

Learning Persistence from an Islamic Perspective; Instrument Development Study and its Correlation with Learning Outcomes

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Abstract

Persistence is important for students to form a personality with tough character in facing difficulties based on faith in Allah SWT. This study aims to develop an Islamic Perspective Learning Persistence instrument and find its correlation with learning outcomes. This research approach is quantitative research using exploratory factor analysis (EFA). The development of the Islamic Perspective Learning Persistence instrument is then carried out to study the effect of Islamic perspective learning persistence on learning outcomes with multiple linear regression tests. Respondents are students at MAN 3 Jombang class XI, with a sample representing class XI as many as 156 male and female students. The results showed that there were five factors formed from the EFA test of Islamic perspective learning persistence, namely the intention of worship because of Allah, patience with effort, istiqomah or never giving up, husnudzan towards Allah and husnudzan towards one's abilities. The study's results with the Simultaneous test (F) and the analysis of the coefficient of determination show that Islamic perspective learning persistence simultaneously influences student learning outcomes. The dominant factors that support learning outcomes from an Islamic perspective are patience with effort (11.0%) and husnudzan to Allah SWT in helping students' learning difficulties (8.2%). The other three factors proved to be less dominant in improving students' learning outcomes.

Keywords

Islamic Perspective of Learning Persistence; Learning Outcomes; Husnudzan And Ikhtiar

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1. INTRODUCTION

Persistence is a never give-up effort to achieve goals despite difficulties, challenges, and obstacles in achieving them by utilizing time as effectively as possible with high self-efficacy. The keyword persistence is earnestness, persistence, or persistence. Persistence is needed to improve skills and give oneself additional opportunities for success. Likewise, compared to individuals who give up, people who persist at something have more reasons and opportunities to engage in beneficial processes such as reflection, collaboration, and seeking help or making an effort.

Learning persistence predicts learners' success in learning (Schunk D. H., 2012). Learning is done deliberately and consciously and from self-drive, feeling it is important to be able to complete learning tasks despite encountering difficulties. Strong self-confidence in completing tasks leads to efforts to find solutions, collaborate, or seek help. Effective use of time in completing learning tasks. (Mukhoiyaroh M., 2021)

Research on learning persistence from an Islamic perspective at Madrasah Aliyah is significant in Islamic education. Madrasah Aliyah acts as an Islamic-based secondary education institution that aims to produce a competent and morally good generation. However, this success cannot be separated from how students can overcome obstacles in their learning process. Therefore, this research will focus on developing a valid and reliable instrument to measure learning persistence from an Islamic perspective and analyzing its correlation with students' learning outcomes in Madrasah Aliyah.

Some researchers' works on learning persistence become references and enrich the construct of learning persistence from an Islamic perspective. As far as the author knows, there is no writing related to learning persistence from an Islamic perspective. Scientific work related to learning persistence is learning motivation and starting from the writing about Learning Motivation in the perspective of the Qur'an (Sarnoto & Pratama Abnisa, 2022) which finds learning motivation in the perspective of the Qur'an, a literature review that concludes that motivation consists of intrinsic motivation, namely principles from within, namely curiosity, asking questions, caring, confidence, relevance and hope. At the same time, the principles from outside are the principles of pleasure, appreciation, self-actualization, and achievement. Still, according to Islamic sources, other research is about Persistence, which elaborates on motivation. Syahril stated in the discussion of learning motivation in Hadith that the concept of learning motivation in Islam, contained in Hadith, is metaphysical because it comes from Islamic teachings. Learning is not only for the world's benefit but also aims to increase faith in Allah SWT and His Messenger. Intrinsic learning motivation is based on the intention to gain Allah's pleasure.

In comparison, extrinsic motivation in Hadith is related to the virtues of people who learn or seek knowledge. Intrinsic motivation is related to the intention to learn. (Syahril, 2017) Learning persistence was studied using the SEM method, conducted by Isfarudi in his dissertation entitled Structural Model of Open University Student Learning Persistence. Regarding learning persistence, it was found that the factors that determine learning persistence are student learning persistence formed from three dimensions: the dimension of commitment to goals, the dimension of academic integration, and the dimension of social integration. (Isfarudi, 2019) According to him, four main factors determine student learning persistence: internal student factors (with the dimensions of student characteristics and learning motivation). This research is the author's research related to learning persistence but differs in the subject of the learner and learning conducted online.

