



The Effect of the Edu-Ecotourism Environment and Learning Motivation on Al-Qur'an Memorization Achievement in Al-Islah Islamic Boarding School

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Abstract:

This research was motivated by the low achievement of memorizing Al-Qur'an in educational institutions due to several factors, including; There is less interaction between teachers and students, there is no variation in forming a representative environment and students learning motivation is lacking in following the process of memorizing the Qur'an. This study aims to determine the extent of the influence of the Edu-Ecotourism Environment and Learning Motivation on Achievement of Memorizing the Qur'an in Al-Islah Islamic Boarding School. This research instrument uses a questionnaire and documentation. The research method used is descriptive quantitative method with multiple linear analysis, with a purposive sampling technique. Quantitative analysis includes validity and reliability tests, basic assumption tests, classical assumption tests, hypothesis testing using the f and t tests and the coefficient of determination (R²) analysis test. The result of the research is that the contribution of the Edu-Ecotourism Environment (X₁) and Learning Motivation (X₂) on Achievement of Memorizing the Qur'an (Y) is 82.4% and the remaining 17.6% is influenced by other variables not examined in this study. H_a is accepted, which means the Edu-Ecotourism Environment and Learning Motivation on Achievement of Memorizing the Qur'an in Al-Islah Islamic Boarding School

Keyword: *Edu-Ecotourism Environment; Learning Motivation; Achievements of the Santri's Al-Qur'an Memorization; Al-Islah Islamic Boarding School*

INTRODUCTION

Education will never stop; education will continue with the changing times; education will stop when human civilization stops. Education is the activity of all essential human potential through interactions between adult and immature humans. So humans are obliged to carry out education. Educational activities are very closely related to learning because learning improves the quality of human resources. Knowledge is also essential for every social being to survive in interacting with other social creatures in the surrounding environment.

After going through the learning process, the thing that is waiting for is the learning outcome. Because learning outcomes can show the level of success of education in realizing the hopes of the nation. Learning outcomes are changes in behaviour, increasing knowledge, improving attitudes, and growing skills experienced by students after completing learning activities. Several factors can influence student learning outcomes. According to Slameto, the factors that influence learning are classified into two, namely, internal factors, which exist within individual learning. External factors are factors that exist outside the individual (Slameto, 2003:54).

The school environment is an external factor that can affect student learning outcomes. A school environment is also a place that can influence the formation of a person's personality. Any school will require its students to be the right person following the nation's hopes because it is to advance and scent the Indonesian nation's perfect name (Karwati, 2014:267). An effective school environment is a school environment that can optimize student's potential to grow and develop in an optimal learning process. The school environment is an assessment of the factors or aspects that affect the growth, progress and development of schools around teachers and students. Physical habitat, the educational process always takes place in an environment, namely an academic setting. This environment includes the physical, social, intellectual and values environment. The physical environment consists of both the natural environment and the human-made environment, which is both a place and at the same time providing support and sometimes an obstacle to the continuing education process (Sukmadinata, 2009:5).

The religious atmosphere is a condition around (environment) that has religious nuances. Meanwhile, Islamic education institutions are where the Islamic education process takes place, including memorizing the Al-Quran. An Islamic environment characterizes the basic principles of the concept of Islamic education. As it is known, the atmosphere of the environment or the influence of the environment dramatically determines the success of education, especially for instilling religious values. This is following what Kamarani Buseri said that "The cultivation of faith is not much the result of teaching; the most influencing is the environment, which contains modelling and habituation. The religious environment will have a big influence on students so that they become religious people" (Habuddin, 2003:28; Sujanto, 1986:66).

According to Athiyah al-Abrasyi, "No one can deny the influence of the environment in children's education. Therefore it is crucial to pay attention to the school environment where students experience the learning process. For religious education, it is necessary to have a religious atmosphere and comfort at school. In implementing a religious atmosphere and comfort in school, several aspects need to be considered, namely teachers, subject matter and the environment in which the school is located (Harto, 2011:192).

The motivation factor also determines learning achievement. According to Slavin "motivation is an internal process that activates, guides and maintains a person's behaviour continuously" (Rifa'i & Anni, 2009:156; (Muslih, 2016:45). So important is the role of motivation as an internal factor. So many experts discuss how this motivation appears, bias motivation comes from outside. Within the students themselves, inspiration from themselves comes from students in the form of a willingness to achieve goals or needs. The participation of students in the learning process certainly has various motivations.

