

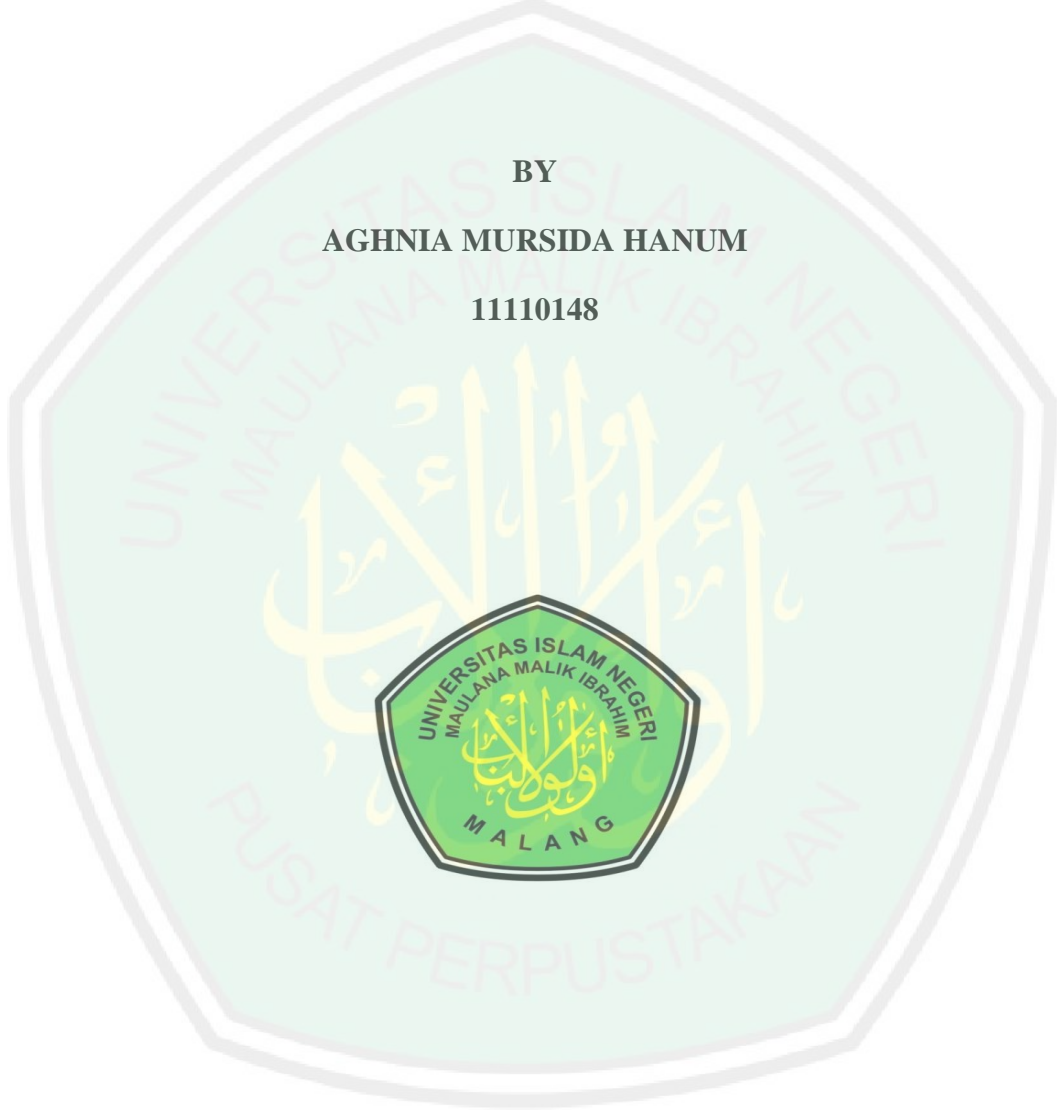
**THE INFLUENCE OF MENTAL HEALTH TOWARD LEARNING  
MOTIVATION ISLMIC EDUCATION STUDENT FOURTH  
SEMESTER UIN MALIKI MALANG**

**SKRIPSI**

**BY**

**AGHNIA MURSIDA HANUM**

**11110148**



**ISLAMIC EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHING SCIENCES  
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM  
OF MALANG  
2015**

**THE INFLUENCE OF MENTAL HEALTH TOWARD LEARNING  
MOTIVATION ISLAMIC EDUCATION STUDENTS FOURTH  
SEMESTER UIN MALIKI MALANG**

*Presented to Faculty of Tarbiyah and Teaching Sciences of State Islamic  
University Maulana Malik Ibrahim Malang in partial fulfillment of the  
requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)*

**BY  
AGHNIA MURSIDA HANUM  
11110148**



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FACULTY OF TARBIYAH AND TEACHING SCIENCES  
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OF MALANG  
2015**

APPROVAL SHEET  
THE INFLUENCE OF MENTAL HEALTH  
TOWARD LEARNING MOTIVATION STUDENT PAI FOURTH SEMESTER  
UIN MALIKI MALANG

SKRIPSI

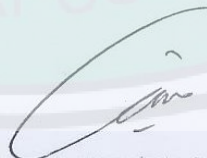
BY  
AGHNIA MURSIDA HANUM  
11110148

Approved by,  
Advisor



Dr. Abdul Malik Karim Amrullah, M.PdI  
NIP. 1976061662005011005

Acknowledged by,  
The Head of Islamic Education Program



Dr. Marno Nurullah, M.Ag  
NIP. 197220822200212

Dr. Abdul Malik Karim Amrullah, M.PdI  
The Lecturer of Tarbiyah and Teaching sciences Faculty  
The State Islamic University of Maulana Malik Ibrahim Malang

---

ADVISOR OFFICIAL NOTE

Matter : Thesis of Aghnia Mursida Hanum  
Appendixes : 4 (four) Exemplars

Malang, May 22, 2015

Dear,  
Dean of Tarbiyah and Teaching Sciences Faculty  
The State Islamic University of Maulana Malik Ibrahim Malang  
At  
Malang

Assalamu'alaikum Wr. Wb

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following skripsi:

Name : Aghnia Mursida Hanum  
NIM : 11110148  
Program : Islamic Education  
Title : The Influence of Mental Health Toward Learning Motivation Islamic Education Student Fourth Semester UIN MALIKI MALANG

As the advisor, we argue that this skripsi has been proposed and tested decent.  
So, please tolerate presence.

Wassalamu'alikum Wr. Wb.