Maria Eugénia, Ferrão¹, and Leandro S. Almeida, with the title Persistence and Academic Expectations in Higher-Education Students, found that certain levels of courses or learning can increase learner persistence with variations in various levels. In line with this research, Willy Lens and his colleagues (Ferrão & Almeida, 2021) found that persistence can be influenced by leisure versus work activities. Sometimes, time spent on work activities is inversely related to learning motivation, attitude, perseverance, and academic achievement. Learning persistence in another study (Safari & Khasanah, 2022) found that persistence is an important factor in achieving success in completing tasks, and

students with higher self-potential tend to be more diligent in completing their tasks. Another study related to persistence in the Islamic perspective, where the main source is the Qur'an, researches the importance of learning motivation in the Islamic perspective, illustrated with references from the Qur'an and the hadith of the Prophet Muhammad SAW. (Sarnoto & Pratama Abnisa, 2022) The findings of this study are that in the Islamic perspective, learning motivation is considered the "spirit" for students, which moves them to gain goodness, improve degrees, and achieve maximum knowledge. Motivation in Islam does not differentiate between men and women in gaining knowledge, and Allah promises high rewards for teachers and students who have high motivation in pursuing knowledge. Madrasah Aliyah, as one of the Islamic educational institutions, is an institution to instill Islamic values. The findings in the research were stated by (Uyuni & Adnan, 2020). Islamic education must integrate Islamic values into the curriculum and learn to form good character and morals in students. Thus, Islamic education can positively contribute to nation and state development and help overcome educational challenges in the 21st century. Some of the character's characteristics and skills in facing 21st-century challenges are the characteristics of persistence in facing difficulties, including difficulties in learning. In the context of learning from an Islamic perspective, sincere intention is a key aspect that affects the meaning and effectiveness of student learning. It is believed that sincere intentions can get great rewards, so students are invited to learn with sincerity and sincerity, not only based on external encouragement. Furthermore, this research presents the concept of lifelong learning, which emphasizes that learning occurs not only in formal institutions but also through lifelong informal and non-formal learning. This principle reminds students to keep trying to learn, to be disciplined and diligent in the pursuit of knowledge, and to have an active role in the learning process.

The position of this research from existing research is the persistence of learning from an Islamic perspective that bases students' behavior on the values of Islamic teachings embraced by students. From an Islamic perspective, academic persistence, or learning persistence, includes concepts and values that lead to perseverance, grit, and enthusiasm in pursuing knowledge and education because of the motivation of worship. Education is considered an important means of self-development and service to Allah. According to the context of Madrasah Aliyah, a secondary-level educational institution in the Islamic education system, academic persistence is very important because it is related to the formation of the character and personality of students to realize religious and academic goals. This research aims to make a real contribution to the development of Islamic education, especially in the context of education at secondary schools, especially Madrasah Aliyah. The author identifies the factors that influence learning persistence and measures its correlation with learning outcomes, which is expected to provide deeper insight into optimizing the process in Madrasah Aliyah to produce a competent and noble generation.

2. METHOD

This study uses a quantitative approach using exploratory factor analysis and correlation research design. Exploratory factor analysis in this study is used to find learning persistence in an Islamic perspective on Madrasah Aliyah students, consisting of various factors that can affect learning persistence, such as motivation, environment, and social support. By using EFA, researchers can identify the main factors that support learning persistence and group them into several dimensions that are easier to understand and interpret. Quantitative research with the type of correlation intended here is research on two variables: finding the relationship between the Islamic perspective students' learning persistence variable and the learning outcome variable. These variables use instruments that can be measured, and the results can be analyzed statistically.

The population is students in class XI, which consists of 817 students with 20 classes. Male students are spread across seven classes with a total of 2At the same time. In comparison, female students amounted to 535 spreads across 13 classes—costs of choosing majors or specializations, namely

Mathematics, Social Sciences, Language, and Religion. Determination of class XI is done because this class is in the period of students who have stabilized in adaptation to the boarding school and the academic atmosphere of the madrasah at MAN 3 Jombang. The research sampling technique was random sampling, and the number of respondents was 156 people. Random sampling has represented male and female students separated by majors/ programs: MIPA, IPS, Language, and Religion. The MIPA class has more female students due to the author's limit. However, the homogeneity of the MIPA class characteristics has fulfilled the representation of male students in the sample. Determination of the number of samples has also been based on the number of instrument items to be tested multiplied by five. (Wijayanti et al., 2021) This is done to maintain the validity of the instrument.

Based on several learning persistence scales and references, the author compiled a learning persistence construct from an Islamic perspective. Questions or statements in the questionnaire are measured using a Likert scale, which is "a scale used to measure the attitudes, opinions, perceptions of a person or group of people about social phenomena." (Budiaji et al., 2013) The answers to each item of the instrument have gradations from very positive to very negative, in the form of words such as always, often, sometimes, rarely, and never, in a sequence from 5 to 1.

Table 1. Lattice and Questionnaire of Islamic Perspective Learning Persistence

Indicators of Islamic Perspective Learning Persistence	Item numbers	Sub indicators	Question Item Statement
The intention (niat) for worshiping Allah SWT	1		I intend to study because I seek knowledge in Allah's order. SWT
	2		No matter how hard it is, I do my schoolwork to be rewarded for my effort.
	3		I came to study at this madrasah and hope for Allah SWT's pleasure (Ridlo).
	4		I enjoy learning because everything is worship (ibadah).
	24		I know the task I must do in class because everything is worship (ibadah).
	21		When I get a group assignment for a lesson, I do it according to my task. I enjoy doing it.
Never Give-Up Effort (Ikhtiar)	17		When the activities in the lesson were difficult, I gave up and just chose to do the easy ones.
	25		When working on a boring task, I prefer to take a break and joke around with friends or sleep.
	29		With prayer, all tasks can be easy, even without trying alone.
	5		When I don't understand a subject, I seek explanations from teachers and friends, read books, or browse the internet.
	28		If I'm trying to solve a lesson problem, I won't stop until I find a solution or a different way.
	6		If I am trying to overcome a lesson's difficulty, I never give up until I find a solution or a diverse strategy.
	30		When I express an opinion or ask or answer questions about the lesson, I don't stop until everything is clear.