The tourism development policy associated with environmental management efforts is essentially an opportunity for an educational space as a source of learning for environment-based character education, which is where the application of cultural literacy loves the environment. One of the most discussed tourism activities lately, is the development of ecotourism (ecotourism) as a natural tourism activity that provides educational space for the environment. Summarizing Hadi's opinion, ecotourism's principle is to minimize impact, foster environmental and cultural awareness, provide positive experiences to tourists (visitors) and recipients (hosts), provide benefits, and empower local communities. Such a thing is none other than a means of building correct information on nature and the surrounding environment,

which in essence has been contained in Menteri Lingkungan Hidup and Menteri Pendidikan Nasional No.7/MenLH/06/2005 and No. 05/VI/KB/2005 concerning guidance and development of environmental education (Sutisno, 2018:30).

The basic idea of sustainable development is the preservation of natural and human resources. The development that is carried out must be a development that is in line with the ideals of education. The idea was then revealed in the exploration of the potential for Edu-ecotourism. This means that the development of resources through an exploration of the potential for Edu-ecotourism. In addition to providing optimal benefits for stakeholders and optimal satisfaction values for the community in the long term, also aims at presenting learning resource instruments for students to merely increase knowledge, skills and public awareness of values the environment and its problems which in turn can move the community to play an active role in efforts to preserve and minimize environmental disparities (Muhlisin, 2013).

The pattern of utilization of natural resources or in this case, the researcher calls the area potential by the community, and the government has not been able to support the progress of education fully.(Muhlisin, 2013) There has never been a change in the function of forest land into plantation land for supporting facilities for learning activities or memorizing the Qur'an. The conversion of land functions causes a decrease in the environment's quality and further reduces biodiversity and ensures the preservation and utilization of species and their ecosystems.

Along with the increasing awareness of various parties about the environment and issues regarding environmentally sound development, it has contributed to the view of the importance of environmental-based character education principles and minimizing environmental disparities and further to sustainable development. Exploring Edu-ecotourism's potential effectively maintains environmental quality, preserving culture, improving the quality of education, empowering local communities, and further providing a means of developing economic independence to local communities, regions, and governments. One educational institution that extends the concept of an Edu-ecotourism environment in learning and memorizing the Al-Qur'an is the Al-Islah Islamic Boarding School.

The objectives of this research are: (1) Explaining the Influence of Edu-Ecotourism Environment on Al-Qur'an Memorization Achievement in Al-Islah Islamic Boarding School, (2) Explaining the Influence of Learning Motivation on Al-Qur'an Recitation Achievement in Al-Islah Islamic Boarding School, and (3) Analyzing the Effects of Edu-Ecotourism Environment and Learning Motivation Together on Al-Qur'an Memorization Achievement at Al-Islah Al-Islah Islamic Boarding School.

RESEARCH METHODS

This research is quantitative, a research method that uses many numbers, starting from data collection, interpreting the data, and seeing the results (Arikunto, 2002:27). Also, it uses descriptive methods to describe and describe specifically each outcome of the study. The data analysis method used is multiple linear regression, which analyses the relationship between one dependent variable or dependent variable with two or more independent variables or independent variables (Arikunto, 2002: 339). In terms of its objectives, this study is a causal-comparative study. According to Sukardi, comparative causal research involves research activities starting from identifying one variable's influence on another, then trying to find the possible causal variables (Sukardi, 2012:171). This research aimed to determine the effect of the Edu-Ecotourism environment and learning motivation on the student's Al-Quran memorization achievement at Al-Islah Islamic Boarding School.

A population is a group of individuals, families, groups, organizations, communities, events or whatever the researcher wants to research (Hasan, 2002:117). In large population groups, researchers may not be able to meet every individual. The study population were all students of Al-Islah Islamic Boarding School 2019/2020 Academic Year. While the samples in this study were students and students of grade 7, the 9th grade amounted to 100 people. This sample selection using a random sampling method.

