

STUDENTS' RESPONSE ON MINI LECTURE (*CERMIN*) PROGRAM ON THE LEARNING INTENSITY IN ISLAMIC EDUCATION

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PAPER INFO	ABSTRACT
Received: August 2021	Background: In the current era of globalization, education is very important. If the education of a society develops well, then it is undeniable that the community will be more "qualified" and able to compete against competition that is getting tighter and tighter in various aspects of life activities. In such situations and conditions, "quality" human resources can face competition in life activities. Aim: This study aims to find out student responses about Mini Lectures (<i>Cermin</i>) by class II Mekar Arum High School Bandung, knowing the learning intensity of class II SMA Mekar Arum Bandung in the field of Islamic Education studies, and knowing the relationship between class II responses to <i>Cermin</i> with the intensity of their learning in the field of study of Islamic Education. Method: In general this research uses descriptive method, that descriptive inquiry aims at solving problems that exist in the present. Meanwhile the problems examined by the incident took place in the present and this research intends to reveal actual things. Findings: The results showed that students' etiquette towards teachers are students must always respect the teacher and the teacher's family, protect the rights of the teacher, do not walk in front of the teacher, do not sit in the teacher's place, do not start a conversation without the teacher's permission, do not ask something when the teacher is bored, be on time, do not knock on the door of the teacher's house but be patient waiting for the teacher to come out.
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INTRODUCTION

The definition of education according to JJ. Rousseau is giving us what we don't need as children, but we need as adults. Education according to Ki Hajar Dewantara is to guide all the natures contained in children as humans and as members of society to achieve the highest safety and happiness. Then Marimba (1980) argues that education is the provision of guidance or conscious leadership by educators towards physical development. and spirituality of students towards the formation of the main personality (D. Syah et al., 2007). Nationally, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble character, and skills needed by the people of the nation and state (D. Shah et al., 2007).

In addition, there is still a lot that is said by experts about the purpose of education which is essential to humanize humans, or to lead students to be able to find their self that is under the proportions and nature of humanity, meaning that each individual realizes and understands "who he is", "why he was held in this world", and "where to go next". This concept is very

important as a philosophical and basic motivation to carry out teaching and learning activities (Sardiman, 1994).

Meanwhile, according to Sumardi Suryabrata, intensity is something that shows a measure of the amount or degree of awareness that accompanies an activity or inner experience. This explanation explains that intensity is a measure of a person's sincerity in participating in an activity. According to Syah (M. Syah, 2004) that learning can be understood as a stage of change in behavior that is relatively permanent as a result of experience and interaction with the environment that involves cognitive processes. Learning is not only in a formal environment, but can also be carried out in an informal and non-formal environment. Once the importance of the meaning of learning, then when someone becomes a student needs to do various activities that can support the achievement of these learning objectives. When the expected goals are achieved, it is said that the teaching and learning process was successful. On the other hand, the learning objectives are not achieved, so it is said that the teaching and learning process is not successful. And the success of the teaching and learning process with the achievement of the expected goals depends on several factors, including facilities and infrastructure, teachers, methods, environment, community support, motivation, student learning intensity, and others.

From the explanation above, it can be concluded that the intensity of learning is one of the important aspects in achieving teaching and learning objectives. To foster an effective learning atmosphere, students must have interest and motivation in learning which will stimulate students to be active in teaching and learning activities in line with the above statement, Sardiman suggests that motivation will always determine the level of intensity of learning efforts for students, this opinion implies that effort Intense learning will be reflected in high motivation as well as student interest and learning activities. So intensity has a very important role in supporting individual success in learning so that with the intense (really) students participating in PAI learning at school, it will increase knowledge, especially in PAI subjects.

With the senses as physical potential, a person can recognize the things or circumstances that are around him, in another sense a person can make observations, the images that occur during observation do not just disappear. But it is stored in the subconscious. Suryabrata suggests that responses are usually defined as images that remain in memory after we experience them (Suryabrata, 2004).

The essence of the statement above, explains that the response is a shadow or image that enters a person's memory or mind. On the other hand, Salahudin defines response as a memory image of the observation, while the object being observed is no longer in the space and time of observation (Mahfudh, 1991). Meanwhile, Kartono argues that responses are impressions experienced when the stimulus is gone. So, if the observation process has stopped and only the impressions remain, such an event is called a response (Kartono & Kartini, 1996).