Indicators of Islamic Perspective Learning Persistence	Item numbers	Sub indicators	Question Item Statement
Self-Efficacy	7		Whether my schoolwork is easy or difficult, I take it for granted because Allah has predestined everything.
	20		I can learn without much effort because it is all God's will.
	27		When I'm having trouble with a class assignment, I prefer to find a solution another way, even if it seems strange.
	8		When my friends tease me for my lack of ability to do my work or study, I still try to do it.
	9	Rahmat / Allah grace	It doesn't matter if the subject is difficult or easy. If Allah wills, everything becomes easy.
	10		I believe in my God-given strengths that can be utilized to overcome problems in my tasks.
	11		I believe that I can do well with my classwork, memorizing takhasus, homework, and so on, because I believe that with every difficulty comes ease.
	26		No matter how hard I try, I can still do my classwork with God's help.
	23		God has given me a good ability to focus on learning tasks.
	Patience in endeavors with the use of time to study	12	Pray
19			I am confident I can do well in my exams because I pray for success.
13			When I do a class assignment and finish it on time, I study until the end of the lesson.
14			Once I decide to do an independent or group assignment on a lesson, I work on it until it is completed.
15			I complete many learning activities in class, even if friends invite me to joke, chat, and play.
16			It's a shame if class time is wasted on playing around or sleeping. I am patient and use the time to study.
18			Joking and conversing (not about the lesson) are activities I do in class, even if I haven't finished my assignment.
22			The learning time in class is long, but I can do various learning activities with fun until the time runs out.

3. FINDINGS AND DISCUSSIONS

This research found two things: the learning persistence instrument from an Islamic perspective and the correlation between learning persistence from an Islamic perspective and learning outcomes.

Islamic Perspective Learning Persistence Instrument

Finding the construct of the Islamic Perspective Learning Persistence Instrument using exploratory factor analysis is done using the following steps:

a. Validity and reliability test of 30 question items.

The validity test of 30 items uses the Corrected Item-Total Correlation with the help of SPSS for Windows software version 25. The question item is valid if the Corrected Item-Total Correlation value > 0.3. Otherwise, the question item is invalid, eliminated, or not included in further analysis.

Table 2. Validity Test Stage 1

No Item	Corrected Item-Total Correlation	Description
1	0.474	Valid
2	0.540	Valid
3	0.432	Valid
4	0.502	Valid
5	0.565	Valid
6	0.391	Valid
7	0.584	Valid
8	0.373	Valid
9	0.438	Valid
10	0.523	Valid
11	0.445	Valid
12	0.320	Valid
13	0.452	Valid
14	0.544	Valid
15	0.468	Valid
16	0.420	Valid
17	0.133	Tidak Valid
18	0.074	Tidak Valid
19	0.087	Tidak Valid
20	-0.088	Tidak Valid
21	0.531	Valid
22	0.481	Valid
23	0.455	Valid
24	0.537	Valid
25	0.093	Tidak Valid
26	0.488	Valid
27	0.323	Valid

No Item	Corrected Item-Total Correlation	Description
28	0.501	Valid
29	-0.108	Tidak Valid
30	0.491	Valid

Based on the table above, it is known that there are six invalid question items because the Corrected Item-Total Correlation value is less than 0,3 when the six systems are eliminated. Furthermore, the validity test was repeated on the remaining 24 items to determine whether there were still invalid items. The results of the analysis are as follows:

Table 3. Validity Stage 2

No Item	Corrected Item-Total Correlation	Description
1	0.476	Valid
2	0.536	Valid
3	0.453	Valid
4	0.547	Valid
5	0.580	Valid
6	0.424	Valid
7	0.607	Valid
8	0.377	Valid
9	0.499	Valid
10	0.532	Valid
11	0.469	Valid
12	0.328	Valid
13	0.457	Valid
14	0.559	Valid
15	0.474	Valid
16	0.422	Valid
21	0.512	Valid
22	0.510	Valid
23	0.478	Valid
24	0.571	Valid
26	0.547	Valid
27	0.333	Valid
28	0.490	Valid
30	0.492	Valid

Table 3 shows that the remaining 24 question items have a Corrected Item-Total Correlation value of more than 0.3, so it is concluded that the question items are valid.

The reliability test is used to measure whether the variables used in the study are reliable or reliable. The reliability test index used is Cronbach's Alpha. If this value is smaller than 0.6, it is declared unreliable, and vice versa. If it is greater than 0.6, it is declared reliable.