Methods of data collection using questionnaires and documentation. Multiple linear regression data analysis techniques, according to Arikunto, multiple linear regression is an analysis of the relationship between one dependent variable with two or more independent variables. However, before the multiple linear regression analysis is carried out, a classic assumption test is carried out on the research data to determine whether the data obtained is appropriate for processing and analysis using

the multiple linear regression method. Before performing the multiple linear regression analysis tests, the first step in analyzing this research's data is to test the classical assumptions of the research data to determine whether the data obtained is appropriate for processing and analysis using the multiple linear regression method. This study's classic assumption test is the multicollinearity test, heteroscedastic test, and normality test. Data analysis includes processing and interpretation of the results of data processing obtained based on each variable.

RESEARCH RESULTS AND DISCUSSION

Description of Data

Description of Research Subjects

a. Profil School profile

School profile As a boarding school that is still in its pilot phase, Pondok Al-Islah tries to realize the shared ideals of education providers (Yayasan Bimta Sahabat and Parents Santri), the community around the boarding school and fulfil the needs of post-Islamic Elementary School further education institutions. The potential above (shared needs) is a vital factor that should be reckoned with. Moreover, human resource's readiness to carry out education and the enthusiasm to organize a particular school for memorize Al-Qur'an are unique gifts that should be grateful. As for the factor of accelerating the implementation of the Al-Islah Islamic Boarding School towards the standards from the other side, it is felt that it is still lacking and it is a weakness.

The need for special schools for *tahfidz* al-Qur'an with quality students in boarding schools, namely schools that prioritize Islamic truth both in policymakers, the education system and curriculum as well as the implementation of education and learning as well as the existence of similar schools which are very rare or even There is no representative in the city of Jonggol which is a challenge in itself that encourages accelerated efforts to create a quality *tahfidz* school. Opportunities for the existence of a quality *tahfidz* school for junior and senior high school age levels, even schools such as in the Jonggol area, especially in Sukamakmur District are still relatively rare, if not to say there are no representatives.

b. Vision and mission

Al-Islah Islamic Boarding School has a vision, namely (1) Educating children to become sholih / sholihah children, (2) Fostering children to be straight, have good morals and Islamic civilization, excel, skilled, creative and innovative and (3) Form a generation of rabbani who understands dinul Islam according to mahaj ahlu sunnah wal jama'ah. Meanwhile, the mission of Al-Islah Islamic Boarding School is (1) to foster a spirit of worship, sincerity, patience, sincerity, discipline, self-confidence, has a high ethos of learning and work, responsibility and honesty (fostering a generation who has noble character and cares for the surrounding environment), (2) Conditioning the students to obey Allah and His Messenger and love the truth, (3) Getting used to achievement, being innovative and creative in academia, art, sports and technology and (4) Trying as much as possible to realize the Shari'a in the students.

c. The Purpose

Reaching istiqamah Muslims (rabbani generation) Forming a generation with the basics of religious knowledge Giving birth to a generation who can speak Indonesian, Arabic and English Generate generates that memorize 5-30 juz Al-Qur'an and 40-100 hadith Forming a civilized generation of Islam every day.

Description of Research Respondents

a. Gender

Diagram 1. Respondents Data Based on Gender

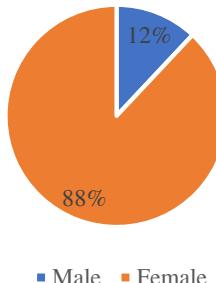


Diagram 4.1 shows the data of respondents by sex. Based on the diagram, the 100 respondents who answered the questionnaire were 88 people (88%) of the respondents were male, while the remaining 12 (12%) respondents were female.

b. Class

Diagram 2. Respondents Data Based on Levels

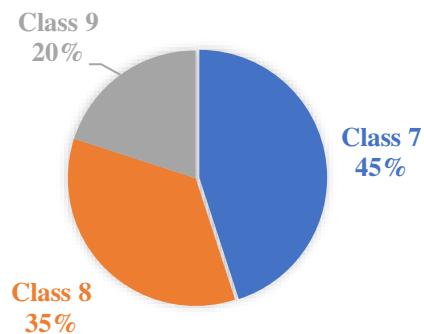


Diagram 4.2 shows respondent data by area of expertise. Based on the diagram, the 100 respondents who answered the questionnaire were 45 (45%) class 7 respondents, 35 students (35%) in class 8, and 20 (20%) class 9.

Analysis and Hypothesis Testing

Prior to multiple linear regression analysis, a classic assumption test was carried out on the research data to determine whether or not the data obtained were appropriate for processing and analysis using the multiple linear regression method. The steps taken are.