Advisor,



Dr. Abdul Malik Karim Amrullah, M.PdI  
NIP. 1976061662005011005



DEDICATION

**CERTIFICATE OF SKRIPSI AUTHORSHIP**

I certify that skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Influence Of Mental Health Toward Learning Motivation Islamic Education Student Fourth Semester UIN MALIKI MALANG* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, May 22, 2015



Aghnia Mursida Hanum

## APPROVAL SHEET

THE INFLUENCE OF MENTAL HEALTH TOWARD LEARNING  
MOTIVATION ISLAMIC EDUCATION STUDENTS FOURTH SEMESTER  
UIN MALIKI MALANG

## SKRIPSI

Prepared and compiled by  
Aghnia Mursida Hanum (11110148)

Has been defended in front of the board examiners on July 6, 2015  
and has been approved by the board examiners as the requirement for the degree of  
Sarjana Pendidikan Islam (S.Pd.I) on July 6, 2015

## The board of examiners

## Signature

Chairman of the board examiners

Dr. H. Mohammad Asrori M.Ag

NIP.196910202000031001

Secretary of the board examiners

Dr. H. A.Malik Karim Amrullah, M.PdI

NIP. 1976061662005011005

Advisor

Dr. H. A.Malik Karim Amrullah, M.PdI

NIP. 1976061662005011005

Main Examiner

Dr. H. M. Mujab, M.Th

NIP. 196611212002121001

Approved by

The Dean Faculty of Tarbiyah and Teaching Sciences  
State Islamic University Maulana Malik Ibrahim of Malang

Dr. H. Nur Ali M.Pd

NIP .196504031998031002

MOTTO

.....لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا.....

**(Al-Baqarah Verse 286)**

**Allah will not impose on anyone but with the capacity**



## DEDICATION

With this simple work

I dedicate a praise to the Lord of the world and to the Prophet Muhammad SAW as light bearer of truth, with all humality I presented this work to the people who are very meaningful in my life journey

A pair of pearl hearts (My Father **Purwanto** and My Mother **Musalamah**) their love and prayers is a glowing lantern in each of my struggle. Their education to me able to deliver my succesfull that I'll never give up here. Hopefully their charitable blessed by Allah SWT.

My beloved brother and sister (**Zaki Masani Zulkarnain** and his wife **Octabrina Candra Devi**), they have given a lot of encouragement in pursuing the path of my life to achieve everything up until I reach the gate of a bright future and my beloved princess baby **Qiel** that I love.

My honorable **Lecturers** and **Ustad/Ustadzah** who have provided their knowledge to me because of you I to be self guided and educated.

My big Family of **ICP English Islamic Education Program**, My lovely partner **Hanna Zulfa Saffana, Prasadam Candra** and **IMM Pelopor**. Thank you for your Critical, Sugestion and motivation



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2. Dr. Marno Nurulloh, M.Ag as the Head of Islamic Education Program State Islamic University of Maulana Malik Ibrahim Malang. That Have give researcher opportunity to study in the Islamic Education Program and doing te reseach
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11. And All that have help the researcher to full fill this thesis writing that I can not mention one by one

Remembering that this research can not be separated from various shortage, the researchers expect criticism and suggestions from readers. Hopefully this thesis beneficial.

Malang, 22 of May 2015

Writer

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## ABSTRAK

Hanum, Aghnia M. 2015. Pengaruh Kesehatan Mental Terhadap Motivasi Belajar Mahasiswa PAI semester 4 UIN MALANG . Skripsi, Jurusan Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang . Pembimbing: Dr. Abdul Malik Karim Amrullah, M.Pd.

---

Dalam dunia pendidikan motivasi sangat diperlukan, dengan adanya motivasi dapat mempermudah siswa untuk menyukai mata pelajaran yang diajarkan. Tentunya untuk mempermudah mencapai tujuan dari pendidikan itu sendiri. Mahasiswa diharapkan mampu mengatasi masalahnya atau menjaga emosinya ini merupakan karakteristik dari seseorang yang memiliki kesehatan mental yang baik, dan putus asa terkadang dapat menjadikan sebagai salah satu faktor dari rendahnya motivasi belajar.

Tujuan penelitian ini adalah (1) untuk mengetahui adanya pengaruh kesehatan mental terhadap siswa motivasi belajar PAI 4 semester Uin Maliki Malang, (2) mengetahui sejauh mana pengaruh kesehatan mental terhadap motivasi belajar siswa PAI 4 semester UIN MALIKI Malang..

Jenis penelitian ini adalah penelitian deskriptif pendekatan kuantitatif. Total populasi dalam penelitian ini adalah semua siswa Islam 4 semester departemen pendidikan, jumlah siswa 175 siswa, peneliti menggunakan teknik simple random sampling untuk mengambil sampel data, dan 61 siswa yang diambil untuk menjadi responden. Metode pengumpulan data yang akan digunakan oleh peneliti adalah metode Angket, penelitian ini menggunakan analisis *Regresi Linier Sederhana*.

Dari hasil tabel analisis korelasi dapat disimpulkan bahwa (1) dari 61 responden 17 siswa memiliki kesehatan mental yang buruk. Dan 35 siswa memiliki kesehatan mental yang baik, 9 siswa memiliki kesehatan mental yang sangat baik. Mayoritas 57,4% siswa memiliki skor yang menunjukkan kesehatan mental yang baik, (2) hasil penelitian 5 siswa memiliki motivasi belajar yang buruk, 35 siswa memiliki motivasi belajar yang baik dan 18 siswa memiliki motivasi yang sangat baik. Daripada mayoritas 62,3% siswa memiliki nilai motivasi belajar yang baik, (3) ada pengaruh yang signifikan tentang kesehatan mental terhadap motivasi belajar. Rata-rata signifikansi yang mempengaruhi kesehatan mental sebagai variabel bebas dan motivasi belajar siswa sebagai variabel dependen. Besarnya Pengaruh variabel independen terhadap variabel dependen adalah 47,6% dan 52,4% dipengaruhi oleh faktor lain selain faktor X dan Y.

**Kata Kunci:** Kesehatan Mental, Motivasi Belajar, Mahasiswa PAI

## مستخلص البحث

هانوم، أغنياء م. 2015. تأثير الصحة النفسية على تشجيع التعلم الطلاب التربية الإسلامية لطبقة الرابعة بجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. البحث الجامعي، قسم التربية الإسلامية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرف: الدكتور عبد المالك كريم أمر الله الماجستير.

في التربية، أن التشجيع محتاج، بوجوده يستطيع أن يسهل الطلاب حب المواد التعليمية المتعلمة. فيسهل لنيل الأهداف التربية المذكورة. ترجى الطلاب يستطيع أن يحل مشكلتهم ويحافظ عاطفتهم وهذا من خصائص الشخصية بالصحة النفسية جيدة، واليأس يستطيع أن يكون عوامل ضعف تشجيع التعلم أحيانا.

وأهداف البحث وهي (1) معرفة آثار الصحة النفسية على تشجيع الطلاب لطبقة الرابعة الشعبة التربية الإسلامية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج، (2) معرفة كثير آثار الصحة النفسية على تشجيع الطلاب لطبقة الرابعة الشعبة التربية الإسلامية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج.

ونوع البحث المستخدم هو وصفي كمي. وعدد المجتمع الإحصائي في هذا البحث 176 طلبا، وأما أخذ العينات بتقنية العشوائية، و61 طالبا يكون المستاجين. و تستخدم الباحثة طريقة جمع البيانات استطلاعا. والبحث بتحليل الإنحدار الخطي البسيط.

