



Article

The Effect of Utilizing Teknologi Informasi And Learning Virtual Berbasis E-Learning On Minat Learning Siswa On Pai Bagi Siswa Smk Nusantara 1 Comal Pemalang Subjects

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ABSTRACT:

The learning problem at SMK Nusantara 1 Comal is that students are passive in the learning process because they are only required to listen and listen to the material presented by the teacher without any interaction. This causes students' interest in learning in PAI subjects to be relatively low. Judging from these problems, schools make PAI learning innovations using Information Technology and E-Learning-Based Learning.

The objectives to be achieved in the discussion of this thesis are 1. To prove the influence of the use of information technology in SMK Nusantara 1 Comal; 2. To prove the influence of *e-learning-based virtual learning* at SMK Nusantara 1 Comal Pemalang; 3. To prove the influence of the use of information technology and *e-learning-based virtual learning* on students' learning interests at SMK Nusantara 1 Comal.

In this research using a quantitative approach with the type of field research (*Field Research*). The independent variable is the Utilization of Information Technology and E-Learning-Based Virtual Learning. The Dependent Variable is Student Learning Interest. The sampling technique used was purposive sampling with the total population in this study was 95 students. Data collection methods used are questionnaires (questionnaire), observation and interviews. The analysis technique used is the Multiple Linear Regression technique using the SPSS 22 For Windows Version program.

The data processing results obtained the significance value of the influence of the use of information technology (X1) and *e-learning-based virtual learning* (X2) is $0.000 < 0.05$, and the value of $F_{\text{calculates}} 146,515 > F_{\text{table}} 3.09$, it can be concluded that the Utilization of Information Technology and Virtual Learning Based on *E-Learning* simultaneously affects Students' Learning Interest in PAI Subjects at SMK Nusantara 1 Comal Pemalang with a percentage of 76.1%.

Key words: Information Technology, *E-Learning*, Student Learning Interests.

I. INTRODUCTION

A. Research Background

The advancement of information & communication technology in this globalized era is very rapidly developing. Almost all corners of global technology as a dependence that can almost be separated according to human life. All aspects of life are affected because of these technological developments, it cannot be denied that using the increasing development of technology will facilitate all human activities.

In line with the development of technology, especially in the field of communication, it is one of the fields that is developing rapidly and is accepted in human life. The development of communication technology then presents several types of new inventions with their respective advantages, such as laptops, tablets and the internet, which will increasingly attract people to use them in a way that increases their dependence on technology to make it easier and more convenient in all activities that use this technology.

Virtual learning based on e-learning refers to the learning process that takes place in a virtual classroom located in a virtual world via the Internet. The application of virtual learning aims to overcome the problem of spatial and temporal separation between students and teachers through computerized means. Students can receive the designed subject matter in a study package available on the website.

Virtual learning applications can help students learn and use their own learning materials, students can also ask for help when experiencing difficulties using computer facilities such as computer-aided learning (CAL) or interactive web pages, synchronous learning provided by supported teachers or tutors (simultaneously) and asynchronous (at different times) or learning supported by other learning resources such as: with other students or experts, e-mails etc. Assessment of learning outcomes can also be done remotely via the internet provided by the teacher. Based on this explanation, the characteristics of distance learning can be seen with the concept of virtual learning, namely teachers and students work separately, learning with an open system (students

have the freedom to choose learning resources), based on the internet network. (Rahmadani, 2020) .¹

The concept of virtual learning was developed so as not to replace face-to-face learning. The combination of face-to-face learning with the concept of virtual learning will improve the quality of learning as well as the effectiveness and efficiency of education. Virtual learning was developed to support face-to-face learning. Virtual learning can be used as the only learning method in distance learning or combined with face-to-face learning.²

Interest is a continuous tendency to pay attention and remember some activity. The activities that a person is interested in are felt continuously accompanied by a feeling of pleasure, while interest is always followed by a feeling of pleasure and satisfaction arises from it. According to the Big Dictionary of Indonesian, interest is a strong tendency and excitement or a strong desire towards something. If there are students who are less interested in learning, you can try to stimulate their interest by explaining to them interesting and useful things in life and things related to their ideals and their relationship with the field of study.