Test the instrument

Table 1. Results of the Validity Test Edu-Ecotourism Environment (X_1)

Variable	Question	r-count	r-table	Explanation
Edu-Ecotourism Environment (X_1)	$X_{1,1}$	0.438	0.1638	Valid
	$X_{1,2}$	0.282		Valid
	$X_{1,3}$	0.438		Valid
	$X_{1,4}$	0.438		Valid
	$X_{1,5}$	0.982		Valid
	$X_{1,6}$	0.934		Valid
	$X_{1,7}$	0.934		Valid
	$X_{1,8}$	0.942		Valid
	$X_{1,9}$	0.982		Valid
	$X_{1,10}$	0.970		Valid

X _{1,11}	0.970		Valid
X _{1,12}	0.970		Valid
X _{1,13}	0.970		Valid
X _{1,14}	0.982		Valid
X _{1,15}	0.970		Valid
X _{1,16}	0.970		Valid
X _{1,17}	0.982		Valid
X _{1,18}	0.982		Valid
X _{1,19}	0.982		Valid
X _{1,20}	0.973		Valid
X _{1,21}	0.981		Valid
X _{1,22}	0.981		Valid
X _{1,23}	0.981		Valid
X _{1,24}	0.981		Valid
X _{1,25}	0.981		Valid

Table 2. Results of the Validity Test of Learning Motivation (X₂)

Variable	Question	r-count	r-table	Explanation
Learning Motivation (X ₂)	X _{2,1}	0.447	0.1638	Valid
	X _{2,2}	0.500		Valid
	X _{2,3}	0.447		Valid
	X _{2,4}	0.500		Valid
	X _{2,5}	0.334		Valid
	X _{2,6}	0.481		Valid
	X _{2,7}	0.438		Valid
	X _{2,8}	0.432		Valid
	X _{2,9}	0.518		Valid
	X _{2,10}	0.624		Valid
	X _{2,11}	0.518		Valid
	X _{2,12}	0.669		Valid
	X _{2,13}	0.624		Valid
	X _{2,14}	0.624		Valid
	X _{2,15}	0.624		Valid
	X _{2,16}	0.669		Valid
	X _{2,17}	0.345		Valid
	X _{2,18}	0.345		Valid
	X _{2,19}	0.669		Valid
	X _{2,20}	0.669		Valid
	X _{2,21}	0.669		Valid
	X _{2,22}	0.624		Valid
	X _{2,23}	0.669		Valid

Table 3. Results of the Validity Test of Al-Qur'an Memorizing Achievement (Y)

Variable	Question	r-count	r-table	Explanation
Al-Qur'an Memorizing Achievement (Y)	Y1	0.794	0.1638	Valid
	Y2	0.687		Valid
	Y3	0.675		Valid
	Y4	0.832		Valid
	Y5	0.716		Valid
	Y6	0.846		Valid
	Y7	0.752		Valid
	Y8	0.802		Valid

	Y9	0.801		Valid
	Y10	0.779		Valid
	Y11	0.596		Valid
	Y12	0.822		Valid

Based on the results of the validity test on the Edu-Ecotourism Environment variables, the students' learning motivation and the learning achievement of the Al-Qur'an memorization, it was stated that all variables were valid. This is because the value of Corrected Item-Total Correlation > t-table is 0.1638.

Table 4. Reliability Test Results for Edu-Ecotourism Environmental (X₁)

Cronbach's Alpha	Cronbach's Alpha Based on		N of Items
	Standardized Items	Cronbach's Alpha	
.767		.985	26

Table 5. Reliability Test Results for Learning Motivation (X₂)

Cronbach's Alpha	Cronbach's Alpha Based on		N of Items
	Standardized Items	Cronbach's Alpha	
.741		.906	24

Table 6. Reliability Test Results for Al-Qur'an Memorizing Achievement (Y)

Cronbach's Alpha	Cronbach's Alpha Based on		N of Items
	Standardized Items	Cronbach's Alpha	
.773		.945	13

Based on the results of the reliability test on the variables (X₁), Learning Motivation (X₂) and the Students' Memorization Achievement (Y), it was stated that all variables were reliable. This is because the result of cronbach's Alpha > 0.60 or 0.70.