ومن نتائج الجدوال تحليل الارتباط يلاخص أن (1) من عدد 61 المستاجين، 17 منهم لديهم الصحة النفسية فقراء. وأما 35 لديهم الصحة النفسية جيدة، و9 طالبا لهم ممتاز. أكثرهم 57،4% من الطلاب لديهم نتيجة تشير الصحة النفسية جيدة، (2) ونتائج البحث 5 طلاب لهم تشجيع التعلم فقراء، و35 طالبا جيدا و 18 طالبا حسنا، (3) هناك آثار مهم بالصحة النفسية كالمغيرات الحرية وتشجيع الطلاب كالمغيرات التابعة. مستوى تأثير المتغير الحر على المتغيرات التابعة وهي 47،6% و52،4% تؤثر بالعوامل الأخرى سوى x و y.

الكلمة المفتاحية: الصحة النفسية، تشجيع الطلاب، طلاب الجامعي بقسم التربية الإسلامية



## ABSTRACT

Hanum, Aghnia M. 2015. The Influence Of Mental Health Toward Learning Motivation Student PAI 4<sup>th</sup> Semester Uin Maliki Malang. Skripsi, Islamic Education Department Tarbiyah And Teaching Sciences Faculty State Islamic University Maulana Malik Ibrahim Malang. Advisor: Dr. Abdul Malik Karim Amrullah, M.Pd.

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The education world are needed the motivation, with motivation make the student easily love their lesson are given. When the students feel love with their lesson, of course make easily to reach the aim of education itself. Also able to solve their problems or emotional safety are the characteristics of someone who have mental hygiene, hopeless sometimes to be the factor of the motivation is low.

The objectives this research is (1) to know the influence of mental health toward learning motivation student PAI 4<sup>th</sup> semester Uin Maliki Malang, (2) know how far the influence of mental health toward learning motivation student PAI 4<sup>th</sup> semester Uin Maliki Malang.

This type of research is descriptive quantitative research. The total population in this research is all students Islamic education department 4<sup>th</sup> semester, the quantity of the students are 175 student, researchers used a simple random sampling technique to take sample of data, and 61 students are taken to be the respondents. Methods of collecting data will be used by researchers is a Questionnaire Method, this research uses a simple linear regression analysis.

From the results of correlation analysis table can be concluded that (1) from 61 respondents 17 students have poor mental health. And 35 students have good mental health, 9 students have a very good mental health. The majority 57.4% of students have a score that show good mental health, (2) the result of research 5 students have poor learning motivation, 35 students have a good learning motivation and 18 students have very good motivation. Than the majorities 62.3% of students have good learning motivation values, (3) there is significant influence about mental health toward learning motivation. The score of significant that influence of mental health as the independent variable and student learning motivation as the dependent variable. The amount of the Influence of independent variables on the dependent variable is 47.6% and 52.4% influenced by other factors besides the factors X and Y.

**Key word:** mental health, learning motivation, student PAI

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

The Reality of human life is ver complicated and dinamic, where it always changes and developments as time passes. Human need will be expanded and increased accordance with the relevant era. Human are required to adhere with the developing era, someone who can not adapt and defend themselves, they will be eliminated from the existence. As well as the education, the education world are required to prepare their student to compete with the developing and changing era, than they able to answer the challenges of the era. Therefore in the education world are needed the motivation, with motivation make the student easily love their lesson are given. When the students feel love with their lesson, of course make easily to reach the aim of education itself. As like Mc Donald says that

*“motivation is energy change within the person characterized by affective arousal and anticipatory goal ractions”.*<sup>1</sup>

The other side, to fulfill life necessities, someone always needs the others. Till in the human social relationship have to take and give each other's. In the social interactions also need tolerant each other, to avoid many things that harm or hurt others. Therefore needed adaptation to other people or the environment. Some peoples have different psychological resilience,

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<sup>1</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, Jakarta, Rineka Cipta 2002 page 114

different habit and social background that have differences also. Otherwise also able to solve their problems or emotional safety are the characteristics of someone who have mental hygiene, hopeless sometimes to be the factor of the motivation is low. Allah SWT says in the Qur'an letter yusuf verse 87, explain that everyone do not hopeless, therefore someone who have mental hygiene will be avoid the hopeless.

يَبْنِيْ اَذْهَبُوْا فَتَحَسَّسُوْا مِنْ يُوسُفَ وَآخِيْهِ وَلَا تَاْيَسُوْا مِنْ رَّوْحِ اللّٰهِ ۚ اِنَّهٗ لَا يَاْيَسُ مِنْ رَّوْحِ اللّٰهِ  
إِلَّا الْقَوْمُ الْكَافِرُونَ ﴿٨٧﴾

“Go, O my sons, and ascertain concerning Yusuf and his brother, and despair not of the Spirit of Allah. Lo! none despaireth of the Spirit of Allah save disbelieving folk”<sup>2</sup>.

In the education world, a student able to solve his problems, usually a student have to solve his disappointed, solve his disappointed when something that he wants does not represents with the reality. When a student able to solve his disappointed, he will be happy and peaceful to face other activity or lesson.

*“people who have mental hygiene have learned to fears of life and threats to the ego and feeling balanced and they have learned that those pressures are not always disastrous. Indeed, they are not free from*

<sup>2</sup> Al-qur'an dan terjemahannya (Jakarta, Kelompok GEMA INSANI, 2005), page

*feelings of insecurity and fear, but they feel less threatened and were able to overcome the feeling is”.*<sup>3</sup>

Intensive interaction between students with each other can be causes a student to be in a healthy mental condition or vice versa. In addition in the learning process a student should have the motivation to carry out the learning process as well as possible. As like that have been explained by Sunarto in his Thesis by the titled the correlation of mental hygiene and motivation toward Student Discipline Student 11<sup>th</sup> Grade State Purbalingga Senior High School, Has been written at 2006. His research that there is the correlation between Mental hygiene with motivation to reach discipline student 11<sup>th</sup> grade State Purbalingga Senior high School

According to the research above, Researcher want to know is there effect between mental hygiene a student toward learning motivation. From that case researcher was took title “The influence of Mental Health Toward Learning Motivation Student PAI 4<sup>th</sup> Semester UIN MALIKI MALANG”

## **B. The Problems of Study**

1. Is there the influence of mental health toward learning motivation student PAI 4<sup>th</sup> semester UIN Maliki Malang?
2. How far the influence of mental hlth toward learning motivation student PAI 4<sup>th</sup> semester UIN Maliki Malang?

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<sup>3</sup> Dede Rahmat Hidayat dan Herdi. *Bimbingan Konseling (Keesehatan Mental di Sekolah)*, (Bandung, Remaja rosdakarya , 2013), page58



### **C. The Objectives of Study**

Based on the problem of study have been explained than the general objectives are mention below:

1. To know the influence of mental health toward learning motivation student PAI 4<sup>th</sup> semester UIN Maliki Malang.
2. To know how for the influence the effect of mental health toward learning motivation student PAI 4<sup>th</sup> semester UIN Maliki Malang.

### **D. The Significances of Study**

1. The Significant for the researcher

As a useful input for researchers as a candidate of educators to strengthen the motivation and mental, as well as the development of a strong basic framework for the foundation psychology of religion to strengthen the learning motivation to reach the goal of learning process as well as possible.

2. The Significant for the PAI department

This research is expected to provide inputs that educators should also look at the condition of learners from many sides one of them is can see the development of student learning from the perspective of mental hygiene thus increasing students' motivation to be active in teaching and learning activities.

