

The Influence of Self-Assignment (Take Home Assignment) on Student Learning Outcomes in the Islamic Educational Psychology Course at the State Islamic College (STAIN) Mandailing Natal

Ilpa Hasanah *, Muzzammil Khoiri, Nur Hatikah, Darwis, Selvi Septiani Harahap

Sekolah Tinggi Agama Islam Negeri Mandailing Natal
Jalan Prof. Dr. Andi Hakim Nasution, Komplek STAIN Madina, Pidoli Lombang, Kecamatan Panyabungan, Kabupaten Mandailing Natal, Sumatera Utara, Indonesia

Article Info

Article history:

Received December 23, 2025

Revised January 12, 2026

Accepted February 4, 2026

Keywords:

Independent Assignments, Take Home, Learning Outcomes, Islamic Educational Psychology

ABSTRACT

Take-home assignments are one type of assignment or learning strategy that aims to improve students' diligence, activity, and independence. This study aims to determine the effect of take-home assignments on the learning outcomes of students majoring in Islamic Education (Pai) in the Islamic Education Psychology course at the Mandailing Natal State Islamic College (Stain). This study used a quantitative method with an associative approach. The population of this study were fifth semester (5) students in classes A, B, and C who took the Islamic Education Psychology course, with a total of 64 students as respondents. Data collection techniques were carried out through learning outcome tests and documentation. Data analysis used hypothesis testing using the chi-square formula. The results of the study indicate that there is no significant effect or only a low effect on student learning outcomes in the Islamic Education Psychology course. This was proven by the results of hypothesis testing using the chi-square formula, which obtained a calculated chi-square of 2.0584, which was smaller than the table chi-square of 16.919 with a significance level of 5%. Therefore, in the research conducted by the researcher, the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. Based on the results of the calculation of the coefficient of determination, it shows that independent assignments contribute 20.32% to student learning outcomes. Thus, it can be concluded that the provision of independent assignments has not had a significant or low effect on improving student learning outcomes in Islamic educational psychology courses at STAIN Madina.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Ilpa Hasanah
Sekolah Tinggi Agama Islam Negeri Mandailing Natal
Email: ilfahasannah36@gmail.com

INTRODUCTION

Higher education plays a strategic role in developing students' intellectual, spiritual, and moral potential. The learning process in higher education is not merely the delivery of material by a lecturer but also demands student involvement and active participation in independently developing knowledge and skills. Therefore, lecturers are required to provide or utilize learning models and strategies that encourage student activeness, skills, and responsibility for learning.

One learning strategy frequently used by lecturers is the assignment of independent assignments (take-home assignments). These independent assignments are given to students to complete outside of class hours. This allows students to work in a calm, unhurried manner. This aims to deepen students' understanding of the lessons taught, train their independence in learning, and foster critical and analytical thinking. In the context of learning at religious universities, these independent assignments are expected to deepen students' thinking by linking theory with Islamic values and the practice of Islamic education.

The course "Islamic educational psychology" is a crucial course for Islamic Religious Education (PAI) majors. The purpose of this course is to equip students with psychological concepts relevant to knowledge and learning from an Islamic perspective. A solid understanding of this course is essential for designing and implementing effective Islamic religious education that is tailored to the characteristics of students.

Law No. 20 of 2003 concerning the National Education System outlines four educational concepts. First, education is a conscious, planned effort, meaning the educational process in schools is not haphazard. Rather, it is directed toward achieving goals. Planned education is directed toward realizing the learning process, meaning education is prioritized. Education is not about achieving learning outcomes but rather about how to achieve both outcomes and the process within the child. Therefore, outcomes and process must be balanced. Education is an effort to develop students' potential; the task of education is to develop students' potential, not to force them to memorize material. It appears that the implementation of education in schools has not yet met the expectations outlined in Law No. 20 of 2003. This law also addresses independent assignments, specifically to develop students' potential to become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Permana, 2023).

The current educational problem is the weakness of the learning process and knowledge. During the learning process, students' thinking is not sharpened enough, and their knowledge is often very limited or even limited. During the learning process, students are required or forced to memorize lessons and information that have been presented or taught. Students are even required to remember various or all information without being required to understand it.

Etymologically, according to the Greek, the word "education" is "paedagogie." This word consists of two words: *paids*, meaning to guide, and *agoge*, meaning child. These two words convey the meaning of guidance given to children. It can also be interpreted as a direct process to shape human development towards a better direction. Therefore, education is training, coaching, and matters related to efforts to improve intelligence (Yusuf, 2020).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. In studying and thinking about education, it is first important to understand two terms that are nearly identical in form and frequently used in the world of education: pedagogy and pedagoik. Pedagogy means "education," while pedagoik means "the science of education." The word *pedagogos*, which originally meant service, later evolved into a noble profession. Because the definition of pedagogy (from *pedagogos*) means someone whose job is to guide children in their growth towards independence and responsibility. The work of education encompasses many aspects, including everything related to human development, from physical development, health, skills, thoughts, feelings, will, social development, to the development of faith. In a simple and general sense, education is a human endeavor to cultivate and develop innate potential, both physical and spiritual, in accordance with the values of society and culture. Education and culture exist together and mutually promote each other.