Table 4. Reliability Test

Total Item	Alpha Cronbach	Description
30	0.836	Reliable
24	0.894	Reliable

Table 3 shows that the Cronbach Alpha value is greater than 0.6, so it is concluded that the question items used in this study are reliable. The question items included in the factor analysis are 24 items that have passed the validity and reliability tests.

b. Factor Analysis

Exploratory factor analysis of learning persistence instruments from an Islamic perspective is carried out in several steps, are:

1) MSA Test (Measure of Sampling Adequacy)

The KMO MSA (Kaiser Meiyer Olkin Measure of Sampling Adequacy) test is used to see whether the indicator is suitable for further factor analysis. The analysis process can continue if the KMO MSA (Kaiser Meiyer Olkin Measure of Sampling AAdequacy value exceeds 0.5.

The hypothesis in the MSA test is:

H0: The variable is not eligible for further analysis,

H1: The variable deserves to be included in the next analysis

H0 is rejected if sig < 0.05

Table 5. KMO and Bartlett's Test

<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>		0,854
<i>Bartlett's Test of Sphericity</i>	<i>Approx. Chi-Square</i>	1560,231
	<i>Df</i>	276
	<i>Sig.</i>	0,000

The KMO MSA value is 0.854 based on the analysis results, which means the tested indicators can be analyzed further. Meanwhile, the MSA test hypothesis, which, based on the significant value of Bartlett's Test of Sphericity, shows 0.000, which means reject H0 accept H1, the indicator is eligible for further analysis.

Furthermore, which indicators are not suitable for inclusion in factor analysis can be seen in the anti-images matrix table. In the anti-image correlation table, the MSA value for each indicator can be seen. Indicators with less than 0.5 cannot be included in further factor analysis.

Table 6. MSA Value of Each Question Item

No Item	Nilai MSA
1	,806 ^(a)
2	,902 ^(a)
3	,816 ^(a)
4	,860 ^(a)
5	,902 ^(a)
6	,824 ^(a)
7	,905 ^(a)
8	,745 ^(a)
9	,873 ^(a)
10	,861 ^(a)

No Item	Nilai MSA
11	,857 ^(a)
12	,738 ^(a)
13	,811 ^(a)
14	,907 ^(a)
15	,817 ^(a)
16	,764 ^(a)
21	,886 ^(a)
22	,885 ^(a)
23	,881 ^(a)
24	,913 ^(a)
26	,885 ^(a)
27	,804 ^(a)
28	,798 ^(a)
30	,883 ^(a)

Based on Table 6, it is known that all question items have an MSA value of more than 0.5. This means that the question items tested are suitable for further factor analysis.

2. Factor Extraction

Factor extraction reduces variables by grouping variables with similarities or character similarities. The method used to extract Islamic perspective learning persistence factors is the principal component method (principal component analysis).

Table 7. Variable Extraction Value

No item	Initial	Extraction
1	1.000	.656
2	1.000	.515
3	1.000	.657
4	1.000	.605
5	1.000	.523
6	1.000	.549
7	1.000	.570
8	1.000	.638
9	1.000	.722
10	1.000	.591
11	1.000	.542
12	1.000	.728
13	1.000	.694
14	1.000	.580
15	1.000	.639
16	1.000	.739
21	1.000	.529
22	1.000	.545
23	1.000	.492
24	1.000	.639

No item	Initial	Extraction
26	1.000	.569
27	1.000	.517
28	1.000	.631
30	1.000	.561

The extraction value in the table above can explain that the extraction value of the factor formed can explain each question item. For example, item no. 1 obtained an extraction value of 0.656, so 65.6% of item no. 1 can be explained by the factors formed.

This extraction value is still not visible in variable grouping and the number of new factors formed. Furthermore, the new factors formed are seen from the total variance explaining the end table.

Table 8. Total Variance Explained

Component	Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	7.301	30.419	30.419
2	2.935	12.227	42.646
3	1.774	7.393	50.040
4	1.335	5.560	55.600
5	1.089	4.538	60.138

The total variance in the table above can explain that of the 24 question items tested. Five new factors were obtained, with a cumulative total of 60.138%.

3. Determination of the number of factors based on the Eigenvalues and Percentage of Variances criteria

The characteristic root shows each factor's relative importance in calculating the proposed indicators' diversity. More details on the characteristic roots and cumulative diversity of the 24 testable indicators can be seen in Table 9.

Table 9. Determination of the number of factors based on the Eigenvalues and Percentage of Variances criteria

Factor	Eigenvalues		
	Total	Percentage of Variance (%)	Cumulative Percentage (%)
1	7.301	30.419	30.419
2	2.935	12.227	42.646
3	1.774	7.393	50.040
4	1.335	5.560	55.600
5	1.089	4.538	60.138
6	.897	3.738	63.876
7	.782	3.257	67.133
8	.768	3.201	70.335
9	.759	3.164	73.499
10	.668	2.782	76.280
11	.633	2.636	78.917
12	.600	2.499	81.415
13	.579	2.411	83.826

Factor	Eigenvalues		
	Total	Percentage of Variance (%)	Cumulative Percentage (%)
14	.470	1.958	85.784
15	.464	1.931	87.715
16	.439	1.831	89.546
17	.423	1.761	91.307
18	.394	1.642	92.949
19	.351	1.461	94.410
20	.332	1.385	95.795
21	.318	1.324	97.118
22	.274	1.140	98.259
23	.230	.957	99.216
24	.188	.784	100.000

Based on Table 9, it can be seen that the factors that have a characteristic root value of more than 1 are five factors. This means that the 24 initial indicators proposed are grouped into five five factors. The diversity of each factor is as follows:

- a) The diversity of the first factor is $(7.301/24) \times 100\% = 30.419\%$
- b) The diversity of the second factor is $(2.935 / 24) \times 100\% = 12.227\%$
- c) The diversity of the third factor is $(1.774 / 24) \times 100\% = 7.393\%$
- d) The diversity of the fourth factor is $(1.335/24) \times 100\% = 5.560\%$
- e) The diversity of the fifth factor is $(1.089/24) \times 100\% = 4.538\%$.