### 3. The Significant for developing sciences

This research can provide extensive benefits for the development of science-related educational psychology with mental a health topic and learning motivation.

#### **E. The Limitation of Study**

Discussion about The Influence of mental health toward learning motivation student PAI 4<sup>th</sup> semester UIN Maliki is a very general discussion. Therefore, in order to this discussion does not occur misunderstandings, the researchers explain the scope of mental hygiene Influence on learning student PAI 4<sup>th</sup> semester UIN Maliki Malang.

1. The Characteristics of mental health student PAI 4<sup>th</sup> semester UIN Maliki Malang
2. Dimension mental hygiene in Islam
3. The Characteristics of high learning motivation in the student PAI 4<sup>th</sup> semester UIN Maliki Malang

#### **F. The Previous of Study**

According to the previous research about mental health an learning motivation, researcher find the previous research that discuss in the same topic.

**Table 1.1 The Previous Research About Mental Health An Learning Motivation**

No	Researcher	Tittle of Research	Differences	Similarity	Year
1	Sunarto	The correlation of mental hygiene and motivation toward Student discipline Student 11 <sup>th</sup> Grade State Purbalingga Senior High School	1. The type of researcher used quantitative method about correlation 2. Have 2 variables independent they are learning motivation and mental health 3. The object of research is student 11 <sup>th</sup> grade senior high school	1. The research method use quantitative method 2. Independent variable is mental health	2006
2	Aniek Endarti	The Influence of Parenting Style toward Learning Motivation Student X Grade Vocational Muammadiyah 2 Playen Gunung Kidul Yogyakarta	1. The Independent Variable in this research is parenting style 2. Research object in this research is Student Vocational School X Grade	1. Dependent Variable in this research is learning motivation 2. In this research use quantitative method (Influence)	2014

The differences this research with the previous research are:

**Table 1.2 Table the differences of research**

No	This Research	Previous Research
1.	This Research talk about influence the mental health to the learning motivation	Talk about relation between mental health with motivation to the student dicipline
2.	This research how far the mental health influence the learning motivation.	The previous research talk how far the relation mental health and motivation to the student dicipline.

## G. HYPOTHESIS RESEARCH

The influence of Mental Health Toward Learning Motivation Student PAI 4<sup>th</sup> Semester UIN Maliki Malang

H<sub>0</sub>: There is no influence of Mental Health Toward Learning Motivation PAI Students 4<sup>th</sup> Semester UIN Maliki Malang

H<sub>a</sub>: There is influence of Mental Health Toward Learning Motivation PAI Students 4<sup>th</sup> Semester UIN Maliki Malang

Hypothesis formula: The PAI Students 4<sup>th</sup> semester that have good mental will be have high learning motivation to achievement.



## CHAPTER II

### STUDY OF LITERATURES

#### A. Mental Health

##### 1. Definition of Mental Health

Mental health has two syllables first is mental and second is health. Before discussing mental health in psychology or according to Islam. Definition of health according to the Health Law No. 23/1992 states that health is a healthy state of physical, mental, and social which allows every human being to live productive both socially and economically<sup>1</sup>. While mental itself is taken from the concept of mental health. Mental word taken from the Greek language, the understanding it same as in Latin means psyche, mental or psychological. So the term mental health interpreted as mental health.

Mental health is the ability to adapt on self, to others with the public and the environment where he lives<sup>2</sup>. The term mental health has some understanding among clinicians argued that mentally healthy and free from disorders of mental illness, the other meaning more emphasis on the individual's ability to respond the environment. Another definition of mental health is the knowledge and practice that aims to develop and utilize all potentials, talents, and traits that exist as much as possible, so

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<sup>1</sup> Kartika Sari Dewi, *Kesehatan Mental* (Semarang: UNDIP Press, 2012), page 21

<sup>2</sup> Tristiadi Ardi Ardani, *Kesehatan Mental Islami* (Bandung: CV. Karya Putra Darwati, 2012), page 2

as to bring the happiness of ourselves and others and to avoid disturbances of mental illness<sup>3</sup>.

From the above definition can be said that the mental health of a person is avoiding the problems and pressures that come from oneself or other people who could lead mental disorder or mental illness, and can be make good use of existing capabilities within harmoniously. So aimlessly happiness, harmony and security for themselves and others.

Healthy mental manifestation in psychology by Maslow and mittlemenn are as follows;

a) adequate security, sense of feeling safe in relation with work, social and family, b). ability to assess themselves, which includes self-sufficient and have the feeling useful, c) has a spontaneity and feeling inadequate, with others who are characterized by the ability to form a strong emotional bond and enduring as relations of friendship and love, d) having contacts efficient with reality, this contact at least includes three aspects, namely the physical world, social and ourselves, e) adequate physical desire and ability to satisfy it, f) has a reasonable ability, g) personality intact and consistent, h) has a purpose cohabited reasonable, that have appropriate goals and achievable, i) the ability to learn from experience the ability to learn from experience, j) ability to satisfy the demands of a group of individuals should not resemble the

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<sup>3</sup> *ibid*, page 3

other group members, k) have adequate emancipation of a group or culture.

## 2. The Characteristics of Mental Health

That a person's mental health is relatively how someone could using all the body function in harmony, but that does not mean a person's mental health can not be measured. But that can be seen is how far one's mental health of normal mental health.

Fudyartanto mention some manifestation of mental health are: a) adaptability and peace of mental. If a child or someone is able to adapt to the changing conditions of the environment, receptive and does not feel awkward in his behavior. b) feel satisfied emotionally, someone who has mental health able to organize and control their emotion and feeling. c) good social adaptability that showed by associate with many friends globally and indepently . d) have a enthusiasm, rational mind, act rationally and efficiently. e) have insight on their own behavior, can be introspective, honest and always do good action for others. f) have the desire and aspirations are appropriate with social interests. Not egoistic but altruistic, always act according to the social norms. g) have a good habit, good hobby, love of goodness, truth and beauty<sup>4</sup>.

The characteristics of mental health are as follows

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<sup>4</sup> Purwa Atmaja Prawira, *Psikologi Pendidikan Dalam Prespektif Baru* (Jogjakarta, Ar-RUZZ Media, 2012), page 386-387.

**Table2.1 Table Characteristics of Mental Health<sup>5</sup>**

<b>Adapt Aspect</b>	<b>Characteristics</b>
Good attitude on self	Shows acceptance, have sufficient identity (positive), has a realistic assessment of the various advantages and disadvantages.
Against the perception of reality	Have a realistic view of self and on world of people and things around him
Integration	Personality intact, free from inner conflicts that paralyze, has good tolerance to stress
Competence	Have competencies physical, intellectual, emotional and social adequate to cope with life's problems
Autonomy	Have Autonomy, responsibility and self-determination (self-determination, self-direction) is adequate with enough ability to free themselves from a variety of social influence.

<sup>5</sup> Tristiadi, *op.cit.*, hlm 114

The growth of self-actualization	<p>Showed a tendency toward becoming more mature, his capabilities and achieve self-fulfillment as a person</p>
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Aspect of the human psyche is basically a unity with biological systems, as a sub-system of human existence, the psychological aspect is always interacting with all aspects of humanity. That's why the psychological aspects can not be separated to see the side of the human soul.