Based on the results of observations made in the investigation process at SMK Nusantara 1 Comal and an interview with the teacher of class X TKJ Islamic Religious Education, Mr. Moh. Anwar, S.Pd., there are several learning problems, among which when listening to books or modules, students only listen to the teacher's explanation, so that students feel bored and busy in the learning process, in addition to making students passive in the learning process. This is reinforced by the results of an interview with a class X TKJ 3 student, Iqbaal Rihhadatul Aisy, that there is a problem in the learning process, namely students are easily bored during MYP learning because the learning method used by the teacher is lectures. Students should always listen and listen to the material delivered by the teacher without interaction so that students are passive in the learning process. The lack of innovation such as the use of media or learning through the use of information technology causes boredom among students. As a

¹ Dian Rahmadani, *Preliminary Studies Motivation Student At Application Virtual Learning Deep Learning Distance Far*; Journal Education Biology ICP (8 August 2020)

² Zalik Nuryana, *Utilization Technology Information Deep Islamic Religious Education*, Journal TamaddunTheft. Xix. No.1 (January 2018)

result, students' interest in learning MYP subjects is low. The results of an interview with the director of SMK Nusantara 1 Comal said there were several obstacles, first for children who did not have androids and laptops. Therefore, students can only access it in the school's computer room. The second obstacle is the large number of students of SMK Nusantara 1 Comal and those who are used as many people, even if there is an additional access point every year, the access speed will slow down.

Faced with this problem, it is worth remembering that the importance of Islamic religious education in schools should not be carried out as a mere formality, but should have meaning for students. The form includes learning innovations such as e-learning-based virtual learning and other forms of innovation, namely MYP learning based on Information and Communication Technologies (ICT) or commonly known as Information and Communication Technology (ICT). or that in the year we will simplify this writing with information technology.³

In addition to students' lack of awareness of the importance of education, this leads to a weakening of their interest in learning. Therefore, I chose the title of this study as "**The Influence of Information Technology E-Learning Based Learning and Virtual Learning on Students' Learning Interest in Islamic Religious Education at SMK Nusantara 1 Comal for the 2020/2021 Academic Year**".⁴

B. Research Problem Formulation

The development of technology greatly affects the implementation of virtual learning of students of SMK Nusantara 1 Comal, so researchers formulate the following problems:

1. Does the use of information technology at SMK Nusantara 1 Comal Pemalang affect students' interest in learning PAI subjects?
2. Does e-learning-based virtual learning at SMK Nusantara 1 Comal Pemalang affect students' interest in learning PAI subjects?

³ Dian Rahmadani, *Preliminary Studies Motivation Student At Application Virtual Learning Deep Learning Distance Far* (Journal Education Biology ICP, 2020)

⁴ Dini Oktarika, *Pengaruh Learning use media e-learning towards interest learn student at eye lecture e-learning in the program Studies p.tik* (Journal Education Informatics and Science, 2015) Vol. 4, No. 1.

3. Does the use of information technology and e-learning-based virtual learning have a simultaneous effect on students' interest in learning in PAI subjects?

C. Research Methods

1. Research Approach

This research uses a quantitative descriptive approach.⁵ Researchers use a quantitative approach that focuses on analyzing numerical data (numerical values) processed using statistical methods.

2. Types of Penelitian

The type of research used is *field research (field research)*. Field research means that the researcher goes directly to the field to make observations about a phenomenon in a scientific state. Researchers went directly to the field precisely at⁶SMK Nusantara 1 Comal.

3. Source Data

a. Primary data sources

A primary data source is a data source that directly provides data to the data collector. The primary data sources of this study are:⁸

- 1) Questionnaire for class X students of TKJ SMK Nusantara 1 Comal.
- 2) The results of interviews with Students, PAI Teachers and Heads of SMK Nusantara 1 Comal.

b. Secondary data sources

A secondary data source is a source that does not directly provide data to the data collector, for example through someone else or through a document. In this case, literature⁹ review materials, literature, previous research that has something to do with the research discussed, books, and so on.