Based on the results of these calculations, a total diversity of 60.138% is obtained. This means that the five factors have explained the total diversity of 60.14%.

4. Varimax Rotation of the Factor Formed

Based on the extraction results, five factors were obtained with 24 indicators that could explain the structuring directions. The separation of indicators in the formed factors is tested with the component tool in factor analysis. The rotation results on the factors formed can be seen in the SPSS output Rotated Component Matrix, as shown in Table 3.10.

In table 3.10. it can be seen that there are several indicators in each of the factors formed. In Factor 1, there are nine indicators, factor 2 has five indicators, factor 3 has three indicators, factor 4 has four indicators, and factor 5 has three indicators.

Table 10. Rotated Component Matrix

	Rotated Component Matrix				
	Component				
	1	2	3	4	5
P30	.720				
P14	.709				
P22	.698				
P21	.660				
P6	.642				
P23	.615				
P5	.608				

P7	.576		
P2	.564		
P16		.834	
P13		.777	
P15		.750	
P28		.729	
P27		.659	
P3			.768
P1			.727
P24			.578
P9			.806
P10			.636
P4			.570
P26			.529
P12			.816
P8			.749
P11			.611

5. Naming the Factor Formed

After five factors are found based on the root characteristics and varimax rotation, the factors can be named according to the forming indicators on each factor. Regarding naming factors, no rules specifically regulate the naming of factors because there is never the right name to combine a set of indicators.

Based on naming the Islamic perspective learning persistence indicators, five valid factors are formed from 24 statement items. The five factors are presented and renamed in the following table.

Table 11. EFA Test Results of Islamic Perspective Learning Persistence Instrument

Number of Factor	Indicators	Descriptor	Origin Item Number	New Item Number
1	Never Give-up spirit (Istiqomah)	- Firm stand - <i>endurance</i>	13, 14, 15, 16, 18, 22	2, 5, 6, 7, 14, 21, 22, 23, 30
2	Patience with endeavors (ikhtiar)	- Usaha untuk mencari solusi dengan cara-cara tertentu	5, 17, 25, 28, 29,	13, 15, 16, 27, 28
3	The intention (niat) for worshipping Allah SWT	- Intention for worship - The goal of obtaining Allah's pleasure (ride)	1, 2, 3, 4, 24, 21	1, 3, 24
4	Husnudzan to Allah	- Believing in God's help	9, 10, 11, 12, 19, 23, 26	4, 9, 10, 26
5	Husnudzan to one's abilities,	- Confidence to be able to perform tasks well - hope		8, 11, 12

Correlation of Islamic Perspective Learning Persistence and Learning Outcomes

Before conducting multiple linear regression tests and the F test (Simultaneous Test), carry out a classical assumption test, namely the normality ty test, heteroscedasticity test, multicollinearity test, and d linearity test...

a. Classical Assumption Test

Normality Test The normality test of regression residuals is carried out to determine whether

confounding or residual variables have a normal distribution in the regression model. The method used to test the normality of regression residuals uses a histogram graph and the Kolmogorov-Smirnov test. Model residuals are said to follow a normal distribution if the data on the histogram graph follows a normal line. Meanwhile, from the Kolmogorov-Smirnov test, if the probability of the test results is greater than 0.05, the normality assumption is met.

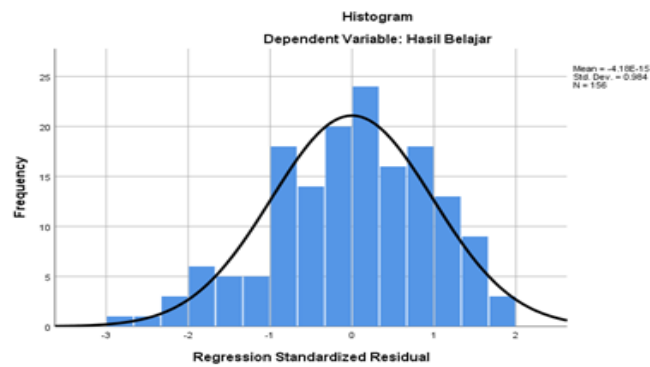


Figure 1. Histogram

Table 12. Normality Test

	Asymp. Sig. (2-tailed)	Keterangan
Residual regresi	0,200	Normal

Based on the results of the normality test in the table above, it is known that the significance value of the regression residuals formed is greater than the real level of 5%, so it can be said that the normality assumption is met.