Based on the initial research at SMA Mekar Arum Bandung, a phenomenon that is quite interesting to be studied is obtained. First, PAI teachers at this school have a long teaching experience and have a Mini Lecture Implementation (*Cermin*) program. This mirror program is a form of activity at school which is included in one of the programs held to develop the learning intensity of students at SMA Mekar Arum Bandung. This mini-lecture (mirror) is an extracurricular activity that is carried out outside class hours and is carried out every Saturday after students finish the midday prayer, this lecture activity is carried out by students in turns

every week and has been scheduled by the PAI study teacher along with the theme to be discussed. After finishing the zuhr prayer, students immediately came forward and explained the themes discussed, then after that, there was a Q&A session by limiting the number of questions because the time specified was limited. subjects such as fiqh, moral aqidah, al-Quran hadith, and SKI to support Mini Lectures (Mirror) activities at the school.

In practice, it turns out that there are still students who are still not ready to move forward, besides that when this mini-lecture took place there were still students who did not respond when their friends gave lectures, such as joking with their friends, chatting, and playing cellphones. This is also a habit of students in class when learning takes place, in addition when there are questions that still cannot be answered by students who carry out mirrors so they still have to be assisted by the PAI teacher. In their teaching methods, they also adapt to the material concerned, including using the lecture, demonstration, mastery, and question and answer methods. From the results of the preliminary study, it was found that the intensity of student learning should match what the teacher expected but the intensity of student learning was still less than expected. such as there are still students who joke when learning is in progress, truant during class hours, there are students who play cellphones when the teacher explains the material.

Mini Lecture (*Cermin*) is an activity that has a positive value to educate and make students accustomed to appearing in public and to share the knowledge they have gained from the results of teaching and learning activities in schools through Mini Lectures (*Cermin*). In addition, this mirror activity or mini-lecture can directly trigger the intensity of student learning based on the experience gained from listening to lectures that contain stories or other Islamic theories.

According to Mr. Iwan Sutia, S.Ag. as the initiator of the mini-lecture program (*Cermin*) said that the implementation of the lecture program referred to here is a lecture with a combination of varied methods. Why is it called that because lectures are conducted to trigger participation in activities? In addition, the lectures referred to here are lectures that tend to be interactive, which involve students through feedback or comparisons with students' opinions and experiences. Then this *Cermin* is aimed at training students in expressing opinions in public, mentally training students in expressing opinions in public, and training students' public speaking.

According to the principal of the high school, Bp. Rd Dasep Nana Permana S.P.D. argues that the implementation of the mini-lecture program (*Cermin*) can affect the intensity of students in participating in teaching and learning activities because students feel they are given responsibility in terms of the mini-lecture program (*Cermin*), although there are still students who have not been able to adjust to the mini-lecture program.

Based on the empirical data above, on the one hand, the Mini Lecture (Mirror) activity was held with a positive aim to educate, foster, and trigger student creativity at school, which was attended by all students of SMA Mekar Arum Bandung but on the other hand was less responsive to the implementation of the activity. Mini Lecture (Mirror). Seeing such a reality, the author is interested in bringing it up in a study, because he sees a gap from the phenomena above. As for what needs to be questioned in this case, namely how students respond to the Mini Lecture (*Cermin*), how is the learning intensity of Islamic Religious Education students and how is there a relationship between student responses about the Mini Lecture (Mirror) co-curricular activities at school and the intensity of learning in the field of education. Islamic

Religious Education studies. To bring up the problems above, the author tries to bring them up into research with the title: "Student Responses About the Mini Lecture Program (*Cermin*) Its Relationship with Learning Intensity in the Field of Islamic Education Studies".

METHOD

In general, this research uses a descriptive method, that descriptive investigation aims at solving problems that exist in the present. Meanwhile, the problems being studied occur in the present and this research intends to reveal actual things.

Meanwhile, the data collection is processed through library research and field studies. The literature study is intended to collect theoretical data based on the deepening of the ongoing literature underlying the problem-solving at hand, while the field study is intended to collect empirical data on the subject being studied. In practice, this field study involves observation, interviews, questionnaires, and documentation techniques.

This research was conducted at SMA Mekar Arum Bandung. The selection of this location is based on the consideration that this school is listed as one of the formal educational institutions in the city of Bandung which has a fairly good predicate. Sampling refers to the opinion mentioned so that the number of samples in this study is 50 people.