There are several aspects of the psyche that helped influence on mental health, among others: early experience is all the experience that occurs in individuals especially those occurring in the past. These initial experience is an important part and even crucial for mental condition an individual at a later date. Meeting the needs of needs can improve one's mental health. People who have reached the actualization needs are people who exploit all the capabilities and talents, skills fully, will reach the level of what is called the peak levels of experience.

In various studies found that people who experience a mental disorder, is caused by the inability of individuals meet their needs. Requirement in question here is a basic requirement arranged hierarchically. Biological needs, safety needs, including the need to be loved, needs self-esteem, knowledge, beauty and self-actualization needs.



### 3. Dimension of Mental Health

Mental health in Islam covers three dimensions of personal-religious, socio-religious and religious professionals. Religious Term accompanies all dimensions of mental health, because the main source of human life comes from religion, though not neglect other sources.

Mentally healthy personal-religious, concerning the quality of individual behavior as individual beings. Forms of mental health is patient (able to control themselves), shidiq (honesty), gratitude (easy grateful), ridha (satisfaction), tawadhu' (low profile), qana'ah (accept the reality), tawakal (surrender), Zuhud (not materialistic), wara' (avoid the self from something syubhat and haram), raja' (optimisme), haya' (shy do something bad), ikhlas (selfless and dedicated), itsar (leave selfishness), istiqomah (contunie), Husnudzon (positive thinking), dan fatanah (have smart vision).

The mental healthy according socio-religious, concerns the quality of individual behavior as social beings. Forms of mental health in Islam dimension are amanah ( trustworthy and responsible), Tabligh (transparent and accountability), musyawarah, justice, brotherhood (egalitarian), ta'awun (cooperation), tawazun (balancing), tasamukh (tolerant), takaful (bear one another), and good self-adaptability, so he does not feel alienated in their work environment. The adjustment means resist ego and personal desires leads to cohesiveness, loyalty, participation and identification, in

order to reach common benefit, this is in accordance with Quran in the letter Al-Hujurat verse 49

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلَحُوا بَيْنَ أَخَوَيْكُمْ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ ﴿٤٩﴾

The believers are naught else than brothers. Therefore make peace between your brethren and observe your duty to Allah that haply ye may obtain mercy<sup>6</sup>

While The mental healthy professionally-religious, concerns the quality of individual behavior after selecting a professions that occupied. The forms of these characters follow the principle of 3-M, Mutjahid (creative, productive, responsive), Mujaddid (modernists and reformists), and mujahid (fighting spirit and high optimism)<sup>7</sup>.

## B. Learning Motivation

### 1. Definition of Learning Motivation

The word "*motif*", defined as efforts that drive someone to do something. Motifs can be considered as the driving force from the inside and in the subject to perform certain activities for achieving a goal. Starting from the word "*motif*", then the motivation can be defined as the driving force that has become active<sup>8</sup>.

<sup>6</sup> *Al-qur'an dan terjemahannya, op.cit.*, page.516

<sup>7</sup> Tristiadi, *op.cit.*,p age 13-14

<sup>8</sup> Sardiman A.M., *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2011), page 73

According to Mc. Donald, the motivation is the energy change in a person who is characterized by the emergence of "*feeling*" and was preceded with the response to the destination. From the definition was stated by Mc. Donald's, contained three important elements, including<sup>9</sup> :

- 1) Motivation starts with a change of power in anyone. The motivation that led to a change of energy on every an individual human being. The development of motivation will bring some energy changes in the system "neurophysiological" that exist in the human organism. Because it involves changes in human energy (although the motivation that appears in humans), its appearance will involve human physical activity.
- 2) Motivation was marked by Affective Encouragement. Motivation marked by the appearance, sense / "*feeling*", affect a person. In this case the motivation is relevant to psychiatric problems, affection and emotion that can determine human behavior.
- 3) Motivation marked by reactions Achieving Goals. Motivation will be stimulated because of the goal. So the motivation in this case is actually a response to an action, which is the goal. Motivation is emerging from within man, but its emergence as stimulated/ encouraged by the the other elements, in this case the destination.

With all three elements above, it can be said that the motivation it as something complex. Motivation will lead to a change of the existing

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<sup>9</sup> Wasty Soemanto, *Psikologi Pendidikan*, (Jakarta: PT Rineka cipta, 2006), page. 203-204

energy in human beings, so it will hanging (relevant) with the issue of psychiatric symptoms, feelings and emotions, then act or do something. All of this is driven because of the purpose, need or desire<sup>10</sup>.

As explained by Abdul Majid reasons that make students motivated can bevarious. Here are the reasons that influence the motivation to learn: 1) The home environment that shape the behavior learned from a young age, 2) how students see themselves, self-confidence, self-esteem, 3) the characteristics of the students themselves: the level of patience and commitment<sup>11</sup>

## **2. The Characteristics of Good Learning Motivation**

Motivation to learn is the psychological factor that is non-intellectual. Typical role is in terms of growing passion, happy and eager to learn. Students who have a strong motivation, will have a lot of energy for learning activities. Study results will be optimal if there is appropriate motivation. This hanging to the failure of student learning do not just blame the students, because it may be the teacher does not succeed in giving the motivation that able to raise the spirit and activities of the students to do / learn. So the teacher task also make the student ave motivation to learn. Motivation is exist in every person that has the following characteristics <sup>12</sup> :

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<sup>10</sup> Sadirman, op.cit., page 74

<sup>11</sup> Abdul Majid, Strategi Pembelajaran (Bandung: Rosda Karya, 2013) ,page3 10

<sup>12</sup> ibid, page 83

- 1) Diligent face the task (it can work continuously for a long time, never stopped before completion).
- 2) Ductile face difficulties (not quickly despair). Do not require encouragement from the outside to perform as good as possible (not easily satisfied with the achievements that have been achieved).
- 3) More happy to work independently
- 4) Quickly bored on routine tasks (things are mechanical, repetitive granted, making it less creative).
- 5) Can hold his (when it's sure to be something).
- 6) Do not easily let go of these beliefs
- 7) Glad to locate and troubleshoot problems.

Motivation can serve as a driver of effort and achievement. Someone making an effort because of the motivation. Good motivation in learning will show good results. In other words, with diligent effort and mainly based on the motivation, then someone who learned it will be able to give birth to good performance. The intensity of motivation a student will determine the level of achievement of learning<sup>13</sup>.

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<sup>13</sup> Sobry Sutikno, *Belajar dan Pembelajaran*, (Lombok: Holistica, 2013), page. 72-74



### CHAPTER III

### RESEARCH METHOD

#### A. Design of Research

The research design is defined as a strategy that set the background of researchers to obtain valid data according to the characteristics of variables and objectives of the research<sup>1</sup>. The design of this study is to describe the effects of mental hygiene toward learning motivation of PAI student IV semester UIN Maliki Malang.

