles are not only experienced by students, but are also experienced by effective lecturers, as revealed from the results of an interview with Mrs. Hanifah, the secretary of the ICP Program, that each lecturer has their own strengths, there are lecturers who have advantages in language, there are lecturers who has advantages in developing learning, methods and media.

"The problem in this bilingual class is that I, as a lecturer, also find it difficult when I have to use pure Arabic, they don't seem to understand my explanations, what's more, the subject that I am effective at is the history of Islamic culture, which tells a lot about the past. If they don't read enough books, they will completely blank in class"

As explained above, Mrs. Istianah Abu Bakar, M.Ag, who is also one of the lecturers who teach both ICP English and Arabic, added the following:

"The basic problem is more about language, so we are not used to it, so for myself I say I'm not fluent either, but personally I have improved that with at least having to take a course, yesterday the course with the Faculty wasn't enough because language is a habit of difficulty. the second also comes from students. If the majority of ICP is dominated by people whose language skills are medium to low then the ICP program will not run. Our teachers already know the consequences of using Arabic primary books in English but sometimes we still use Indonesian to emphasize it. regarding content, but in terms of references, I think I have used that and used primary references."

Furthermore, Mr. Dr. H. Asrori Alfa, M.Ag also explained that:



"One obstacle is perhaps funding, so there is no special funding allocation for ICP, what is the term for support? Firstly, secondly, technology, meaning maybe if the students have one kind of laptop, then when they access Al Maktabah As Syamilah, they don't bring the equipment. It's automatically difficult, then thirdly, maybe the place should be special, specifically one place has its own ICP environment, that also influences it, then lecturers need lecturers from outside, maybe non-religious and for religion they are brought in from outside so there needs to be collaboration and that continues. Obviously it may also be related to finances.

Another thing discovered by Drs. H. Bakhrudin Fannani, MA, stated that there were no serious obstacles experienced by teachers in bilingual learning. He considered that learning went smoothly, because he used the language that was easiest to understand so that what was conveyed could be accepted by students.

Obstacles are not only experienced by lecturers but also ICP students, as expressed by Umi Lailatus Zakiyah, she explained that the obstacles she and her friends faced were still language standards only.

"Lecturers use language differently, there are lecturers who use language only as an opening and closing, it seems like they can't use active English but their passive is okay. There are also lecturers who use English with good grammar and vocabulary but then they translate it with them. When he returned to Indonesia, he was able to understand the condition of his students and that was very conditional, he knew what the abilities and character of his friends were, if his friends were down, he encouraged us by bringing a learning atmosphere that was enjoyable but also serious, the most confusing thing was that there were lecturers who uses English with high grammar and vocabulary. Yes, he has undoubted language and scientific skills, but friends, including me, can filter it out, maybe just a few sentences, there are many sentences that are difficult to understand."

Program leaders in improving the quality of education, especially program progress, have faced more or less obstacles. However, from the obstacles experienced by lecturers, the head of the program in particular has provided solutions that approach the improvement process and minimize the problems that arise, as stated by the head of ICP, Mrs. Alfiana Yuli Efiyanti, MA.

"So far, the problem is learning in class, where sometimes students don't understand the lecturer's explanations, the department has 2 programs, namely student day, this program is specifically for students and is held once a week with variations on how to package it, the essence of which is learning together discussing the lesson. or generally with language, so far I think it's going well, maybe there's a little problem when it clashes with lecture hours, because they usually use Saturday afternoons but if they



have lectures I tell them to change to another time, the second is the Round Table Discussion program This is for lecturers, we also do the same thing with students, we discuss, but if students only occasionally bring in our tutors at each meeting, we bring in lecturers who are competent both in their field and language, like yesterday we brought in ustads from Sudan, we carry out 2 once a week and the participants are lecturers, we invite all the lecturers, including tarbiyah lecturers, it's up to you who will come and the class representative students, then the problem is to find lecturers who are competent in their fields.

If you look at the leader's explanation above, it can be revealed that there are two solutions given to the course of learning in this class, namely the first is that the Round Table Discussion program is provided. This program is a forum for ICP lecturers to discuss one problem with each other which is also guided by the speakers who are brought in. by program, the second is student day

From the explanation above, it can be seen that the obstacles faced in implementing bilingual-based learning, as stated by the ICP program actors, including Program Leaders, Lecturers and students, are in terms of language application, both English and Arabic. In terms of content, lecturers and students have their own styles for carrying out assignments. In delivering lessons using language, lecturers use different styles, researchers classify three methods used, namely first, lecturers who use language that students can understand, secondly, lecturers use language as needed to see the lesson material being delivered if they feel it is appropriate. If it is easy to understand then the lecturer is obliged to use the language fully, and vice versa and thirdly there are also lecturers who always use the language fully either at an easy or difficult level, because the lecturer considers them to have a very strong foundation in the language, but the lecturer also provides solutions When there are words that are not familiar to students, the lecturer explains them again using easier language or explains them in Indonesian.