Learning is the effort made to acquire new attitudes in general, and change is relative. Change and the process are the results achieved. Learning is not only learning from books but also opinions, ideals, skills, and habits. Therefore, learning can be said to occur when there has been a change in oneself (Emmi Hairani Hasibuan, 2022).

Learning is an activity carried out by a person consciously or intentionally. This activity refers to a person's active involvement in mental aspects that enable change to occur. Thus, it can be understood that a learning activity is considered effective if the intensity of a person's physical and mental activity increases. Conversely, even if someone is said to be learning, if their physical and mental activity is low, it means they don't truly understand that they are learning (Pane & Darwis Dasopang, 2017).

Learning outcomes are changes in students' behavior, whether in knowledge, attitudes, or skills. These changes can be interpreted as improvements beyond normal levels. Generally, learning outcomes can be defined as students' self-assessments and observable, demonstrable, and measurable changes in abilities or achievements experienced by students as a result of learning experiences. Proits states that learning outcomes can describe students' abilities based on what they know and learn (Molstad & Karseth, 2016). Student learning outcomes are divided into five categories: verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies (Nurhasanah Siti & Sobandi A., 2016).

From initial observations conducted by researchers at Stain Madina, they found that psychology lecturers there have been using independent assignments as a learning method and strategy. Judging from grades for the odd semester of the 2024/2025 academic year, student achievement in psychology courses is still below the minimum passing grade (KKM).

METHOD

This research method uses a quantitative research method with an associative approach. Quantitative research methods are methods that heavily rely on the use of numbers, from data collection, interpretation, and presentation of the results (Hermawan, 2022). Quantitative methods provide a solid foundation for an in-depth understanding of phenomena that can be measured numerically. This means that quantitative research is a form of research that.

The quantitative method is a positive philosophy research method and is used to study a specific population or sample. This data collection uses research instruments and statistical data analysis to describe and test predetermined hypotheses. The quantitative research method is a research method based on positive philosophy and is used to study a specific population or sample. This data collection uses research instruments and statistical data analysis to test predetermined hypotheses.

Based on the statement above, the researcher wants to determine the effect of independent assignments (take-home assignments) on student learning outcomes in the Islamic Educational Psychology course at the State Islamic College (Stain) Mandailing Natal. The sample in this study was 64 fifth-semester (5) students from classes A, B, and C.

There are several methods and approaches that can be used to obtain and collect data in this study. The following is an explanation of some of these data collection methods:

1. Questionnaire Technique

A questionnaire is a data collection technique that involves distributing questionnaires (questions/statements) filled out directly by respondents to gather general opinions. (Fathoni, 2011). Sukmadinata explains that a questionnaire is an indirect data collection technique. This questionnaire technique involves distributing questionnaires or methods as follows: Formulating the objectives to be achieved with the questionnaire, identifying the variables to be targeted by the questionnaire, breaking down each variable into more specific and singular subvariables, determining the type of data to be collected, and compiling the analysis techniques.

The questionnaire in this study was used to collect data regarding the Effect of Independent Assignments (Take-Home Assignments) on Student Learning Outcomes in the Islamic Educational Psychology course at the State Islamic College (STAIN) Mandailing Natal. This study used a Likert scale.

The questionnaire used in this study used a Likert scale to measure the opinions, attitudes, and perceptions of individuals or groups regarding social phenomena (Dermawan, 2013). Each student's response to the instrument was always, often, sometimes, and never. Respondents only chose one answer option without being given the opportunity to choose another (Rifa'i, 2021).

2. Observation Technique

Observation techniques aim to examine behaviors deemed inadequate when measured by tests, inventories, or questionnaires. This activity, which is usually observed, also relates to how teachers teach and how students learn. Suharsaputra explained that observation can be considered if it has a purpose, but observing, observing, and scrutinizing a behavior cannot be considered observation if it has no purpose.

The purpose of observation is to obtain information from data collection in research on the effect of the use of homework assignments on student learning outcomes in the Islamic Educational Psychology course at Stain Madina. Therefore, the researcher will directly observe existing problems and then record the observations afterward.

3. Documentation

Documentation is the process of collecting, managing, and organizing information or data stored in a specific format for future use. Documentation can be in the form of writing, images, videos, or audio recordings intended to provide evidence, references, or records of an activity, event, or important information (Sugiono, 2016).