⁵ Sugiyono, Statistics to Education. (London: Alfabeta, 2010)

⁶ Suharsimi Arikunto, Management Research (Jakarta: Rineka Copyright, 2005), Pp. 5.

⁷ Lexy J. Moleong, Methodology Research Qualitative (London: Adolescent Rosdakarya, 2006), Pp. 26.

⁸ Sugiyono, Method Research Quantitative, Qualitative, and R&D, Cet. To-20 (Bandung: Alfabeta, 2014), Pp. 225.

⁹ Sugiyono, Method Research Quantitative, Qualitative, and R&D... p.225.

4. Data Collection Techniques

Data collection techniques according to the source Sugiyono (2018) stated that it can be divided into two parts, namely the main data or the first data and the second data. The main data comes from the information that the informant provides directly to the collector, and the second data comes from data that is not given directly to the collector but can first pass through the other party and then through the connected device. Include:¹⁰

a. Questionnaire

A questionnaire is a written instrument in which there is a set of questions and statements to obtain information from respondents. There are two types of questionnaires based on how to answer them, namely open questionnaires and closed questionnaires. This study uses a type of closed questionnaire, which is a data collection instrument in which the researcher has prepared questions and statements in advance before being given to respondents and respondents can directly choose the answers directly according to the respondent's experience.¹¹ The questionnaire in this study was used to determine the influence of the use of information technology and e-learning-based virtual learning on students' interest in learning in PAI subjects for students of SMK Nusantara 1 Comal.

b. Observation

Observation is defined as systematic observation and recording of the symptoms that appear on the object of study.¹² Observations in this study were made to determine learning activities, the use of teaching materials, competencies that must be achieved and the conditions that are happening in schools.

c. Interview

Interviews are activities carried out by researchers to obtain information from sources, in which there is a question and answer interaction between the two. Interviews are divided into two, namely

¹⁰ Sugiyono, *Method Research Education: Pendekatan Quantitative, Qualitative and R&D*. Edition 27. (London: Alfabeta, 2018)

¹¹ Sugiyono, *Method Research Education: Pendekatan Quantitative, Qualitative and R&D*. Edition 27. (London: Alfabeta, 2018)

¹² Margono, *Methodology Research Education* (Jakarta: Rineka Copyright, 2014), p.158.

structured and unstructured interviews. In this study used unstructured interviews.¹³ Unstructured interviews are used by researchers if they do not know what information results will be obtained, where the interview process is carried out freely without using guidelines in the form of interview instruments. Researchers only listen and record the information expressed by the source. Unstructured interviews pthere is this research conducted to explore further information from respondents or resource persons about learning activities, the use of teaching materials, and competencies that must be achieved by students, as well as collect other data needed in the research process.

5. Data Analysis Techniques

The analysis technique in this study uses multiple linear regression analysis. The data obtained after the data is collected is processed statistically using the help of a platform, namely *Statistical Product and Services Solution (SPSS) version 22*.¹⁴ The following are the analytical steps that will be carried out in this study:

This research starts from the field, namely from empirical facts. The data analysis process is carried out in conjunction with the data collection process with the following stages:

- a. Validity test, means testing the level of validity and confidence of an instrument or measuring instrument. A research instrument is said to be valid if the measuring instrument is able to be used to measure or assess what should be measured in other words valid. Validity test means testing of an instrument that is absolutely appropriate to measure what is to be measured or a valid instrument. An instrument is said to be valid if it is able to take measurements of what is measured.¹⁵
- b. Reliability Test, which is a measurement or measuring instrument has consistency when the measurement uses a measuring instrument

¹³ Sugiyono, Method Research Education: Pendekatan Quantitative, Kualitatif and R&D. Edition 27. (London: Alfabeta, 2018)

¹⁴ Somantri, A. dan Muhidin, S.A, Application Statistics Deep Research. (Bandung: Pustaka Setia, 2006)

¹⁵ Sugiyono, Method Research Education: Pendekatan Quantitative, Kualitatif and R&D. Edition 27. (London: Alfabeta, 2018)

repeatedly. Reliability testing aims to find out the extent to which measurements remain consistent if the test is repeated on the same subject and conditions.¹⁶