RESULTS AND DISCUSSION

The Reality of Student Responses About Mirrors (Mini Lectures) Mekar Arum High School Bandung

Partial Analysis of Variable X

To find out students' responses to the Mirror (Mini Lecture), the author proposed 20 questions with 5 alternative answers. The scores given for positively oriented questionnaires are a-5, b-4, c-3, d-2, e-1, and those with negative orientation are a-1, b-2, c-3, d-4, e-5. The calculation results are interpreted in the range of 0.5 – 5.0, the indicators that are responded to regarding the Mini Lecture (mirror), namely: 1) Mirror activity time (Mini Lecture), 2) Mirror activity material (Mini Lecture), 3) Mirror activity method (Mini Lectures), 4) Mirror activity facilities (Mini Lectures), 5) The purpose of Mirror activities (Mini Lectures). From these indicators, the authors propose 20 items of questions posed to 50 student respondents.

The following are the results of the distribution of the questionnaire for each indicator.

Cermin Activity Time

In this indicator, 4 statement items are proposed, namely questionnaire items numbered 1,2,3, and 4. Item number 1 asks that every day of the week at school a Mini Lecture (Mirror) is held. From item number 1, the following answers were obtained: 16 respondents answered a, 15 respondents answered b, 10 respondents answered c, 4 respondents answered d, and 5 respondents answered e. The average value is $= (16 \times 5) + (15 \times 4) + (10 \times 3) + (4 \times 2) + (5 \times 1) : 50 = 3.66$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 2 asks that the mini-lecture is held after the congregational midday prayer, what do you think? From item number 2, the following data were obtained: 41 respondents answered a, 5 respondents answered b, 3 respondents answered c, 0 respondents answered d, and 1 respondent answered e. The average value is $= (41 \times 5) + (5 \times 4) + (3 \times 3) + (0 \times 2) + (1 \times 1) : 50$

= 4.7. This value is included in the very high category because it is in the 4.20-5.00 interval area.

Item number 3 asks that the Mini Lecture at school is held for 30 minutes, what do you think? From item number 3, the following data were obtained: 37 respondents answered a, 10 respondents answered b, 1 respondent answered c, 2 respondents answered d, and 0 respondents answered e. The average value is $(37 \times 5) + (10 \times 4) + (1 \times 3) + (2 \times 2) + (0 \times 1) : 50 = 4.64$. This value is included in the very high category because it is in the 4.20-5.00 interval area.

Item number 4 asks that in the implementation of Mini Lectures students always come on time, do you agree? From item number 4 the data obtained are as follows: 17 respondents answered a, 13 respondents answered b, 10 respondents answered c, 8 respondents answered d, and 2 respondents answered e. The average value is $= (17 \times 5) + (13 \times 4) + (10 \times 3) + (8 \times 2) + (2 \times 1) : 50 = 3.7$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Based on these data, it can be seen that the average score for the Mini Lecture activity time indicator is $(3.66 + 4.7 + 4.64 + 3.7) : 4 = 4.18$. This figure, if interpreted on a rating scale, is included in the high category, and this means that students' responses to the Mirror time indicator (mini-lectures) are high.

Cermin Activity Material

In this indicator, 4 statement items are proposed, namely, items numbered 5, 6, 7, and 8. Item number 5 asks that when the mini-lecture is carried out students are required to record the lecture material, do you agree? From item number 5, the following data were obtained: 15 respondents answered a, 17 respondents answered b, 8 respondents answered c, 10 respondents answered d, and 0 respondents answered e. The average value is $= (15 \times 5) + (17 \times 4) + (8 \times 3) + (10 \times 2) + (0 \times 1) : 50 = 3.74$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 6 asks that you are instructed to memorize the material presented during the mini-lecture? From item number 6, the following data are obtained: 34 respondents answered a, 10 respondents answered b, 4 respondents answered c, 2 respondents answered d, and 0 respondents answered e. The average value is $(34 \times 5) + (10 \times 4) + (4 \times 3) + (2 \times 2) + (0 \times 1) : 50 = 4.52$. This value is included in the very high category because it is in the 4.20-5.00 interval area.

Item number 7 asked that during the mini-lecture, the material presented was related to the PAI material, what was your opinion? From item number 7, the average results are as follows: 24 respondents answered a, 13 respondents answered b, 5 respondents answered c, 8 respondents answered d, and 0 respondents answered e. The average value is $= (24 \times 5) + (13 \times 4) + (5 \times 3) + (8 \times 2) + (0 \times 1) : 50 = 4.06$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 8 asks that in the Mini Lecture (*Cermin*), the material presented is related to the material presented in class. What is your opinion? From item number 8, the average results are as follows: 19 respondents answered a, 16 respondents answered b, 7 respondents answered c, 7 respondents answered d, and 1 respondent answered e. The average value is $(19 \times 5) +$

$(16 \times 4) + (7 \times 3) + (7 \times 2) + (1 \times 1) : 50 = 3.9$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Based on these data, it can be seen that the average score on the Mini Lecture material indicator is $(3.74 + 4.52 + 4.06 + 3.9) : 4 = 4.06$. This figure, if interpreted on a rating scale, is included in the high category, and this means that students' responses to the mirror material indicators (mini-lectures) are high.