Test of Basic Assumptions

In conducting the basic assumption test, this study uses two methods, namely the data normality test and the linearity test. This test is a basic requirement that must be met in parametric analysis, in order to represent the population..

a. Data Normality Test

Table 7. Data Normality Test Results with Skewness/Kurtosis Analysis

	Descriptive Statistics										
	N	Minimu		Maximu		Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Statistic			Statistic	Std. Error	Statistic	Std. Error
Jumlah_X ₁	100	27		97	76.66	21.158	-1.021	.241	-.219	.478	
Jumlah_X ₂	100	60		87	76.39	6.427	-.384	.241	-.612	.478	
Jumlah_Y	151	98		120	108.86	3.993	1.192	.197	3.626	.392	
Valid N (listwise)	100										

b. Linearity Test

Table 8. Linearity Test Results X1 Against Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Jumlah_Y * Jumlah_X1	Between Groups	(Combined)	146.150	34	4.299	.561	.966
		Linearity	.751	1	.751	.098	.755
		Deviation from Linearity	192.266	33	4.406	.575	.758
	Within Groups		451.477	65	7.668		
Total			644.590	99			

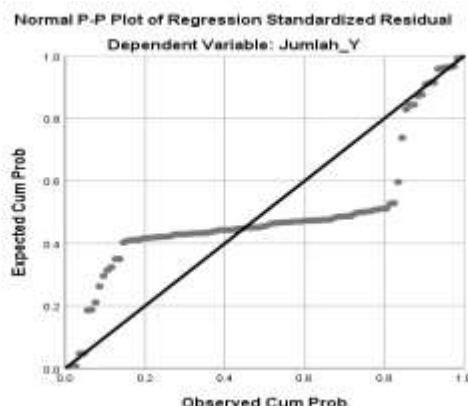
Table 9. Linearity Test Results X2 Against Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Jumlah_Y * Jumlah_X2	Between Groups	(Combined)	110.263	24	4.594	.645	.886
		Linearity	3.741	1	3.741	.525	.471
		Deviation from Linearity	106.522	23	4.631	.650	.877
	Within Groups		534.327	75	7.124		
Total			644.590	99			

Based on the results of the linearity test, it can be seen that the relationship between X₁ and Y is linear with a sig value of 0.705 (> 0.05) and the relationship between X₂ and Y is linear with a sig value of 0.877 (> 0.05).

Classic Assumption Test

a. Residual Normality Test

Graph 3. Residual Normality Test P = P Lot

Based on the chart above, it can be seen that the dots spread out around the line and follow the diagonal line. This means that the data is normally distributed.

Table 10. Residual Normality Test with Non-Parametric Analysis of K-S Sample Kolmogorov Smirno

One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	100
Normal Parameters ^{a,b}	Mean .0000000
	Std. Deviation 3.51250445
Most Extreme Differences	Absolute .300

Positive	.300
Negative	-.263
Test Statistic	.300
Asymp. Sig. (2-tailed)	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on table 4.9 above, it can be seen that the sig results are $0.200 > 0.05$, meaning that the data is normally distributed.

Multikolinearity Test

Table 11. Result of Multikolinearity Test

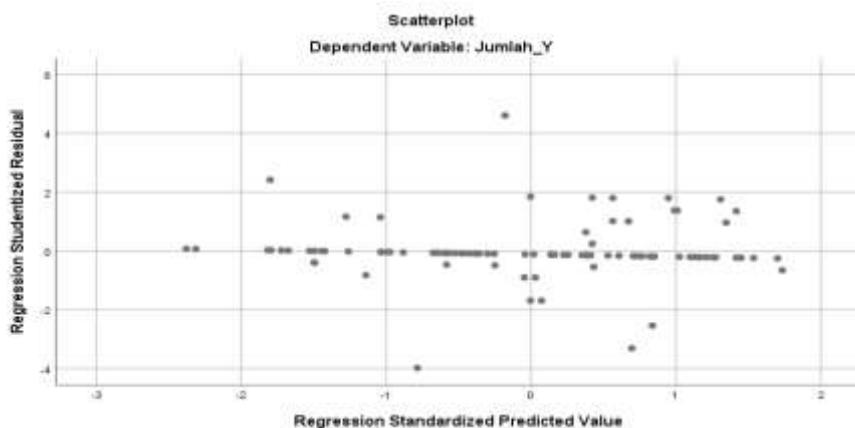
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
	B	Std. Error				Tolerance	VIF
1	(Constant)	105.949	3.086	34.327	.000		
	Jumlah_X1	.002	.013	.017	.162	.872	.943
	Jumlah_X2	.029	.041	.072	.692	.491	.943

a. Dependent Variable: Jumlah_Y

Based on the table above, it can be seen that the value in the VIF column for each X_1 and X_2 is $1,060 < 10$. And the results of the Telorance value for X_1 and X_2 respectively are $0.943 > 0.1$. so that multicollinearity does not occur.