- c. Normality Test, used to find out whether the data from the study came from a normally distributed population or not. If the data from the study comes from the normal distribution, it is continued on the homogeneity test.¹⁷
- d. Multicollinearity Test, this is intended to test whether or not there is a high or perfect correlation between free variables in regression models.¹⁸
- e. Heteroskedasticity test, aims to test whether in the regression model there is a variance dissimilarity from the residual of one observation to another.¹⁹
- f. Test Hypothesis with Multiple Linear Regression, which is a regression equation that describes the functional relationship between a *dependent* variable (Y) and independent variables (X) as much as N, or with several free variables and one bound variable.

II. RESULTS OF DISCUSSION

A. Data Description

1. Information Technology utilization questionnaire data at SMK Nusantara 1 Comal Pemalang

From the questionnaire that has been given to 95 students, the highest score of 44 was obtained by 16 respondents with numbers 1, 2, 19, 24, 27, 28, 29, 42, 47, 52, 55, 57, 58, 59, 75 and 83. While the lowest score was obtained by 26 obtained by 1 respondent with the number 89. The total value of the questionnaire on the Utilization of Information Technology at SMK Nusantara 1 Comal Pemalang was 35.

¹⁶ Sugiyono, *Method Research Education: Pendekatan Quantitative, Kualitatif and Re&D*. Edition 27. (London: Alfabeta, 2015)

¹⁷ Sugiyono, *Method Research Education: Pendekatan Quantitative, Kualitatif and Re&D*. Edition 27. (London: Alfabeta, 2015)

¹⁸ Ghozali, Imam and Ratmono, Dual. 2017. *Analysis Multivariate and Econometrics with Eviews 10*. Body Publisher University Diponegoro:Semarang.

¹⁹ Ghozali Imam. 2018. *Application Analysis Multivariate with Program IBM SPSS 25*. Badan Publisher University Diponegoro:Semarang

2. ***E-Learning-Based* Virtual learning questionnaire data at SMK Nusantara 1 Comal Pematang**

From the questionnaire that has been given to respondents of 95 students, the highest score of 60 was obtained by 11 respondents with numbers 1, 2, 19, 24, 27, 28, 29, 48, 56, 58 and 64. While the lowest score was obtained by 31 obtained by 4 respondents with numbers 12, 32, 44 and 51. The total value of the questionnaire on *E-Learning-Based Virtual Learning* at SMK Nusantara 1 Comal Pematang was 4532.

3. **Data on the questionnaire of Student Learning interest in PAI Subjects at SMK Nusantara 1 Comal pematang**

From the questionnaire that has been given to 95 students, the highest score of 36 was obtained by 14 respondents with numbers 1, 2, 16, 19, 24, 27, 28, 29, 39, 41, 42, 48, 58 and 64. While the lowest score was obtained by 19 obtained by 1 respondent with the number 17. The total value of the questionnaire on *E-Learning-Based Virtual Learning* at SMK Nusantara 1 Comal Pematang was 2733.

B. Instrument Validity and Reliability Test

1. **Validity test**

To test the validity of the instrument items in the questionnaire using the validity test by utilizing the *SPSS 22 For Windows Version* program with the *Pearson Product Moment* formula. A question item can be said to be valid if $r_{count} > r_{table} = 0.202$ at a 5% significance level meaning that if the *Corrected Item* is greater than 0.202 then the question item is said to be valid

Table 1. 1. Questionnaire Validity Test X1

No. Item	r_{xy}	$R_{table} 5\% (95)$	Information
1	0.589	0.202	Valid
2	0.724	0.202	Valid
3	0.634	0.202	Valid
4	0.673	0.202	Valid
5	0.762	0.202	Valid
6	0.792	0.202	Valid
7	0.686	0.202	Valid

8	0.785	0.202	Valid
9	0.770	0.202	Valid
10	0.639	0.202	Valid
11	0.601	0.202	Valid

The validity test calculation results, as Tabel 1.1, show that all r values_{count} > r_{table} at a significance value of 5%. Therefore, we can conclude that all the items in this questionnaire are useful as a survey tool.