Education and attitude have an important role in shaping student learning outcomes. Education as a formal learning process in higher education institutions provides a foundation of knowledge, while attitudes reflect emotional dispositions or tendencies that can influence motivation and participation in learning. The Katz and Stotland approach is used as a theoretical framework to present and analyze data to answer research questions, namely answering education and attitudes according to the Katz and Stotland approach and the relationship between education and attitude towards Maharah Kalam learning outcomes based on the Katz and Stotland approach.

A. Education and Attitudes According to the Katz and Stotland Approach

Katz and Stotland stated that attitude is a form of evaluation or feeling reaction. A person's attitude towards an object is a feeling of support or partiality (favorable) or a feeling of not supporting or not taking sides (unfavorable) towards that object. More specifically, Katz himself formulated attitude as "the degree of positive or negative effect on a psychological object". Katz and Stotland is a psychological approach that views attitude as a combination of affective, behavioral



and cognitive reactions to an object. These three components together organize individual attitudes. This approach, which in the description above is known as the triadic scheme, is also called the tricomponent approach.

The second approach arises due to dissatisfaction with the explanation regarding the inconsistencies that occur between the three cognitive, affective and behavioral components in forming attitudes. Therefore, followers of this approach consider it necessary to limit the concept of attitude to only the affective aspect (single component). The definition they propose says that attitude is nothing other than a positive or negative affect or assessment of oneself, other people, objects or issues.

Katz-Stotland and Smith consider that the concept of cognitive, affective and conative attitude responses as in the triadic scheme above is not just a way of classifying attitude definitions but a deeper study of viewing attitudes as consisting of three combinations (), (Laili Arfani . 2016) Firstly, cognitive response (perceptual response and statement regarding what is believed), secondly, affective response (response to statement of feelings involving emotional aspects; thirdly, conative response (response in the form of a certain behavioral tendency in accordance with one's impulses).

1. Cognitive

Cognitive aspect (Perceptual & Cognition) This behavioral aspect ends with awareness of various appearances and events around the individual. Where interaction occurs with certain symbols and meanings, which include mental processes such as perception, discrimination, thinking, perception, imagination, remembering, linguistic expressions, and other cognitive and mental aspects of human behavior. The aspect emphasized in cognitive reactions is Knowledge of the Material How well the individual understands or knows about the language or language learning topic being studied. For example, do students understand certain grammatical structures or vocabulary? Confidence in Personal Ability: How confident individuals are in their own ability to understand and use language. For example, do students believe that they can develop speaking or writing skills in the language being studied? The indicators are as follows (Sutarjo Adisusilo. 2014) (عبد المجيد سيد أحمد منصور, زكريا أحمد الشرييني) (الفقي محمد إسماعيل n.d). Receiving/accepting

Accepting that a person or subject wants and pays attention to a given stimulus or object.

Based on the results of the interview with Mrs. Hanifah, students of the ICP (International Class Program) program is a program initiated by the Faculty of Tarbiyah and Teacher Training which uses the international languages English and Arabic as the language of instruction in learning for both students and lecturers, committed to implementing the rules which was determined by the Tarbiyah and Teacher Training Faculty in order to become a university with an international reputation.

a. Opinion/Idea

A response or opinion on something that can be expressed in written or oral form. Therefore, some people prefer to express their opinions verbally



and there are also those who are more comfortable giving opinions about something in writing.

Based on the results of interviews conducted by researchers, ICP PBA UIN Malang students have been able to develop language skills well through the process of developing ideas or forming opinions both in the lecture process and outside of lectures such as language debate programs, practice as resource persons, and academic writing programs.

2. Affective

Emotional & Sentimental Aspect: This aspect represents the emotional state that accompanies behavior, such as inclination towards a particular subject and interest in it, and it represents the stimulant and driver of behavior. This aspect also includes feelings of comfort or discomfort regarding a particular topic, which influences affective fixation, strengthening of behavior (Reinforcement), or statement of response to that behavior (منصور, الشريبي, and الفقي محمد إسماعيل: n.d). How an individual feels or responds emotionally to an object, idea, or event related to that attitude. For example, do students feel happy, frustrated, or enthusiastic about language learning? and Do individuals have positive or negative feelings toward the objects or activities involved in their attitudes toward language learning? For example, do students feel happy or unhappy regarding reading activities?

a. Responding/responding

Responding means giving answers when asked and carrying out the tasks given. Regarding the results of the interview, ICP PBA UIN Malang students have high enthusiasm in participating in the programs in this ICP class. This is proven by the large amount of interest from outstanding students and students who have a high interest in learning and have a high commitment to joining this ICP class.

b. Valuing/appreciating Individuals

Have been able to invite other people to work on or discuss a problem, so that they have a positive attitude towards a particular object. As for interviews conducted by researchers, ICP PBA UIN Malang students have applied the values of valuing or learning to respect each other's opinions through the programs at ICP class both in lectures and outside of lectures. Such as language debate programs, language clubs, and so on.