The Glejser test statistical testing method tests the assumption of heteroscedasticity. The Glejser test is performed by regressing the independent variables on the absolute value of the residuals. If the sig value. > 0.05, then there will be homoscedasticity, y, and if the sig value. < 0.05, heteroscedasticity will occur. The results of the Glejser test can be seen in the following table:

Tabel 13. The Result of Glejser Test

Independent Variable Indicator of Islamic Perspective Learning Persistensi	Sig.	Description
X1	0,055	No Heteroscedasticity
X2	0,706	No Heteroscedasticity
X3	0,483	No Heteroscedasticity
X4	0,766	No Heteroscedasticity
X5	0,103	No Heteroscedasticity

Based on the table above, it is known that each variable obtained a sig value. > 0.05, it is concluded that heteroscedasticity does not occur. In other words, the assumption of non-heteroscedasticity has been fulfilled.

The multicollinearity test tests the regression model to find a correlation between the independent variables. A good regression test model should not have multicollinearity. To detect multicollinearity by analyzing the independent variables' correlation matrix, which can be seen through the Variance inflation (VIF). The VIF value that can be tolerated is 10. If the VIF value < 10, it is concluded that there is no multicollinearity between the independent variables.

Table 14. The result of the Multicollinearity Assumption Test

Independent Variable	Tolerance	VIF	Description
X1	0.607	1.649	No Multicollinearity
X2	0.778	1.285	No Multicollinearity
X3	0.579	1.727	No Multicollinearity
X4	0.517	1.935	No Multicollinearity
X5	0.767	1.304	No Multicollinearity

Based on the table above, it can be seen that the independent variables in this study have a Variance Inflation Factor smaller than 10, so it can be said that there are no symptoms of multicollinearity between the independent variables in this study.

The linearity test is carried out to determine the relationship between each independent variable and the dependent variable. In regression analysis, the relationship between the two variables is required. The two variables are said to have a linear relationship if the analysis results show the Sig. Value on Linearity is Value than 0.05 or the sig value of D, deviation from Linearity is greater than 0.05. The following is a summary of the analysis results.

Table 15. Linearity Test

Independent Variable/ Indicator of Islamic Perspective of Learning Persistence	Dependent Variable	Sig. Linearity	Description
X1	Learning	0,000	Linear
X2	Outcomes	0,000	Linear
X3		0,000	Linear
X4		0,000	Linear
X5		0,000	Linear

The table above shows that each test of the relationship between the independent and dependent variables obtained a Sig value. LinearThe linearity is less than 0.05, so it is concluded that the relationship between the two variables is linear.

b. Multiple Linear Regression Test

The results of multiple linear regression tests, the F test (simulates test), and the analysis of the Coefficient of Determination of the Islamic perspective learning persistence indicators with learning outcomes obtained the following results.

Table 16. Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	67.649	2.124		31.848	.000
X1	.967	.509	.162	1.902	.059
X2	.969	.351	.207	2.758	.007
X3	.241	.508	.041	.474	.636
X4	1.621	.538	.277	3.013	.003
X5	.642	.406	.119	1.581	.116

The regression model based on the results of the above analysis is:

$$Y = 67.649 + 0.967 X_1 + 0.969 X_2 + 0.241 X_3 + 1.621 X_4 + 0.642 X_5$$

The interpretation of the equation is as follows:

1. $b_0 = 67,649$. This constant value indicates that if there is no independent variable (Islamic perspective learning persistence), the learning outcome variable will be worth 67.649 ($X_1, X_2, X_3, X_4, X_5 = 0$).
2. $b_1 = 0,967$. This regression coefficient value indicates that if each X_1 variable increases by 1 unit, the learning outcomes variable will increase by 0.967 times.
3. $b_2 = 0,969$. This regression coefficient value indicates that if each X_2 variable increases by 1 unit, the learning outcomes variable will increase by 0.969 times.
4. $b_3 = 0,241$. This regression coefficient value indicates that if each X_3 variable increases by 1 unit, the learning outcomes variable will increase by 0.241 times.
5. $b_4 = 1,621$. This regression coefficient value indicates that if each X_4 variable increases by 1 unit, the learning outcomes variable will increase by 1.621 times.
6. $b_5 = 0,642$. This regression coefficient value indicates that if each X_5 variable increases by 1 unit, the learning outcomes variable will increase by 0.642 times.

The F test is used to show whether all independent variables X_1, X_2, X_3, X_4 , and X_5 have a significant influence together (simultaneously) on the Learning Outcomes variable. F-test hypothesis testing compares the sig value with the real level $\alpha = 0.05$.

Table 17. F Hypothesis Test Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	699.924	5	139.985	15.676	0,000
Residual	1339.512	150	8.930		
Total	2039.436	155			

Based on the results of the analysis, the F value is 0.000. This value is smaller than the real level α (0.05), so it is concluded that the Islamic perspective learning persistence variable simultaneously significantly affects student learning outcomes.