Table 1. 2. Questionnaire Validity Test X2

No. Item	r_{xy}	R_{table} 5% (95)	Information
1	0.626	0.202	Valid
2	0.729	0.202	Valid
3	0.765	0.202	Valid
4	0.800	0.202	Valid
5	0.801	0.202	Valid
6	0.749	0.202	Valid
7	0.786	0.202	Valid
8	0.827	0.202	Valid
9	0.717	0.202	Valid
10	0.722	0.202	Valid
11	0.720	0.202	Valid
12	0.675	0.202	Valid
13	0.353	0.202	Valid
14	0.791	0.202	Valid
15	0.721	0.202	Valid

The result of the calculation of Uji Validity as Table 1.2., shows that all r values_{count} > r_{table} at a significance value of 5%. Therefore, we can conclude that all the items in this questionnaire are useful as a survey tool.

Table 1. 3. Questionnaire Validity Test Y

No. Item	r_{xy}	$R_{table} 5\% (95)$	Information
1	0.765	0.202	Valid
2	0.462	0.202	Valid
3	0.739	0.202	Valid
4	0.504	0.202	Valid
5	0.754	0.202	Valid
6	0.827	0.202	Valid
7	0.635	0.202	Valid
8	0.755	0.202	Valid
9	0.718	0.202	Valid

The results of the Validity Test calculation as table 1. 3, indicating that all r values_{count} the table $> R$ at a significance value of 5%. Therefore, we can conclude that all the items in this questionnaire are useful as a survey tool.

2. Reliability Test

Reliability tests are carried out to ensure that the instrument is an accurate measuring instrument. Reliability indicates the extent to which a measurement cannot give relatively different results when repeated on the same object. Measurement of data reliability is carried out by providing questionnaires to research subjects where the scale used is the Likert scale. The reliability value uses *Cronbach's Alpha* formula. The basis for making the decision is that if *the alpha* > 0.60 then the data is declared reliable. Conversely, if *alpha* < 0.60 then the data is declared unreliable.

Table 1. 4. X1, X2 and Y Variable Reliability Test Results

Variable	A	Information
X1	0.894	Reliable
X2	0.933	Reliable
And	0.859	Reliable

The reliability test results obtained the reliability coefficient of questionnaire X1 of 0.894, questionnaire X2 of 0.933, and questionnaire Y of 0.859. Based on the coefficient value, $\alpha > 0.60$, it can be concluded that all questionnaires in this survey are reliable or consistent and can be used as a survey tool.

3. Normality Test

The Kolmogorov-Smirnov normality test is part of the classical hypothesis test. The norm test is intended to find out whether the residual value is normally distributed. The basis for decision making, if the significance value > 0.05 then the residual value is normally distributed. Conversely, if the significance value < 0.05 , the rest is not normally distributed.

Table 1. 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		95
Normal Parameter ^{1,b}	Mean	.0000000
	Std. Deviation	2.19354798
	Absolute	.086
	Positive	.086
	Negative	-.051
Test Statistic		0.86
Asymp. Sig. (2-tailed)		.076 ^c

a. Test distribution is Normal

b. Calculated from data

c. Lilliefors Significance Correction

It can be concluded that the residual value is normally distributed with the result of the normality test significance value of $0.076 > 0.05$.

4. Multicollinearity Test

The multicollinearity test is part of the classical assumption test in multiple linear regression analysis. The multicollinearity test aims to determine whether there is an intercorrelation (strong relationship) between independent variables. The basis for decision making looks at the value of Tolerance, if the *Tolerance* value is greater than > 0.10 then

multicollinearity does not occur. Looking at the value of the VIF, if the VIF value is less than <10.00 then multicollinearity does not occur.

Table 1. 6. Multicholinerity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	BRIGHT
1 (Constant)	3.332	1.778		1.875	.064		
Information Technology	.171	.056	.190	3.054	.003	.669	1.496
E-Learning	.398	.033	.749	12.014	.000	.669	1.496

a. Dependent Variable : Interests

Based on the test results obtained, it can be seen that the *Tolerance* X1 and X2 values are $0.669 > 0.10$, the X1 and X2 VIF values are $1,496 < 10.00$, it can be concluded that Multicollinearity does not occur.