Cermin Activity Method

In this indicator, 4 statement items are proposed, namely 9, 10, 11, and 12. Item number 9 asks that the method used in the Mini Lecture (Mirror) activity is Lecture, what do you think? From item number 9, the following data are obtained: 18 respondents answered a, 12 respondents answered b, 7 respondents answered c, 8 respondents answered d, and 5 respondents answered e. The average value is $= (18 \times 5) + (12 \times 4) + (7 \times 3) + (8 \times 2) + (5 \times 1) : 50 = 3.6$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 10 asks that in the implementation of the Mini Lecture (Mirror) activity, how about using the Q&A method. In your opinion? From item number 10 the data obtained are as follows: 34 respondents answered a, 7 respondents answered b, 5 respondents answered c, 4 respondents answered d, and 0 respondents answered e. The average value is $= (34 \times 5) + (7 \times 4) + (5 \times 3) + (4 \times 2) + (0 \times 1) : 50 = 4.42$. This value is included in the very high category because it is in the 4.20-5.00 interval area.

Item number 11 asks that the Mini Lecturer is occasionally delivered by students, what do you think? From item number 11, the following data were obtained: 25 respondents answered a, 12 respondents answered b, 6 respondents answered c, 6 respondents answered d, and 1 respondent answer e. The average value is $= (25 \times 5) + (12 \times 4) + (6 \times 3) + (6 \times 2) + (1 \times 1) : 50 = 4.08$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 12 asks that are bored in following the mini-lecture with the lecture method? From item number 12 obtained the following data: 22 respondents answered a, 12 respondents answered b, 7 respondents answered c, 6 respondents answered d, and 3 respondents answered e. The average value is $(22 \times 5) + (12 \times 4) + (7 \times 3) + (6 \times 2) + (3 \times 1) : 50 = 3.88$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Based on these data, it can be seen that the average score for the Mini Lecture method indicator is $(3.6 + 4.42 + 4.08 + 3.88) : 4 = 3.1$. This figure, if interpreted on a rating scale, is included in the medium category scale and this means that the student's response to the Mirror method indicator (mini-lecture) is moderate.

Cermin Activity Facility

In this indicator, it was submitted 3 questions, namely item numbers 13.14 and 15. Item number 13 asked that in the mini-lecture (mirror) activity, it should use a loudspeaker to be heard by students. What do you think? From the number 13 item obtained the following data: 29 respondents answered A, 11 respondents answered B, 7 respondents answered C, 3 respondents answered D, and 0 respondents answered e. The average value is $= (29 \times 5) + (11 \times 4) + (7 \times 3) + (3 \times 2) + (0 \times 1) : 50 = 4.32$. This value includes a very high category because it is in the interval area of 4.20-5.00.

Item number 14 asks that in participating in mini-lecture activities, the teacher stands in the pulpit. Do you agree? From the number 14 item obtained the following data: 22 respondents answered A, 12 respondents answered B, 7 respondents answered C, 6 respondents answered D, and 3 respondents answered e. The average value is $= (22 \times 5) + (12 \times 4) + (7 \times 3) + (6 \times 2) + (3 \times 1) : 50 = 3.88$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 15 asks that in mini-lecture activities (mirror), you should not record each material that is given. What do you think? From the number 15 item obtained the following data: 28 respondents answered A, 12 respondents answered B, 4 respondents answered C, 5 respondents answered D, and 1 respondent answered e. The average value is $= (28 \times 5) + (12 \times 4) + (4 \times 3) + (5 \times 2) + (1 \times 1) : 50 = 4.22$. This value includes a very high category because it is in the interval area of 4.20-5.00.

Based on the data, it can be known for the average score on the indicator facilities for inability: $(4.32 + 3.88 + 4.22) : 3 = 4.14$. This figure is interpreted on the scale of the assessment is included in the high category and this means the student's response to means of Cermin (mini-lecture) is high.