3. Conative

Procedural motor aspect: Movement & Operation This aspect represents the motor response that occurs when an individual faces a certain situation, such as stopping walking... when you find a deep hole in front of you and realize the danger of falling into it. Or stopping the car when approaching a traffic light. There are also verbal cues that may be followed by procedural motor responses as well (منصور, الشريبي, and الفقي محمد إسماعيل: n.d). Whether individuals have the intention to carry out an action or behavior is related to their attitude towards language learning. For example, do students have the intention to actively participate in class discussions or to engage in language activities outside of class? And how individual attitudes are reflected in their concrete actions during

the learning process. For example, do students actively attend lessons, do assignments, or participate in language-related extracurricular activities?

a. Responsible/accountable

Being responsible in attitude means being able and ready to accept the risks of everything you choose. Based on the results of the interview, ICP PBA UIN Malang students are committed to joining this ICP class which is a superior class which is very different from regular keas. For example, during the commitment interview at the selection stage, every student at the Faculty of Tarbiyah and Teacher Training takes part in a commitment interview conducted by their respective department units. Among the commitments asked about are that the learning tasks will be heavier than in regular classes because international languages are used in every learning activity, friendships are more selective, and superior programs must be followed between lectures.

b. Self Concept (Self Conceptual)

Formation of self-identity and how we think about ourselves in the midst of a group or social environment. Based on the results of interviews, ICP PBA UIN Malang students develop various skills that are needed by society.

B. The Relationship between Education and Attitude on Maharah Kalam Learning Outcomes Based on the Katz and Stotland Approach

In collecting data on the relationship between education and attitude towards learning outcomes, a questionnaire was used, then the questionnaire used was arranged based on a Likert scale, namely statements whose answers were in the form of an intensity scale for statements enumerated by researchers regarding education and attitude towards Student learning outcomes consist of two indicators for each reaction produced, namely cognitive, affective and conative reactions. namely the option of persistence and effort, if students choose option (always) they are given a score of 5, option B (often) is given a score of 4, option C (sometimes) is given a score of 3, option D (rarely) is given a score of 2, and option E (above) is given a score of 3. Score 1. For negative statements, if students choose option B (always) they are given a score of 1, option B (often) is given a score, option B (often) is given a score of 2, and option C (sometimes sometimes) is given a score of 1. 3, option D (rarely) is given a score of 4, and option E (above) is given a score of 4. Score 5. The highest score from the results of this 21-question questionnaire is 105, and the lowest score is 21, and will be converted to a value ranging from 0-105 to obtain an attitude value towards learning outcomes.

Table 1: Distribution of Scores for Five-Point Likert Scale Alternatives

Item score is negative	Positive Item Score	Answer Results
1	5	Always
2	4	Seldom
3	3	Sometimes
4	2	Almost never
5	1	Never



Table 2: Number of Positive, Negative, Choice, Perseverance, and Effort Items for the Learning Outcomes Scale

Total	Question item number	Question items
1	5	Positive items
2	4	Negative items
3	3	choice
4	2	persistence
5	1	Sincerity

Table 3: Interpretation of Questionnaire Values

Category	Mark
Very well	83-105
Good	63-83
Currently	42-62
Not good	21-41
Not good	0-20

This research uses Pearson product-moment correlation analysis with Microsoft Excel 2019 rocks. Pearson Product-moment correlation formula:

Table 4 Interpretation of Correlation Coefficient Values 3

التفسير	الدرجة الارتباطي
Very well	.600-.799
Good	.400-.599
Currently	0.200- 0.399
Not good	0-0.199

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

The relationship between student achievement motivation and academic achievement in seventh semester students at UIN Maulana Malik Ibrahim Malang. After the researchers conducted a questionnaire regarding the correlation of attitude with learning outcomes among seventh semester female students at Maulana Malik Ibrahim State Islamic University by interpreting the correlation coefficient value or degree of correlation, which is as follows:

The results of calculating the correlation between achievement motivation and academic achievement for seventh semester students at UIN Malang obtained a value of 0.111 using the Pearson product moment correlation formula, meaning that the relationship between the two is very high, as in Table 3: Interpreting the correlation coefficient value

In the coefficient of determination, the percentage contribution of achievement motivation to academic achievement of UIN Malang students is 12.3% of all aspects that influence student learning outcomes

Based on the results of the analysis carried out in interviews, the components of education and attitudes based on the Katz and Stotland theory have a very good correlation. This is proven by the efforts of the ICP UIN Maulana Malik Ibrahim Malang Institute in forming attitudes in the form of character education which has an impact on student learning outcomes. The aspects that are indicators in this analysis are 3 aspects, namely, first, cognitive aspects (Receiving and Opinion), second, affective aspects (Responding and Valuing), third, conative aspects (Responsible and Self Concept).

Conclusion

Based on the results of an interview with the institutional secretary of ICP UIN Maulana Malik Ibrahim Malang, it was concluded that education and attitude have a good correlation with the learning outcomes of ICP PBA UIN Maulana Malik Ibrahim Malang students. This analysis is in accordance with the indicators of attitude aspects according to Kazt and Stutland, namely cognitive, affective and conative aspects.

We apologize if there are errors in any writing. Hopefully this article can be useful in adding to the knowledge of every reader. We hope that future researchers will research education in the fields of teaching and training and its relationship with attitude.

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