5. Heteroskedadisticity Test

The heteroskedasticity test aims to test whether in the regression model there is a variance inequality from the residual of one observation to another. The basis for decision making, if the value of $\text{sig.} > 0.05$ then there is no heteroskedasticity. Conversely, if the value of $\text{sig.} < 0.05$ then heteroskedasticity occurs. The heteroskedasticity test uses the *Glejser* test formula.

Table 1. 7. Heteroskedasticity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1 (Constant)	-.407	1.145		-.355	.723
Information Technology	.061	.036	.213	1.700	.093
E-Learning	-.005	.021	-.031	-.251	.802

a. Dependent Variable : RES2

Based on the test results obtained, it can be seen that X1 has a sig value. $0.093 > 0.05$ and X2 have sig values. $0.802 > 0.05$, then the conclusion can be drawn that heteroskedasticity does not occur.

C. Analysis of the Effect of Information Technology Utilization (X1) on Students' Learning Interest in PAI Subjects

1. Hypothesis Test Analysis

After collecting research data on the effect of the use of information technology on students' learning interests, a hypothesis analysis was carried out using *SPSS 22 For Windows Version* with the following results:

Table 1. 8. Hypothesis Test Results

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Itself.
		B	Std. Error	Beta		
1	(For the record)	3.332	1.778		1.875	.064
	Information Technology (X1)	.171	.056	.190	3.054	.003
	E-Learning (X2)	.398	.033	.749	12.014	.000

a. Dependent Variable : Interest in Learning (Y)

It can be concluded that H1 is accepted, namely with the results of the Information Technology Utilization (X1) test is 0.003, where $0.003 < 0.05$.

2. t-Test Analysis

From the table above, it is known that the t_{count} is 3,054. To find out the analysis of the t test, first look for the table t.

$$\begin{aligned}
 t_{table} &= t(\alpha/2; n - k - 1) \\
 &= t(0.05/2; 95 - 2 - 1) \\
 &= t(0.025; 92) \\
 &= 1.986
 \end{aligned}$$

Then t the table obtained is 1.986. So that $t_{count}: 3,054 > t_{table}: 1,986$, so that the conclusion is drawn is that there is a significant influence of Information Technology Utilization (X1) on students' interest in learning in PAI subjects.

D. Analysis of the Effect of E-Learning-Based Virtual Learning (X2) on Students' Learning Interest in PAI Subjects

1. Hypothesis Test Analysis

After collecting research data on the effect of the use of information technology on students' learning interests, a hypothesis analysis was carried out using *SPSS 22 For Windows Version* with the following results.

Table 1.9. Hypothesis Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1 (For the record)	3.332	1.778		1.875	.064
Information Technology (X1)	.171	.056	.190	3.054	.003
E-Learning (X2)	.398	.033	.749	12.014	.000

a. Dependent Variable : Interest in Learning (Y)

Based on the test results obtained, it can be seen that the significance value for *E-Learning-Based Virtual Learning (X2)* is 0.000, where $0.000 < 0.05$, it can be concluded that H2 is accepted.

2. t-Test Analysis

From the table above, it is known that t_{count} is 12,014. To find out the analysis of the t test, first look for the table t.

$$\begin{aligned}
 t_{\text{table}} &= t(\alpha/2; n - k - 1) \\
 &= t(0.05/2; 95 - 2 - 1) \\
 &= t(0.025; 92) \\
 &= 1.986
 \end{aligned}$$

Then t the table obtained is 1.986. So that $t_{\text{count}}: 12,014 > t_{\text{table}}: 1,986$, so the conclusion is drawn is that there is a significant influence of *E-Learning-Based Virtual Learning (X2)* on students' interest in PAI subjects.

E. Analysis of the Effect of Utilizing Information Technology and E-Learning-Based Virtual Learning on Students' Learning Interest in PAI (Y) Subjects.