Coefficient of determination

The coefficient of determination (R^2) measures the model's ability to explain the variation in the dependent variable (Y), while other variables outside the model explain the rest. This study uses the adjusted R Square value to evaluate the best regression model. The adjusted R Square value is 0.321 or 32.1%, based on the analysis. This means that the diversity of student learning outcomes is influenced by 32.1% of Islamic perspective learning persistence variables. While the other variables outside the variables studied influence the remaining 33.7%.

Determination of the Most Dominant Variable

Determining the independent variable with the most influence on variable Y can be done by comparing the regression coefficient (Beta) between one variable and another. The independent variable that has the most dominant effect on variable Y is the variable that has the largest regression coefficient (beta). The following is a ranking table that compares the regression coefficients of each independent variable.

Table 18. Order of Beta Coefficient

Rank	Variable	Beta Coefficient	R ²
1	X1	0,162	$(0.162 / 0.806) \times 32,1\% = 6,5\%$
2	X2	0,207	$(0.207 / 0.806) \times 32,1\% = 8,2\%$
3	X3	0,041	$(0.041 / 0.806) \times 32,1\% = 1,6\%$
4	X4	0,277	$(0.277 / 0.806) \times 32,1\% = 11,0\%$
5	X5	0,119	$(0.119 / 0.806) \times 32,1\% = 4,7\%$
Total		0.806	32,1%

Based on the table above, it can be seen that variable X4 is the variable that has the largest beta coefficient.

This means that the Islamic perspective learning persistence variable X4 influences the student learning outcomes variable more than other variables. The coefficient owned by variable X4 is positive. This means that students in their daily lives apply the better variable X4, and it will be able to improve student learning outcomes for the better.

Discussion of Research Results

Based on the exploratory factor analysis (EFA) of the Islamic Perspective Learning Persistence Instrument, it can be explained about the forming factors. The Islamic perspective learning persistence factor refers to the theory and findings of previous research that was built and tested for factors. Thirty statement items about Islamic perspective learning persistence have been stated, and the results obtained from the EFA test show five valid factors with 24 statement items. This means that 6 statement items do not pass. The five factors of learning persistence from an Islamic perspective are istiqomah and never giving up, patience with effort, intention because of worship to Allah SWT, husnudzan to Allah, and husnudzan to self-abilities.

The research findings show that the simultaneous test (F) obtained a sig value. F value of 0.000. This value is smaller than the real level α (0.05), so it is concluded that the Islamic perspective learning persistence variable simultaneously significantly affects student learning outcomes. This means that hat, in general, the learning persistence of students in Madrasah Aliyah in Jombang significantly affects learning outcomes. A person n is a diligent, unyielding spirit accompanied by efforts that are istiqomah or continuous to face learning difficulties with the intention of worship by relying on hopes and prayers for Allah's help. In that case, the learning outcomes of students can increase. The results of these findings are important to be followed up by education to improve student learning outcomes. The findings show that the contribution of improving learning outcomes from this learning persistence is 32.1%. This means that other learning factors are not studied in this study that can also affect learning outcomes, such as school management, learning processes, and so on, by 67.9%.

The findings of the determination test of the most dominant factor show that the most dominant factor is the fourth factor, namely husnudzan, to Allah with hope and prayer. Students at Madrasah Aliyah who are also boarding school students have been instilled with good morals towards Allah SWT. A strong foundation of faith that gives rise to good morals is dominant in improving learning outcomes. The curriculum and culture of Madrasah Aliyah Negeri 3 Jombang, 3 Jombang with its local content, can have husnudzan morals toward Allah, namely having a good prejudice that Allah SWT is the Almighty to be able to help him in times of difficulty so that this prevents someone from despair. The second dominant factor is patience in making efforts to resolve issues in learning. This effort is made to find solutions to the various strategies. Another factor that supports but is dominant after ikhtiar is a firm attitude and spirit that never gives up. Husnudzan to one's abilities and finally the intention of ship to Allah. This needs to get the attention of the management of Madrasah Aliyah Negeri 3 Jombang, that the intention of worship should be a milestone for students to carry out learning activities. However, the

findings are the least dominant factor. However, determining learning outcomes. Likewise, confidence to do schoolwork needs to be supported to improve. This is possible because of the busy learning schedule of students from boarding schools, making students become bored when faced with a schedule in madrasas that is dense with religious material. Awareness to cultivate the iron become God for learning needs to be done so that student learning activities are not routine. Likewise, a firm attitude of never ineptitude of confidence to do the task or husnudzan towards oneself can be improved through a learning process that supports students to develop their "positive self further." Madrasah Aliyah Education develops their "positive self further." Developing character and good personality values in the framework towards the 21st century are obliged to be able to develop nation-building resources with character to face the 21st century.