Purpose of Cermin Activity

In this indicator, 5 statements are submitted, namely, items numbered 16, 17, 18, 19, and 20. Item number 16 asks that Mini Lectures can motivate students not to play truant during class hours? From item number 16, the following data are obtained: 15 respondents answered a, 15 respondents answered b, 10 respondents answered c, 5 respondents answered d, and 5 respondents answered e. The average value is $= (15 \times 5) + (15 \times 4) + (10 \times 3) + (5 \times 2) + (5 \times 1) : 50 = 3.6$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 17 asks that the purpose of the Mini Lecture (Mirror) is to teach students to dare to express their opinions. From item number 17, the following data were obtained: 38 respondents answered a, 6 respondents answered b, 5 respondents answered c, 0 respondents answered d, and 1 respondent answered e. The average value is $= (38 \times 5) + (6 \times 4) + (5 \times 3) + (0 \times 2) + (1 \times 1) : 50 = 4.6$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 18 asks that one of the objectives of implementing Mini Lecture activities is to form students to be more active in learning. In your opinion? From item number 18, the following data were obtained: 35 respondents answered a, 11 respondents answered b, 2 respondents answered c, 2 respondents answered d, and 0 respondents answered e. The average value is $= (35 \times 5) + (11 \times 4) + (2 \times 3) + (2 \times 2) + (0 \times 1) : 50 = 4.58$. This value is included in the very high category because it is in the 4.20-5.00 interval area.

Item number 19 asks that the purpose of the Mini Lecture (Mirror) activity is to increase students' knowledge. What do you think? From item number 19 obtained the following data: 17 respondents answered a, 15 respondents answered b, 9 respondents answered c, 7 respondents answered d, and 2 respondents answered e. The average value is $(17 \times 5) + (15 \times 4) + (9 \times 3) + (7 \times 2) + (2 \times 1) : 50 = 3.76$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Item number 20 asks that the Mini Lecture (mirror) aims to set an example for students to come to school on time, what do you think? From item number 20 obtained the following data:

14 respondents answered a, 17 respondents answered b, 8 respondents answered c, 11 respondents answered d, and 0 respondents answered e. The average value is $= (14 \times 5) + (17 \times 4) + (8 \times 3) + (11 \times 2) + (0 \times 1) : 50 = 3.68$. This value is included in the high category because it is in the interval area of 3.40-4.19.

Based on these data, it can be seen that the average score on the indicators of the Mini Lecture's objectives are $(3.6 + 4.6 + 4.58 + 3.76 + 3.68) : 5 = 4.04$. This figure, if interpreted on a rating scale, is included in the high category and this means that the student's response to the Mirror's objective indicator (mini-lecture) is high.

The Interpretation of Variable X

From all the data obtained for this variable X, it can be seen that the results $(4.18 + 4.06 + 3.1 + 4.14 + 4.04) : 5 = 3.9$ thus students' responses about mini-lectures (mirrors) shows a high qualification because the score is in the interval 3.40 – 5.00.

Central Tendency

From the calculation of the central tendency, it is obtained that the Mean (Me) = 81.06, the Median (Md) = 82.04, and the Mode (Mo) = 84.14, or $Me < Md < Mo$, resulting in a negative squint curve. This means that it raises the assumption that the frequency distribution of students' responses to mini-lectures (mirrors) is normal, see attachment.

Normality Test

Based on the calculations obtained at the 5% significance level, the value of $X^2_{hitung} = 4.99$ and X^2_{table} is 9.49. Thus, $X^2_{hitung} < X^2_{table}$. That means the score data for the variable X is normally distributed.

The Reality of Student Learning Intensity in the Field of Islamic Religious Education Studies

Partial Analysis

To determine the intensity of student learning in the field of Islamic Studies, a questionnaire was used which the authors proposed to 50 students who were taken as samples. The number of questions given to respondents is 20 question items which are divided into 5 indicators, namely:

- 1) Duration of Activity: In this indicator, the writer asks 3 questions, namely numbers 1, 2, and 3. Item number 1 asks that the PAI teaching and learning process is in class 2 x 45 minutes. Did you follow it from start to finish? From item number 1 the data obtained are as follows: 26 respondents chose to answer a, 19 respondents chose answer b, 4 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(26 \times 5) + (19 \times 4) + (4 \times 3) + (1 \times 2) + (0 \times 1) : 50 = 4.4$. This figure includes very high qualifications because it is in the 4.20-5.00 interval area.

Item number 2 asks that Do you always use your free time to repeat the Islamic Religious Education lessons learned at school? From item number 2 obtained the following data: 29 respondents chose to answer a, 20 respondents chose answer b, 1 respondent chose answer c, 0 respondents chose answer d, and 0 respondents chose

answer e. The average value is $(29 \times 5) + (20 \times 4) + (1 \times 3) + (0 \times 2) + (0 \times 1) : 50 = 4.56$. This figure includes a very high qualification because it is in the 4.20-5.00 interval area.