1. Multiple Linear Regression Hypothesis Test Analysis

To find out whether or not there is an influence of two or more free variables (X) on the bound variable (Y) using the multiple linear regression analysis formula. Analysis of the results of the hypothesis test is presented in the following table.

Table 4. 10. Hypothesis Test Analysis

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	1440.610	2	720.305	146.515	.000 ^b
	Residual	452.295	92	4.916		
	Total	1892.905	94			

a. Dependent Variable : Interest in Learning (Y)

b. Predictor : (Constant), E-Learning (X2), Information Technology (X1)

Based on the calculation results obtained, it is known that the significant value of the influence of the use of information technology (X1) and virtual learning based on e-learning (X2) is 0.000, where $0.000 < 0.05$. Therefore, we can conclude that H3 is acceptable.

2. F Test Analysis

The F test aims to determine the presence or absence of concurrent (collective) influences exerted by the free variable (X) on the bound variable (Y). To find out the value of F, then first look for the table F.

$$\begin{aligned}
 F_{\text{table}} &= F(k; n-k) \\
 &= F(2; 95-2) \\
 &= F(2; 93) \\
 &= 3.09
 \end{aligned}$$

Based on the results obtained, the $F_{\text{calculated}}$ value is 146.515 and the table F is 3.09. So $F_{\text{count}} 146,515 > F_{\text{table}} 3.09$, so that it can be concluded that the use of information technology and e-learning-based virtual *learning* on students' interest in PAI subjects at SMK Nusantara 1 Comal Pematang has a simultaneous effect.

3. Coefficient of Determination

The coefficient of determination is used to determine the percentage of influence of the variable X simultaneously on the variable Y. Independent variables (X1 and X2) against the dependent variable (Y).

Table 1. 11. Coefficient of Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.872 ^a	.761	.756	2.21726

a. Predictors : (Constant), E-Learning (X2), Information Technology (X1)

According to calculations, the coefficient of determination obtained is 0.761. This means that the simultaneous influence of variables X1 and X2 on variable Y is 76.1%.

From the results of the calculations carried out, it can be concluded that the hypothesis given by the author can be accepted and answered, namely the use of information technology and online learning-based virtual learning has a simultaneous effect on students' interest in learning in PAI Subjects for students of SMK Nusantara 1 Comal Pematang. Evidenced by the acquisition of the significance value of the influence of the use of information technology (X1) and e-learning-based virtual learning (X2) of $0.000 < 0.05$, and the $F_{\text{calculated}}$ value of $146,515 > F_{\text{table}} 3.09$, it can be concluded that the use of information technology and virtual learning based on *e-learning* simultaneous effect on students' interest in learning in PAI subjects at SMK Nusantara 1 Comal Pematang with a percentage of the coefficient of determination value of 76.1%.

III. CONCLUSION

1. The result of statistical calculations at a significance level of 5% obtained the $t_{\text{calculated}}$ value = 3,054 and $t_{\text{table}} = 1,986$. From the obtained value, i.e. $t_{\text{count}} = 3,054 > t_{\text{table}} = 1,986$, we can conclude that H_0 is rejected and H_1 is accepted. It can be concluded that the use of information technology affects the interest in learning PAI subjects for students of SMK Nusantara 1 Comal Pematang.
2. The result of statistical calculations at a significance level of 5% obtained the $t_{\text{calculated}}$ value = 12,014 and $t_{\text{table}} = 1,986$. From the value obtained, namely $t_{\text{count}} : 12,014 > t_{\text{table}} : 1,986$, it can be concluded that H_0 is rejected and H_2 is accepted. It can be concluded that there is an

influence of e-learning-based virtual learning on students' interest in learning in PAI subjects for students of SMK Nusantara 1 Comal Pematang.

3. The result of statistical calculations at a significance level of 5% obtained the calculated F value = 146.515 and $F_{table} = 3.09$. From the obtained value, i.e. $F_{count} 146,515 > F_{table} 3.09$, it can be concluded that H_0 is rejected and H_a is accepted. It can be concluded that there is a simultaneous influence on the use of information technology and e-learning-based virtual learning on students' interest in learning PAI subjects at SMK Nusantara 1 Comal Pematang.

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