This type of research is descriptive quantitative research. Quantitative research is a descriptive research where the researcher would like to know something about circumstances, what and how, how much, how far, and so on<sup>2</sup>. Descriptive research is research that trying to describe the existing data, and has limitations on the effort disclosure a problem, situation or event as it is, so it is reveal the fact.

#### B. The Variable of Research

Variable is an attribute or characteristic or value of the person, object or activity which may have particular variations set by the researchers to learn and then be concluded<sup>3</sup>. Therefore variable that will be tasted are

1. Independent variables is variables that affect the dependent variable. In this research the independent variable is the mental hygiene.

<sup>1</sup> Pedoman penulisan karya ilmiah, (Malang:Universitas Negeri Malang, 2010) page 18

<sup>2</sup> Suharsimi Arikunto.*Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi, (Jakarta: PT RinekaCipta, 2010) page 25

<sup>3</sup> Sugiyono, *Metodologi Penelitian Pendidikan*, (Bandung : Alfabeta,2008) page 60

2. Dependent Variable is variable that affected by independent variable. In this research the dependent variables is learning motivation.

### **C. The Population and Sample**

#### **1. Population**

Population is all the subject of research<sup>4</sup>. The total population in this research is all students Islamic education department 4<sup>th</sup> semester, the quantity of the students are 175 student, but researcher only taking a part of the overall Total students. Because researchers may not researching all existing population because of time limitations.

#### **2. Sample**

Sample is the part of the representative of population<sup>5</sup>. Based on the opinions Arikunto if the subject more than one hundred can be taken between 10% - 15% or 20% - 25% or greater. The large percentage of the sample that is used by researchers is 20% of the population so the population used about 61 students. The technique that used to take the sample in this research, researchers using a simple random sampling technique.

### **D. The Instrument of Research**

The research instrument is a tool or facility used by researchers to collect data in order to work easier and the results better, in the sense that

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<sup>4</sup> Suharsimi Arikunto, *op.cit.*, page 102

<sup>5</sup> *Ibid.*, page 103

more carefully, complete, and systematic so more easily to processed<sup>6</sup>. The instrument used to measure the value of the variable that will be researched instrument used to measure the value of the variable to be researched <sup>7</sup>. The Instrument for this research are below:

**Table 3.1 Table Research Instrument**

No	Variable	Sub Variable	Sub-sub Indiator	Indicator	Technique
1	Mental Hygiene	a. Characteristic mental hygiene	1. Good attitude on self 2. Integration 3. Competen 4. Autonomy	1. Having faith 2. Solve the porblem 3. Ability 4. Be autonomous	Questionnaire
		b. The Dimension of mental hygien in islam	1. personal-religius 2. Social-religius	1. Tawakal 2. Ukhuwah	
2	Motivasi belajar	a. Characteristic learning motivation		1. Diligent 2. Achievement expectation 3. Give the argument 4. Explore the material deeply	Questionnaire

<sup>6</sup> *Ibid.*, page160

<sup>7</sup> Riduwan, *Belajar Mudah penelitian*, (Bandung: Alfabeta, 2008) page 78

## E. The Technique of Collecting Data

### 1. Questionnaire Method

Methods of collecting data will be used by researchers is a Questionnaire Method. Questionnaire method is a technique of collecting data that done by providing a set of questions or a written statement to the respondent to answer<sup>8</sup>.

Questionnaire used to explore the relevant information and can be described or explained by the respondents. This questionnaire was also used to obtain data on the mental health and interest organizations student islamic education department 3<sup>rd</sup> UIN Maliki Malang.

### 2. Observation Method

Observation is the process collecting data by using a direct observation of researched<sup>9</sup>. Observations were made to obtain data related to the student interaction model, mental health and interst organization islamic education department students 3<sup>rd</sup> semester UIN Maliki Malang.

This observation implemanting during even semester 2015/2016. The data obtained are: a). Total students PAI 4th semester is. b). Overview of the characteristics of students who have mental health in the learning process c). Overview of the characteristics of students who have the motivation to learn in the learning process. d). Overview of mental health influence on student learning motivation

<sup>8</sup> Sugiyono, *op. cit.*, page 142.

<sup>9</sup> Ibid., page 60

### 3. Interview Method

The interview method is the oral questionnaire or a dialogue conducted by the researcher to obtain information from students. Interviews are used by researchers to assess the condition of a person, to find data on variable interaction model towards something<sup>10</sup>.

**Table 3.2 Interview Plan**

No	Statement	Sign
1.	Give your opinion about mental health according to you?	
2.	How the characteristic of mental health!	
3	Give your opinion about student learning motivation?	
4	How the characteristics of learning motivation?	
5	Is there the influence of mental health toward learning motivation?	

From the question above, researchers conducted interviews with one of the students to determine the influence of mental health on learning motivation of students, with student Alvin Rodiah (ICP Arabic) declares that:

Mental health influences the learning motivation of students. Healthy mental will influence motivation for learning preparedness must begin with a healthy mental, if a student does not have good mental health,

<sup>10</sup> Suharsimi Arikunto, *op.cit.*, page 55



the learning motivation will decrease, not only motivation but also will influence other activities

In these interviews the researcher used a structured interview. Researchers used a structured interview guide in detail that resembles a check-list. Interviewer live sign v (check) the appropriate number.

#### **4. Documentation Method**

Documentation method is a method collecting data is conducted by looking records that relate to the required data. In this research that will be implemented, this method is used when the researcher to obtain the documentation that came straight to the place of research and observation of existing conditions.

Documentation required by the researchers in this research include: a) a permit to do research, b) assessment pre and post test, c) profiles department d) photo learning process, and questionnaires given by participants as a researcher at the raw data is processed researchers. By using data gathered documentation it is not limited to space and time so as to give the opportunity to researchers to things that had passed. In general, the data included in this questionnaire is the only tool for studying a particular problem, because it can not be observed again and can not remember anymore

## F. The Test of Validity and Reliability

### 1. Validity

Validity test is the measuring instrument to the provisions of the concepts that are measured so that actually measures what it is supposed to measure. The validity of the instrument is a measure which shows the level of reliability or truth a measuring instrument<sup>11</sup>. Less valid measurement tool means having a low validity. To calculate the validity of using the formula *Pearson Product Moment*, and will be helped by software of *SPSS vers 16.00*. .

**Table 3.3 Table Test Instrumen Validity**

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Percaya diri	34.68	12.966	.294	.696
Mengatasi masalah	34.93	12.877	.493	.796
Kemampuan	35.35	12.062	.286	.877
Mandiri	34.82	11.440	.343	.762
Tawakal	36.68	12.627	.432	.615
Ukhuwa	36.18	10.356	.331	.669
Tekun	35.18	10.932	.371	.753
keinginan berprestasi	34.58	12.857	.263	.785
berorientasi kedepan	35.18	11.915	.269	.881
mendalami materi	34.60	11.634	.447	.745

<sup>11</sup> Riduwan, *op.cit.*, page 109-110

Valid an item statement if corrected item-total correlation (r count) bigger than r tabel. To understand r tabel, reseacher use r tabel by Spss version 1.6, than got r tabel 0,21 with significant level 5%. 5% Level significant Taraf signifikan 5% is used because in generally social research use false level is 5% or 10%<sup>12</sup>. And than the reseacher can take summaries from the table before are:

**Table 3.4 Table Summary of Validity Test**

No. Item	Corrected Item-Total Correlation (r hitung)	R table	Keterangan
1	0,294	0,21	Valid
2	0,493	0,21	Valid
3	0,286	0,21	Valid
4	0,343	0,21	Valid
5	0,432	0,21	Valid
6	0,331	0,21	Valid
7	0,371	0,21	Valid
8	0,263	0,21	Valid
9	0,269	0,21	Valid
10	0,447	0,21	Valid

From table 3.2 can take the summary that all the items are valid because r count from each statement bigger than r table.