Item number 3 asks that during the learning process the teacher gives time to ask whether you use it? From item number 3, the data obtained are as follows: 19 respondents chose to answer a, 18 respondents chose answer b, 9 respondents chose answer c, 3 respondents chose answer d, and 1 respondent chose answer e. The average value is $(19 \times 5) + (18 \times 4) + (9 \times 3) + (3 \times 2) + (1 \times 1) : 50 = 4.02$. A figure of this size includes a high qualification because it is in the 3.40-4.19 interval area.

Based on these data, it can be seen that the average score on the Mini Lecture activity duration indicator is: $(4.4 + 4.56 + 4.02) : 3 = 4.32$. This figure is interpreted on a rating scale that is included in the high category and this means that the intensity of student learning in the field of Islamic Education is very high.

- 2) Activity Frequency: In this indicator, the writer asks 5 questions, namely numbers 4, 5, 6, 7, and 8. Item number 4 asks that I take PAI lessons 2 times a week? From item number 4 obtained the following data 24 respondents chose to answer a, 21 respondents chose answer b, 3 respondents chose answer c, 1 respondent chose answer d, and 1 respondent chose answer e. The average value is $(24 \times 5) + (21 \times 4) + (3 \times 3) + (1 \times 2) + (1 \times 1) : 50 = 4.32$. This figure includes a very high qualification because it is in the 4.19-5.00 interval area.

Item number 5 asks that During PAI learning is running and learning takes place, do you like to follow it? From item number 5, the data obtained are as follows: data 27 respondents chose to answer a, 20 respondents chose answer b, 3 respondents chose answer c, 0 respondents chose answer d, and 0 respondents chose answer e. The average value is $(27 \times 5) + (20 \times 4) + (3 \times 3) + (0 \times 2) + (0 \times 1) : 50 = 4.48$. This figure includes very high qualifications because it is in the 4.20-5.00 interval area.

Item number 6 asks whether the students are active in participating in PAI lessons at every lesson at school? From item number 6, the data obtained are as follows: 1 person answered a (5), 34 respondents chose to answer a, 13 respondents chose answer b, 2 respondents chose answer c, 0 respondents chose answer d, and 0 respondents chose answer e. The average value is $(34 \times 5) + (13 \times 4) + (2 \times 3) + (0 \times 2) + (0 \times 1) : 50 = 4.5$. This figure includes a very high qualification because it is in the 4.20-5.00 interval area.

Item number 7 asks that After attending PAI learning at school, do you like to review PAI material at home? From item number 7 the data obtained are as follows: 28 respondents chose to answer a, 18 respondents chose answer b, 3 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(28 \times 5) + (18 \times 4) + (3 \times 3) + (1 \times 2) + (0 \times 1) : 50 = 4.46$. A figure of this size includes a high qualification because it is in the area of the 4.20-5.00 interval.

Item number 8 asks that Do you repeat PAI lessons with friends outside of school? From item number 8 obtained the following data: 29 respondents chose to answer a, 18 respondents chose answer b, 2 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(29 \times 5) + (18 \times 4) + (2 \times 3) + (1 \times 2) + (0 \times 1) : 50 = 4.5$. This figure includes a very high qualification because it is in the 4.20-5.00 interval area.

Based on these data, it can be seen that the average score on the material indicators for Mini Lecture activities is: $(4.32 + 4.48 + 4.5 + 4.46 + 4.5): 5 = 4.45$. This figure is interpreted on a rating scale that is included in the very high category and this means that the intensity of student learning in the field of Islamic Religious Education is very high.

- 3) Presentation: In this indicator, the author asks 4 questions, namely numbers 9, 10, 11, and 12. Item number 9 asks that when PAI learning will be carried out, do you come earlier before learning begins? From item number 9 obtained the following data 14 respondents chose to answer a, 29 respondents chose answer b, 5 respondents chose answer c, 2 respondents chose answer d, and 0 respondents chose answer e. The average value is $(14 \times 5) + (29 \times 4) + (5 \times 3) + (2 \times 2) + (0 \times 1): 50 = 4.1$. This figure includes a high qualification because it is in the 3.40-4.19 interval area.

