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## ATTITUDE SCALE TOWARDS LEARNING AL-ISLAM AND KEMUHAMMADIYAHAN (AIK) FOR STUDENTS OF MUHAMMADIYAH UNIVERSITY OF NORTH SUMATRA

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### ABSTRACTS

*Al-Islam Kemuhammadiyah, as one of the characteristics of PTM (Muhammadiyah Higher Education), is the implementation of Islamic religious education in schools, not only developed in science but also in the formation of personality, which is developed through material from the Qur'an, creeds, morals, worship, muamalah, and muhammadiyah. Attitudes towards AIK learning influence AIK learning achievement. This research aims to develop an attitude scale towards AIK learning. This research was carried out in 4 stages: preparation, item writing, tryout, and psychometric test. Attitude towards AIK learning is conceptualized as a pattern of behavior, anticipatory tendencies or readiness, predisposition to adapt to social situations or attitudes, and response to conditioned social stimuli consisting of cognitive, affective, and conative aspects. The initial scale of 112 items was given to 30 students at the Muhammadiyah University of North Sumatra. The final results show that this scale has a good consistency (Excellent), with a value of  $\alpha = 0.938$ .*

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## A. INTRODUCTION

Al-Islam Kemuhammadiyah (AIK) is a characteristic of Muhammadiyah higher education that must be followed by all Muslim and non-Islamic students. AIK can be said to be a type of Islamic Religious Education in public universities; the difference is that Islamic Religious Education is only given for one semester, while AIK is given for four semesters with levels such as AIK I, AIK II, AIK III, and AIK IV. The material in AIK learning is not only developed through science but also several Islamic materials (Baidarus, *et.al.*, 2020; Nurzannah & Ginting, 2022).

Attitude has an essential role in the development of the world of education. (Juhji, 2016; Tuhuteru, *et.al.*, 2023). Student attitudes are the most significant predictor of learning success. (Kemal, *et.al.*, 2023; Thohir, *et.al.*, 2021) It is important to know students' attitudes to AIK learning so that learning outcomes can be further optimized. Students' attitudes towards AIK learning manifest in feelings of enthusiasm or lack thereof, whether they like or dislike learning AIK. Human attitudes can be changed. (Kelly, 2018; Assingkily & Putri, 2022). Educators can change attitudes through the application of learning methods. (Fanreza & Pasaribu, 2016; Amini, *et.al.*, 2019) Choosing excellent and exciting learning methods can help teaching staff obtain better results, and studying students' attitudes toward AIK learning can help.

Various methods can be used to express attitudes, according to Nasution, *et.al.* (2023) The scale method (self-report) is the most reliable and widely used. This method has several advantages, including having a high level of objectivity, involving many subjects, using a relatively short time, being accounted for quantitatively, and validity, reliability, objectivity, and standardization can be optimized. (Alsswey & Malak, 2024; Xu, *et.al.*, 2024).

This research aims to create a measuring instrument (scale) that meets psychometric requirements. These requirements include validity, reliability, discrimination, practicality, and applicability. (Pawak, *et.al.*, 2019; Saastamoinen, *et.al.*, 2024). The scale expresses the aspect of the scale that is to be revealed. (Sui & Ghosh, 2024; Suharsono & Qomah, 2014) The scale score has confidence or accuracy of measurement results above 90%. The scale can differentiate between subjects with an attribute or not or subjects with a positive attitude. The method of using the scale is time-efficient because the number of scale items is small, so it requires a short time to process.

This research systematically creates an attitude scale towards AIK courses at Muhammadiyah Higher Education (PTM). AIK is an implementation of Islamic religious education at PTM, not only developed in science but also the formation of students' personalities, which are developed through materials from the Qur'an, creed, morals, worship, muamalah, and muhammadiyah (Pinem, 2019). By knowing students' attitudes towards AIK learning, many efforts can be made to optimize student learning achievement in AIK courses.

This research can benefit in developing good learning methods in AIK courses, which are expected to help educational development. This scale can be used as an educational instrument, validating newly created scale instruments and evaluating the learning process, especially in AIK learning.