<sup>12</sup> Suharsimi, *Op.Cit* page 58

## 2. Reliability

Reliability test done to get the level of accuracy of the data collection tool or instrument used. Test reliability of the instrument using the alpha formula, and assisted with the SPSS version 1.6 software.

**Table 3.5 Table Reliability Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.696	10

A questionnaire called reliable if the value of a questionnaire Cronbach's Alpha  $> 0,60$ . From the table above, table reliability statistics researcher can know the value of Cronbach's Alpha and the total item of statement. In the table above is known that the value of Cronbach's Alpha is 0.696 and the total item of statements are 10 items. Therefore we can take the conclusion that questionnaire is reliable because the value of Cronbach's alpha is  $0,696 > 0,60$ .

## G. Data Analysis

In the quantitative research, data analysis is the important activity after all data from all respondents are collected or others source of data are collected<sup>13</sup>. Data analysis technique that used by researcher in this researcher descriptive quantitative. After doing the data analyze than doing data processing. In generally consist of 4 (four) steps they are:

<sup>13</sup> Sugiyono, *op.cit.*, page 207

### **1. Editing**

In this step is doing corection in the contain of instrument that have been made to be diffused to the responden. This activity is important to do to measuring how far the validity level of data collected, to fupill the expactation of researcher like lack of data, data missing or excess data

This process This process is the check list of questions that have been prepared by researcher. Through this stage instrument error rate of data can be minimized.

### **2. Codding Process**

This activity is performed to classify the respondent's answers based on the characteristic and variety in a particular format that has been coded.

### **3. Scoring Data**

Scoring data is the next step after the questionnaires were distributed accumulated conducted an assessment of each participant's answers or respondent to determine the percentage of each variable, which then determined the level of effectiveness.

### **4. Tabulation**

Tabulation is the last part of the processing of the data, the next step in entering data in certain tables and arrange the numbers and count them. These tabulation activities include: giving scores to



the items that need to be given, and change the instrument data into variable data in accordance with data analysis techniques.

#### H. Stage of Research

The research process that will carry researcher expected to be completed within 4 months. Starting with the preparation of the research proposal until the completion of the study report. Research schedule as follows:

**Table 3.6 Planning Reasech**

No	Activity	I	II	III	IV
<b>1.</b>	<b>First Stage: Arrange The Proposal</b>				
	a. Arrange The Proposal				
	b. Proposal Examination				
	c. Proposal Revision				
<b>2.</b>	<b>Second Stage: Writing Reseach Report</b>				
	a. Arrange The Quesionnaire				
	b. Devide The Quesionnaire				
	c. Analysis And Data Process				
	d. Writing Research Report				
<b>3.</b>	<b>Third Stage: Final Report</b>				
	a. Final Consultation				
	b. Research Examination				
	c. Research Revision				

## CHAPTER IV

### DATA ANALYSIS

#### A. Profile of Islamic Education Department UIN Maliki Malang

##### 1. Vision dan Mision

###### a. Vision

In 2030 became a leading department / studies program that have graduates scholar of Islamic education in character Ulul Albab and have international knowledge

###### b. Mision

- 1) Providing a superior education that is designed to produce graduates are ready to become Islamic educators or Islamic teacher in school / Madrasah and other types of Islamic religious education, as well as being the manager of Islamic religious education unit.
- 2) Preparing qualified graduates who have power faith and spiritual depth, nobility of character, spaciuosness of knowledge and professional maturity in carrying out their duties as educators Islam.
- 3) Develop a new paradigm of management education and creating a climate of religious academic education management and development competence as Islamic educators.

- 4) Developing research to produce and develop theories of Islamic education both in formal education, non-formal and informal.
- 5) Develop a dedication to the society that is more proactive and anticipatory in facing and solving the problems of Islamic education that grow and develops in the society.
- 6) Develop a network of collaboration / partnership with universities inside and outside the country, a graduate of the user society, and other stakeholders. Develop and maintain values, professional ethics and moral academic study program for quality control

## **2. Curriculum and Learning Program**

To realize the vision and mission of the above, the Islamic Education Department have several programs that are academic and administrative. In the academic field PAI department has formulated a curriculum that is always in harmony with the development and needs of the era and a solid curriculum that is rooted in scholarly tree UIN Maulana Malik Ibrahim Malang symbolized by insan kamil figure that is Ulul Albab, the man who has four powers that Spiritual Depth, Morals majesty, breadth and maturity of Professional Studies..

In addition to be adjusted with the vision UIN Maulana Malik Ibrahim Malang, PAI deparment also harmonize with the national goal of

education is the teacher who has scored four competencies are Pedagogic, Professional, Personality and Social.

Based on explanation above that teachers professional competence and Ulul Albab competence, PAI Departments has vision to score teacher of Islamic religion that have Ulul Albab character. Islamic religion teacher who has a soul and spirit of Islam and are able to integrate between science and religion. That competence of teachers of Islamic religion developed by PAI department

**Table 4.1 Table PAI Competence**

COMPETENCES	SUBJECT
<p><b>Professional Competence (Depth of Spiritual and Professional Maturity / Ulul Albab)</b></p> <ul style="list-style-type: none"> <li>• Master the basics of material extra-curricular activities that support the achievement of the objective of complete education learners</li> <li>• Able to perform activities to develop the substance and methodology of the scientific basis 5 subjects (Aqidah Akhlaq, Quran Hadith, Fiqh, History of Islamic Civilization and Islamic Studies)</li> </ul>	<p>Al-Qur'an-al-Hadis, Fiqh, History of Islamic civilization, Aqidah-Akhlak, Islamic education, Masail Fiqh, Qiraatul Kutub, History of Islamic culture, Ilmu Pendidikan Islam, Hikmatas Tasyri', Ushul Fiqh, Tarikh Tasyri', Maharatul Kitabah, Maharatul Istima', Maharatul Qiraah, Maharatul Kalam, English Lesson</p>
<p><b>Pedagogic competence (Area Science / Ulul Albab)</b></p> <ul style="list-style-type: none"> <li>• Ability to utilize information and</li> </ul>	<p>Development Resources &amp; Learning Media, Teaching Basic</p>