Item number 10 asks that when the teacher asks students to come forward trying to explain the material for PAI, do you like to raise your hand to be the first to try? From item number 10, the following data can be obtained: 20 respondents chose to answer a, 25 respondents chose answer b, 5 respondents chose answer c, 0 respondents chose answer d, and 0 respondents chose answer e. The average value is $(20 \times 5) + (25 \times 4) + (5 \times 3) + (0 \times 2) + (0 \times 1): 50 = 4.3$. This figure includes a very high qualification because it is in the 4.20-5.00 interval area.

Item number 11 asks that during PAI learning the teacher provides an opportunity to ask all students about the material presented, do you ask? From item number 11, the following data can be obtained: 11 respondents chose to answer a, 27 respondents chose answer b, 7 respondents chose answer c, 4 respondents chose answer d, and 1 respondent chose answer e. The average value is $(11 \times 5) + (27 \times 4) + (7 \times 3) + (4 \times 2) + (1 \times 1): 50 = 3.86$. A figure of this size includes a high qualification because it is in the 3.40-4.19 interval area.

Item number 12 asks that Are you eager to learn to get good grades? From item number 12 obtained the following data: 28 respondents chose to answer a, 17 respondents chose answer b, 4 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(28 \times 5) + (17 \times 4) + (4 \times 3) + (1 \times 2) + (0 \times 1): 50 = 4.44$. This figure includes a very high qualification because it is in the 4.20-5.00 interval area.

Based on these data, it can be seen that the average score on the presentation indicator is: $(4.1 + 4.3 + 3.86 + 4.44): 4 = 4.18$. This figure is interpreted on a rating scale that is included in the high category and this means that the intensity of student learning in the field of Islamic Religious Education is high.

- 4) Attitude Orientation: In this indicator, the writer asks 4 questions, namely numbers 13, 14, 15, and 16. Item number 13 asks that do you study the material that will be studied at school? 20 respondents chose to answer a, 24 respondents chose answer b, 5 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(20 \times 5) + (24 \times 4) + (5 \times 3) + (1 \times 2) + (0 \times 1): 50 = 4.26$. This figure includes very high qualifications because it is in the 4.20-5.00 interval area.

Item number 14 asks that After taking PAI lessons, do you feel compelled to learn to apply the materials being taught? From item number 14, the data obtained are as

follows: 20 respondents chose to answer a, 25 respondents chose answer b, 5 respondents chose answer c, 0 respondents chose the answer d, and 0 respondents chose the answer e. The average value is $(20 \times 5) + (25 \times 4) + (5 \times 3) + (0 \times 2) + (0 \times 1) : 50 = 4.3$. This figure includes a very high qualification because it is in the 4.20-5.00 interval area.

Item number 15 asks that when attending PAI, there is a noise in another class, do you still pay attention to Islamic Religion Lessons? From item number 15, the following data can be obtained: 28 respondents chose to answer a, 19 respondents chose answer b, 2 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(28 \times 5) + (19 \times 4) + (2 \times 3) + (1 \times 2) + (0 \times 1) : 50 = 4.48$. A figure of this size includes a high qualification because it is in the area of the 4.20-5.00 interval.

Item number 16 asks that Do you feel enthusiastic about participating in PAI learning at school? From item number 16, the data obtained are as follows: 26 respondents chose to answer a, 20 respondents chose answer b, 4 respondents chose answer c, 0 respondents chose answer d, and 0 respondents chose answer e. The average value is $(26 \times 5) + (20 \times 4) + (4 \times 3) + (0 \times 2) + (0 \times 1) : 50 = 4.44$. A figure of this size includes a high qualification because it is in the area of the 4.20-5.00 interval.

Based on these data, it can be seen that the average score on the attitude direction indicator is: $(4.26 + 4.3 + 4.48 + 4.44) : 4 = 4.4$. This figure is interpreted on a rating scale that is included in the high category and this means that the intensity of student learning in the field of Islamic Religious Education is very high.

- 5) Interest: In this indicator, the author asks 4 questions, namely numbers 17, 18, 19, and 20. Item number 17 asks that I am interested in taking PAI lessons at school? From item number 17, the data obtained are as follows: 21 respondents chose to answer a, 23 respondents chose answer b, 5 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(21 \times 5) + (23 \times 4) + (5 \times 3) + (1 \times 2) + (0 \times 1) : 50 = 4.28$. A figure of this size includes a high qualification because it is in the area of the 4.20-5.00 interval.

Item number 18 asks that PAI lessons are considered important for students to prepare for the future, do you take PAI lessons seriously? From item number 18 the data obtained are as follows: 27 respondents chose to answer a, 20 respondents chose answer b, 2 respondents chose answer c, 1 respondent chose answer d, and 0 respondents chose answer e. The average value is $(27 \times 5) + (20 \times 4) + (2 \times 3) + (1 \times 2) + (0 \times 1) : 50 = 4.46$. A figure of this size includes a high qualification because it is in the area of the 4.20-5.00 interval.