b. Heteroscedasticity Test

Picture 4. Graph Result of Heteroscedasticity Test



From the graph above, it can be seen that the Scatterplot of points resulting from data processing between ZPRED and SRESID spreads over the origin point (number 0) on the Y axis and does not have a certain pattern, like narrowing, widening or waves, so the indication is that there is no heteroscedasticity.

Correlation Coefficient Analysis

Pearson correlation analysis or product moment correlation is an analysis to measure the closeness of the linear relationship between 2 normally distributed variables.

Table 12. Results of Correlation Coefficient Analysis

		Correlations		
		Jumlah_X1	Jumlah_X2	Jumlah_Y
Jumlah_X1	Pearson Correlation	1	.943**	.888**
	Sig. (2-tailed)		.000	.000
	N	100	100	100
Jumlah_X2	Pearson Correlation	.943**	1	.903**
	Sig. (2-tailed)	.000		.000
	N	100	100	100
Jumlah_Y	Pearson Correlation	.888**	.903**	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

The Edu-Ecotourism Environment (X₁) and Work Motivation (X₂) is 0.943 (very strong). The relationship between Edu-Ecotourism Environment (X₁) and Al-Qur'an Memorization Achievement (Y) is 0.888 (very strong), and the relationship between Work Motivation (X₂) and Al-Qur'an Memorization Achievement (Y) is 0.903 (very strong). Thus, the variables of the Edu-Ecotourism Environment (X₁), Work Motivation (X₂) and Al-Qur'an Memorization Achievement (Y) are partially and significantly related.

Table 13. Results of Multiple Correlation Coefficient Analysis

Model	R	Model Summary ^b								
		R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.910 ^a	.828	.824	3.549	.828	233.330	2	97	.000	1.922

a. Predictors: (Constant), Jumlah_X2, Jumlah_X1

b. Dependent Variable: Jumlah_Y

The correlation coefficient test (R) = 0.910, means that it can be concluded that there is a strong relationship between the Edu-Ecotourism Environment (X1) and Work Motivation (X2) on the Achievement of Memorizing Al-Qur'an (Y).

Analysis of the Coefficient of Determination

The coefficient of determination test is used to determine the percentage of influence of the independent variables, namely the Edu-Ecotourism Environment (X₁) and Work Motivation (X₂) on the dependent variable, namely Al-Qur'an Memorization Achievement (Y), the output table used is the same as the correlation coefficient analysis. doubled, adjusted R Square = 0.824. This shows that the contribution of the Edu-Ecotourism Environment variable (X₁) and Work Motivation (X₂) to Al-Qur'an Memorization Achievement (Y) is 82.4% and the remaining 17.6% is influenced by other variables not examined in the research.

Multiple Linear Regression Analysis

Table 14. Results of Multiple Linear Regression Analysis

Model	Coefficients ^a						Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Tolerance	VIF
B	Std. Error	Beta						
1	(Constant)	4.304	1.283		3.354	.001		
	Jumlah_X1	.302	.117	.327	2.589	.011	.111	9.004
	Jumlah_X2	.561	.119	.595	4.706	.000	.111	9.004

a. Dependent Variable: Jumlah_Y

Based on the table above, it can be seen that;

$$Y = 4.304 + 0.302 X_1 + 0.561 X_2$$

Hypothesis Testing

Correlation is used to test the relationship of two or more independent variables with one dependent variable and is controlled for one of the independent variables.

a. Correlation Significance Test

Table 15. Test Results of the Correlation Significance of Control Variables in Edu-Ecotourism Environment (X_1)

Control Variables		Correlations		
		Jumlah_X2	Jumlah_Y	Jumlah_Y
Jumlah_X1	Correlation		1.000	.019
	Significance (2-tailed)		.	.853
	df		0	97
Jumlah_X1	Correlation		.019	1.000
	Significance (2-tailed)		.000	.
	df		97	0

Based on the table above, it can be seen that the significance value (2-tailed) is 0.000 < 0.05, it means that there is a partially significant relationship between Learning Motivation (X_2) on Al-Qur'an Memorization Achievement (Y) where the control variable is the Edu Environment -Ecotourism (X_1).