According to Arikunto, documentation involves searching for and collecting data in the form of notes, transcripts, books, report cards, agendas, and so on. This documentation method is intended to obtain data based on existing data sources within the school, namely: the school profile, organizational structure, and student achievement assessment results. Instrument testing is carried out through validity and reliability tests. Validity testing indicates the extent to which a measuring instrument measures what it is intended to measure (Abdullah, 2011).

RESULTS

Learning outcomes are changes in student behavior during the teaching and learning process. Improved learning depends on the teaching methods used by teachers in explaining to students. In this learning method, educators assign homework to students so that they can engage in learning activities. These learning activities can be done at home, in class, or in other places that support homework.

Based on the results of research on the Effect of Independent Assignments (Take-Home Assignments) on Student Learning Outcomes in the Islamic Educational Psychology Course at the State Islamic College (Stain) of Mandailing Natal, in the study, Variable X (Independent Assignments (Take-Home Assignments)) and Variable Y (Student Learning Outcomes) were tested using the Chi-Square formula and obtained a result of 2.0584. This study used a sample of 64 respondents. The number of db was 9, therefore, the value at the 5% significance level was 16.919. While Chi Square) is 2.0584 from these results then Chi square () is calculated to be smaller than () at a significance level of 5% = 2.0584 < 16.919. Therefore it can be seen that the alternative hypothesis (H_a) in this study is not accepted and (H_o) is accepted. This means that there is no Effect of Independent Assignments (Take Home Assignments) on Student Learning Outcomes in the Islamic Educational Psychology Course at the State Islamic College (Stain) Mandailing Natal.

From the results it is known that the contingency coefficient (C or KK) is 0.886, After knowing the r value then from the interpretation table it is known that the value of 0.176 is between 0.000 - 0.229 so it can be seen that the Effect of Variable X (Independent Assignments (Take Home Assignments)) on Variable Y (Student Learning Outcomes) semester V (5) class A, class B, class C, is classified as very low.

The results of the calculation show how big the contribution of variable X is in supporting variable Y, using the formula above, the result is 20.32% in influencing learning outcomes in the Islamic Educational Psychology course, Islamic Religious Education Department, Semester V (5) class A, class B, class C, at Stain Madina.

Based on the results above, it can be concluded that there is an influence but it is not significant in Independent Assignments (Take Home Assignments) on Student Learning Outcomes in the Islamic Educational Psychology Course at the State Islamic College (Stain) Mandailing Natal.

CONCLUSION

The study concluded that there was no effect of independent assignments (take-home assignments) on student learning outcomes in the Islamic Educational Psychology course at the State Islamic College (Stain) in Mandailing Natal. This was demonstrated in a hypothesis test using the chi-square formula. The resulting square was 2.0584, calculated to be smaller than () at the 5% significance level, with a value of 16.919, or 2.0584. Therefore, the alternative hypothesis (H_a) was rejected and the null hypothesis (H_o) was accepted, with a very low level of correlation.

The coefficient of determination calculation showed that independent assignments (take-home assignments) contributed 20.32% to student learning outcomes in the Islamic Educational Psychology course at the State Islamic College (Stain) in Mandailing Natal.

Based on this explanation, it can be concluded that independent assignments (take-home assignments) have an effect on student learning outcomes. However, this effect is low and not significant. Thus, independent assignments have not had a significant impact on improving student learning outcomes in the Islamic educational psychology course at Stain Mandailing Natal.

REFERENCES

- [1] Abdullah, M. (2011). Metodologi Penelitian Kuantitatif.
- [2] Dermawan, D. (2013). Metode Penelitian Kuantitatif. PT. Remadja Rosdakarya.
- [3] Emmi Hairani Hasibuan, W. M. (2022). Pengaruh Penggunaan Metode Pemberian Tugas Rumah Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam di SMA Muhammadiyah 18 Sunggal. *Jurnal Pendidikan Agama Islam*, 3(1).
- [4] Fathoni, A. (2011). Metodologi Penelitian dan Teknik Penyusunan Skripsi. Rineka Cipta.
- [5] Hermawan, E. (2022). BUKU AJAR PENELITIAN KUANTITATIF.
- [6] Nurhasanah Siti, & Sobandi A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 128–135. <http://ejournal.upi.edu/index.php/jpmanper/article/view/00000>
- [7] Pane, A., & Darwis Dasopang, M. (2017). Belajar Dan Pembelajaran. *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352. <https://doi.org/10.24952/fitrah.v3i2.945>
- [8] Permana, D. Y. (2023). konsep dasar pendidikann agama islam dan budi pekerti integratif di sekolah. *Social Science Academic*, 1(2).
- [9] Rifa"i, A. B. (2021). Pengantar Metodologi Penelitian. SUKA-Press UIN Sunan Kalijaga.
- [10] Sugiono. (2016). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Alfabeta.
- [11] Yusuf, A. (2020). Pesantren Multikultural Model Pendidikan Karakter Humanis- Religius Di Pesantren Ngalah Pasuruan. Riau:Rajawali Pers.