The five factors forming the Islamic Perspective of Learning can be explained below.

a. Never Give Up Spirit (iqamah)

Persistence exists when there are difficulties and challenges faced to achieve goals. This never give-up spirit to face difficulties is an element in this persistence. As mentioned by Seligman (Peterson & Seligman, 2004) and Chunk (Schunk, 2012), Facing difficulties with an unyielding spirit continuously. The continuity of the unyielding spirit in doing something, including this difficulty in the Islamic perspective, is referred to as *istiqomah*. *Istiqomah* is an attitude of being steadfast in the path of Allah SWT, including learning. *Istiqomah* in learning is an asset in carrying out the learning process, obeying school rules, carrying out assignments, and others in a context that supports learning (Makhromi, 2014). Being steadfast in finding a way out of difficulties in the learning process with the spirit of the term *jihad*, namely when a Muslim is expected to have patience and determination in facing all obstacles and difficulties. (Husna et al., 2021)

b. Patience with Effort (Ikhtiar)

Patience in this context is not silence without any effort but patience with all strategies that can solve problems. Students are persistent in learning if they have a growth mindset or an open mentality. Challenges or difficulties in doing learning tasks as natural things happen in the learning process. Challenges depend on the mindset that learners have. If these challenges are responded to with a growth mindset instead of a fixed mindset, then learners will continue to try new ways or approaches to overcome them. Growth mA growth is the belief that success comes through effort. Success is not determined by talent without effort, which is called a fixed mindset (Dweck, 2006).

c. The Intention of Worshiping Allah SWT

Intention (*niat*) in Islamic teachings becomes the main thing and the first requirement in doing actions. This intention determines the action, whether it is worth worship or not. This is as in the hadith of the Prophet Muhammad SAW: "Indeed, all actions depend on their intentions, and get rewards according to their intentions" (Abdul Baqi, 2014). Islam teaches us to have good intentions at the beginning. Islam respects its followers based on their intentions. With good intentions, he has planned to strategize the achievement in implementing these intentions despite obstacles and difficulties. The intention stuck in the heart is related to faith in Allah, that Allah will help His servants who are in trouble. Thus, this means that someone has a good religion in terms of faith (Mahudin et al., 2016).

d. Husnudzan to Allah

The three pillars of religion are faith, Islam, and *ihsan*. Faith relates to the belief in Allah as the Lord of the universe who has power over everything according to his *qudrah*. Islam is the implementation of faith manifested in rigidly regulated worship or *mahdhah* and broad worship or *ghairu mahdhah*. At the same time, *Ihsan* manifests human interaction with God and fellow creatures of God. (Mahudin et al., 2016) *Ihsan* is manifested in religious values or morals. One of these morals to Allah is *husnudzan*. That is, prejudging Allah even though it has not been implemented. This learning persistence involves the

element that Allah determines everything that happens, including overcoming difficulties. Believing that Allah will help provide solutions is an important part of learning persistence. Husnudzan is an inseparable part of faith, and Islam is a measure of one's religiosity in the context of Islam.

e. Husnudzan Husnudzan to one's ability (self-efficacy)

Learning persistence can be realized because of a person's perception of himself as capable of carrying out the difficulties faced in learning in various ways. This self-confidence and an attitude of husnudzan to Allah to help him in difficulties exist. This attitude can exist if someone already has a good religious understanding. As a Santri, I am familiar with religious teachings about God's power and the absence of human capabilities. Difficulties faced in learning with a consistent firm attitude or istiqomah with efforts by trying various ways and accompanied by prayer, undoubtedly the learning objectives can be achieved. This learning persistence can be practiced and learned to become a firm character with a never-give-up stance in the face of difficulties.

4. CONCLUSION

Based on exploratory factor analysis (EFA) of the construct of Islamic perspective Learning Persistence from various theories and article sources, the original 30 items of questionnaire instrument that were successfully validated were 24 items. Furthermore, 24 items formed five factors forming the Islamic Perspective Learning Persistence Scale. The five factors are the spirit of never giving up (istiqomah), the intention (niat) of learning worship to Allah, patience with efforts (Ikhtiar), husnudzan towards Allah, and husnudzan or belief in oneself to be able to do the task.

The results of multiple linear regression tests to measure the effect of Islamic perspective learning persistence on learning outcomes produce: (1) simultaneously using the F test (simultaneous test), it was found that there was an influence of Islamic perspective learning persistence on student learning outcomes at Madrasah Aliyah Negeri 3 Jombang. The determination test is carried out using the coefficient of determination (R^2), which results in the amount of contribution of learning outcomes that can be influenced by the persistence of learning Islamic perspectives on students in Madrasah Aliyah Negeri 3 Jombang is 32, 1%. The rest, namely 69.7%, is influenced by other factors not examined in this study. The results of the beta regression test, which tests between the independent variables that are most influential on the Y variable, by comparing the regression coefficient (Beta) between one variable and another against the five factors of persistence learning Islamic perspective, found that the dominant factor that significantly affects learning outcomes is the factor of patience with effort to face difficulties in learning (11.0%) and the factor of husnudzan to Allah SWT (8.2%) in helping students face difficulties. The other three factors do not dominantly affect learning outcomes, namely the intention to learn because of Allah SWT (1.6%), firm stance or never giving up (6.5%), and husnudzan towards oneself being able to do schoolwork (4.7%). The three factors that are not dominant can be understood because of the tight schedule of recitation at the boarding school where students stay at Pondok Pesantren Bahrul Ulum Tambakberas Jombang so that the intention to be sincere because of Allah, firm stance and husnudzan against oneself for his ability is less of a concern by students.

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