## B. METHOD

The Care About Education scale was designed as a unidimensional scale. The Care About Education scale consists of 50 items with three attitude objects: AIK lecturers, AIK materials, and AIK learning processes. The object of the AIK lecturer's attitude is two descriptors: ability to convey and manage the learning process. The object of AIK's material attitude has two descriptors: references and teaching materials. The attitude object of the AIK learning process has two descriptors: lecture and practice. The I Care About Education scale consists of 50 items, with eight items for each object with a balanced proportion of favorable and unfavorable. (Wang, *et.al.*, 2024).

The Care About Education scale uses a Likert scale response format with a range of 1-5, which means very unsuitable, somewhat unsuitable, suitable, somewhat suitable, and very appropriate. (Assingkily, 2021).

### *Participants and Data Collection Procedures*

Data was collected on December 1, 2023. The participants in this research were students from the Faculty of Islamic Religion (FAI), Muhammadiyah University of North Sumatra, using the Convenient Sampling technique (N=50) with consideration of ease of access to get participants to fill out the I care about education scale questionnaire (Kelly, *et.al.*, 2024). Researchers took 60 students from the total FAI students at Muhammadiyah University of North Sumatra. Of the target of 60 questionnaires, only 50 questionnaires were filled out. With information all of them are FAI students at the Muhammadiyah University of North Sumatra.

### *Data analysis*

Researchers used two statistical techniques to analyze the data: content validity and reliability. After reviewing the content validity test, I care about the education scale not changing. The I Care About Education scale experienced changes in the number of eligible items for reliability testing. (Okoye, *et.al.*, 2024) With a limit of 0.3, 10 items were bad or failed, ultimately resulting in 38 items with a Cronbach alpha coefficient ( $\alpha=0.938$ ).

## C. RESULT AND DISCUSSION

The initial stage carried out is to determine the measuring area or domain. Then, enter the second stage, namely compiling behavioral attributes and indicators and then compiling a blueprint. The blueprint is presented in table form, which describes the variable components for which items must be made, the proportion of items for each element, and the behavioral indicators for each component. The next stage, namely writing items, is done by first determining the indicators of the aspect being measured and continuing to choose the stimulus format (question or statement) and the resulting response. (Lithoxidou & Papadopoulou, 2024). Next, item selection is carried out, followed by a tryout, and finally, the final scale.

Table 1. Reliability Check

Reliability Statistics		
Cronbach's	Cronbach's Alpha Based	N of
Alpha	on Standardized Items	Items
.922	.927	48

The value obtained is Based on the reliability calculation results using alpha efficiency with the SPSS Statistics 23 test. This value shows that the entire item meets the requirements as a good item because it has a value of  $0.9 > \alpha \geq 0.8$ , which means the internal consistency is good or reliable.

Table 2. Item Selection Results

Reliability Statistics		
Cronbach's	Cronbach's Alpha Based	N of
Alpha	on Standardized Items	Items
.938	.941	38

After items that have a value below 0.3 (15, 18, 19, 33, 35, 36, 38, 39, 44, 46) are removed, the results of the alpha coefficient calculation show an increase from the previous value, namely  $\alpha = 0.922$  to  $\alpha = 0.938$  so it can be concluded that the scale which was previously prepared with 48 items must be reduced or eliminated in it ten items which do not meet the standard r value (0.3) to become 38 items whose reliability has been tested and obtained an excellent internal consistency value. It was concluded that the scale, which had previously been prepared with 48 items, had to be reduced or eliminated by ten items that did not meet the standard r value (0.3) to become 38 items whose reliability had been tested and obtained an excellent internal consistency value.

#### D. CONCLUSION

Based on the description above, it is concluded that attitude towards AIK learning is one factor that influences student learning achievement. This scale was prepared to measure the AIK learning attitudes of Muhammadiyah University of North Sumatra students. The preparation was based on established procedures to produce a valid and reliable scale. The stages in question are determining the measuring area or domain, compiling behavioral attributes and indicators, compiling a blueprint, writing items, selecting items, and trying out and compiling the final scale.

The final results show that this scale has a good consistency (Excellent), with a value of  $\alpha = 0.938$ . The scores were obtained based on a tryout test conducted on students as respondents, who were composed of 40 female students and ten university students. The final number of items obtained was 38, consisting of 21 favorable items and 11 unfavorable items, so the scale prepared can be used to measure the extent of students' attitudes toward learning AIK courses.

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