Table 16. Results of the Correlation Significance Test for the Control Variable Motivation (X_2)

Control Variables		Correlations		
		Jumlah_X1	Jumlah_Y	Jumlah_Y
Jumlah_X2	Correlation		1.000	.070
	Significance (2-tailed)		.	.493
	df		0	97
Jumlah_X2	Correlation		.070	1.000
	Significance (2-tailed)		.000	.
	df		97	0

Based on the table above it can be seen that the significance value (2-tailed) is 0.000 < 0.05, it means that there is a partially significant relationship between the Edu-Ecotourism Environment (X_1) on the Achievement of Memorization of the Qur'an (Y) where the control variable is Motivation to Learn (X_2).

b. Partial Linear Regression Analysis (t test)

Based on the table $t\text{-df} = n-2$. $df = 100-2 = 98$. Table $t = 1.98447$, it can be concluded that;

- In variable X_1 , $t_{\text{count}} > t_{\text{table}}$ ($2.589 > 1.984$): H_0 is rejected.
- For variable X_2 , $t_{\text{count}} > t_{\text{table}}$ ($4.706 > 1.984$): H_0 is rejected.

Table 17. Multiple Linear Regression Analysis (F test)

Model		Sum of Squares	ANOVA ^a			F	Sig.
			df	Mean Square	F		
1	Regression	5876.209	2	2938.104	233.330		.000 ^b
	Residual	1221.431	97	12.592			
	Total	7097.640	99				

a. Dependent Variable: SUMY

b. Predictors: (Constant), SUMX₂, SUMX₁

Based on the table above, it can be seen that F_{table} :

- $df_1 = k - 1 = 3 - 1 = 2$
- $df_2 = n - k = 100 - 3 = 97$.
- $F_{table} = 3.09$
- $F_{count} > F_{table} (233.330 > 3.09)$, jadi H_0 ditolak.
- This means that the variables of the Edu-Ecotourism Environment (X_1) and Work Motivation (X_2) together have an effect on Al-Qur'an Memorization Achievement (Y).

CONCLUSION

Based on the results of the analysis carried out, it can be concluded that simultaneously (together) and partially there is a significant positive influence between the Edu-Ecotourism Environment and Learning Motivation on the Achievement of Memorization of Al-Qur'an at Al- Islah Islamic Boarding School. This can be seen from the percentage of Al-Qur'an's memorization achievement which shows a good level of memorization. The effect of variable X on Y can be proven from the results of the calculations obtained, namely by using the F test for testing simultaneously or together and using the t test for testing partially or separately.

For the test results simultaneously can be compared the value of F_{count} with the value of F_{table} . Where the F_{count} value is 233,330 and the F_{table} value for the 0.05 or 5% significance level is 3.09. thus F_{count} is greater than F_{table} ($233,330 > 3.09$). So, H_0 is rejected and the alternative hypothesis (H_a) is accepted and proven to be true, meaning that simultaneously or together there is a significant influence between the Edu-Ecotourism Environment and Learning Motivation on the Achievement of Memorization of Al-Qur'an at Al- Islah Islamic Boarding School.

Furthermore, the results of the t test show that the t_{count} for X_1 is 2,589 and for X_2 is 4,706, while the t -table is 1,984, it can be concluded that X_1 and X_2 have t_{count} greater than t_{table} (2,589 and 4,706 > 1,984). thus in X_1 and X_2 H_0 rejects. This means that the Edu-Ecotourism Environment variable (X_1) and Learning Motivation (X_2) have a significant effect on Achievement of Memorization of Al-Qur'an variable in Al- Islah Islamic Boarding School (Y).

Meanwhile, the coefficient of determination or ability of the Edu-Ecotourism Environment (X_1) and Learning Motivation (X_2) in explaining the variable of Achievement of Memorization of Al-Qur'an at Al- Islah Islamic Boarding School (Y) is 82.4% and the remaining 17.6% influenced by other variables not examined in this research. The coefficient of determination seen from the Adjusted R Square results is 0.824 or 82.4%. Then the R_{count} of 0.824 which is in the range 0.70-0.90 means that the multiple correlation is high. While the error rate generated in the regression equation from the results of this study is 0.943 or 94.3%.

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