Item number 19 asks that Do you study PAI outside of school? From item number 19 the data obtained are as follows: 19 respondents chose to answer a, 18 respondents chose answer b, 8 respondents chose answer c, 3 respondents chose answer d, and 2 respondents chose answer c. answer e. The average value is $(19 \times 5) + (18 \times 4) + (8 \times 3) + (3 \times 2) + (2 \times 1) : 50 = 3.8$. This figure includes a very high qualification because it is in the 3.4-4.19 interval area.

Item number 20 asks that if the PAI teacher comes late to class, do you still carry out PAI learning in class? From item number 20, the following data can be obtained: 23 respondents chose to answer a, 20 respondents chose answer b, 3 respondents chose

answer c, 2 respondents chose answer d, and 2 respondents chose answer e. The average value is $(23 \times 5) + (20 \times 4) + (3 \times 3) + (2 \times 2) + (2 \times 1) : 50 = 4.2$. This figure includes very high qualifications because it is in the 4.20-5.00 interval area.

Based on these data, it can be seen that the average score on the learning interest indicator is: $(4.28 + 4.46 + 3.8 + 4.2) : 4 = 4.19$. This figure is interpreted on a rating scale that is included in the high category and this means that the intensity of student learning in the field of Islamic Religious Education is high.

The Interpretation of Variable Y

From the overall data obtained for this Y variable, it can be seen the results $(4.32 + 4.45 + 4.18 + 4.4 + 4.19) : 5 = 4.30$ thus student responses about mini-lectures (mirrors) shows a very high qualification because the score is in the interval from 4.20 to 5.00.

Central Tendency

From the calculation of the central tendency, it is obtained that the Mean (Me) = 86.18, the Median (Md) = 84.5, and the Mode (Mo) = 82.17, or $Me > Md > Mo$, resulting in a negative skew curve. This means that it raises the assumption that the frequency distribution of students' responses to mini-lectures (mirrors) is normal, see attachment.

Normality Test

Based on the calculations obtained at the 5% significance level, the value of $X^2_{hitung} = 5.89$ and X^2_{table} is 9.49. Thus, $X^2_{hitung} < X^2_{table}$. That means the data score of the variable X is normally distributed.

The Reality of the Relationship of Student Responses to Mini Lectures with Student Learning Intensity in the Field of Islamic Studies

To find out the relationship between students' responses about mini-lectures and the intensity of student learning in the field of Islamic Religious Education, correlation analysis will be carried out. The data of variables X and Y are normally distributed and the regression is linear, so the degree of relationship between the variables X and Y is determined by using the product-moment correlation formula.

Based on the calculation results, it can be seen that the relationship between student responses about mini-lectures and student learning intensity in the field of Islamic Education is 0.40. This correlation coefficient is categorized as moderate or sufficient. While the results of the hypothesis test, obtained the value of $t_{count} = 3.05$ and $t_{table} = 2.01$. This means that $t_{count} (3.05) > t_{table} (2.01)$. Thus, it illustrates that the null hypothesis (H_0) which states that there is no relationship between student responses about mini-lectures and student learning intensity in the field of Islamic Religious Education is rejected. This means that these two variables have a significant relationship. Because the direction of the correlation is positive, it can be interpreted that the better the students' responses about the mini-lectures, the higher the level of intensity of student learning in the field of Islamic Education.

The level of influence of variable X on variable Y is known to be 16%, and 84% is influenced by other factors. So that students' responses about mini-lectures are part of one of

the factors that can influence the level of student learning intensity in the field of Islamic Education.

CONCLUSION

Based on the results of research data analysis on student responses to mini-lectures concerning student learning intensity in the field of Islamic Religious Education, quantitatively the following conclusions are obtained: 1) The reality of the intensity of student learning in the field of PAI studies includes high qualifications. This is indicated by the average value of their answers to the 20 questionnaire questions posed to 50 respondents by producing an average value of 4.30 and the value is in the interval 4.20-5.00; and 2) Based on the calculation results, it can be seen that the relationship between student responses about mini-lectures and student learning intensity in the field of Islamic Education is 0.40. This correlation coefficient is categorized as moderate or sufficient. The level of influence of variable X on variable Y is known to be 16%, meaning that there is still 84% of student learning intensity influenced by other factors.

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