<p>communication technologies for learning</p> <ul style="list-style-type: none"> <li>• Ability to improve the quality of learning through action research Classes</li> <li>• Ability to utilize statistics technology to support learning and research</li> <li>• Have knowledge and skills on issues of management and supervision to improve the quality of schools</li> </ul>	<p>Capabilities, Research methodology (1 and 2), Statistics Education, PTK Islamic Education Management, Curriculum Development, Learning Strategy, Learning Evaluation, Instructional Learning, Learning Theory, Management Dakwah, Special PAI Methods</p>
<p><b>Personality competence (Majesty Akhlak / Ulul Albab)</b></p> <ul style="list-style-type: none"> <li>• Ability to develop themselves continuously as a professional muslim educator</li> </ul>	<p>Developmental Psychology, Guidance and Counseling, Islamic Education Philosophy, entrepreneurship Education, Journalism Education, Information Technology, Islamic Education Thought, Psychology of Religion, the Islamic Educational Leadership, Teacher Professional Ethics PAI, Basics of Education, Tarbiyah Ulul Albab</p>
<p><b>Social competence (Majesty Akhlak / Ulul Albab)</b></p> <ul style="list-style-type: none"> <li>• Have knowledge and awareness about the problems of society and state</li> <li>• Have the skills to analyze, solve problems, and cooperate with others</li> <li>• Have a social sensitivity for school improvement with</li> </ul>	<p>Multicultural Education, Study of Religions, Sociology of education, Sociology of Religion, PKLI, ISD, Civilization Education</p>



community and school committees	
<ul style="list-style-type: none"> <li>• Able to contribute to the development of education in schools and communities locally, regionally, nationally, and globally</li> </ul>	

To realize the above curriculum, the department PAI develop learning model that is integrated Learning Model (**ILM**). This learning model is created trying to explore the ability of student, this model be expected able to associate religion and science. The model developed three stages. The first stage is the stage of create links between modern research with Islamic values. This stage is the most basic stage, because it is still on the level of cognitive analysis. The second stage is the stage of the Qur'an as the highest deduction.

This stage actually trying to prove the truth of the Qur'an at the level of knowledge is not only justified but the research result of the Qur'an has become empirical studies. The third model is the internalization of the values of the Qur'an. This model tries to make the Qur'an as a value which is always realized both in the social process and the process of gaining knowledge, so that every doing student research always glorifies and recognize that it is only God that govern them.

## **B. Mental Health**

Definition of mental health are very diverse, in this research researchers took two meanings that are considered relevant to the direction of research.

Mental health is the ability to adjust to yourself, to others with the public and the environment in which he lives. The second meaning is a person who able to master all the factors in his life so as to avoid pressures feelings or things that bring frustration.

From the above understanding of mental health researchers took traits that are often held or sometimes are not owned by a student. The characteristics of mental health in general researchers took four characteristics of mental health 1) Confident, 2) Able to solve the problem, 3) Has ability, 4) Independent. Islam also has health characteristics in this research researchers took two characteristics 1) Tawakal, 2) Ukhuwah. To determine the mental health of the student researchers used a questionnaire to measure the mental health of students. The characteristics above are used by researchers to measure the mental health of students, although mental health can not measured exactly. Only can be measured from a normal mental state. Before getting the valid data, researcher doing 4 times research to the PAI students 4<sup>th</sup> semester.

**Table 4.2 Table Reseach Validity Instrument**

No	Research Times	Date	Unvalid Items	Number Instrument
1.	1 <sup>st</sup> research	22-Jan-2015	3 items	4, 6, 10
2.	2 <sup>nd</sup> research	3-Feb-2015	1 items	6
3.	3 <sup>rd</sup> research	25-March-2015	1 items	6

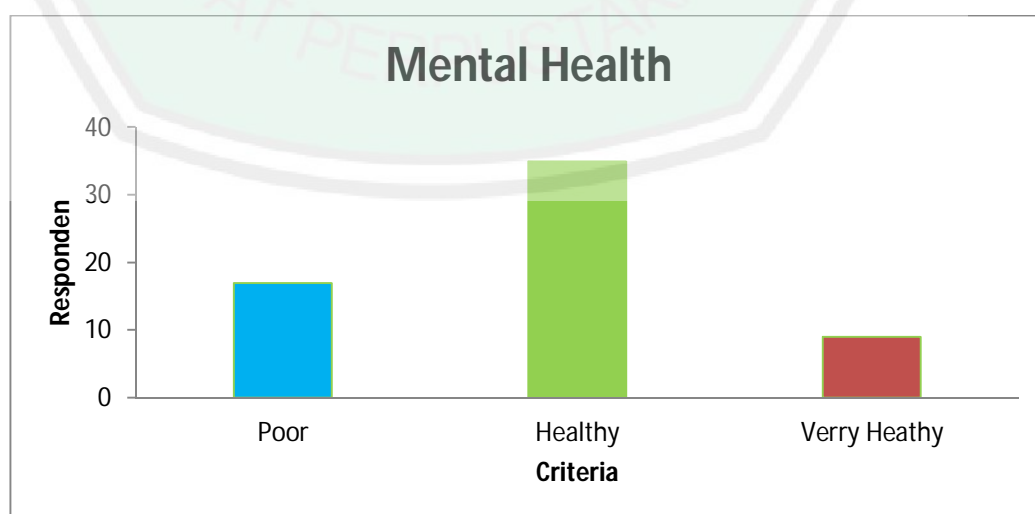
4.	4 <sup>th</sup> research	27-March-2015	-	-
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Table above show that validity data taken by many steps. Researcher doing 4 times research to get valid data with questionair. First research there are 3 items that unvalid, second and third research 1 item that unvalid and fourth research got the valid data.

**Table 4.3 Table The Result of Distribution Mental Health**

No	Criteria	Answer	f	Precentage (%)
1	80-100	Very Healthy	9	14,8
2	60-79	Healthy	35	57,4
3	40-59	Unwell	17	27,8
<b>Total</b>			61	100%

Analysis of data on mental health PAI student 4th semester UIN Malang, from table 4.2 above may indicate the mental hygiene of Student PAI 4<sup>th</sup> semester. That seen from the following explanation:



**Picture 4.1 Histogram Mental Health**

From the histogram above can be concluded from the 61 respondents 17 students have poor mental health. And 35 students have good mental health, 9 students have a very good mental health.

Criteria established by the researchers have the size in determining the value of a variable in mental health. Based on the data above it can be concluded that the majority 57.4% of students have a value of good mental health. It is said to be good in because PAI student 4<sup>th</sup> semester UIN Maliki Malang has the ability to adapt to oneself, to others and society and the environment in which he lives, as well as avoiding someone from the problems and pressures that come from oneself or others who can causing mental disorder or mental illness, and can make good use of existing capabilities within harmoniously. So aimlessly happiness, harmony and security for themselves and others.

### **C. Learning Motivation**

Motivation is the driving force or the driving force to do any work, which may arise from inside and outside ourselves. Besides motivation is a complex statement in an organism that directs behavior toward a goal for stimulants, the goal is to limit or define the behavior of organisms. Many factors that strengthen or weaken a motivation. Learning is a conscious effort to get out of the material being studied, and changes in a person either the knowledge, skills, and attitudes and behavior. In this study, researchers describe the characteristics of students who have high motivation, medium or low. Good motivation in learning will show good results. In other words, with

diligent effort and mainly based on the motivation, then someone who learned will be able to bring forth good performance. The intensity of motivation a student will determine the level of achievement of learning. To search these data the researchers used questionnaires as the tool to collect the data.

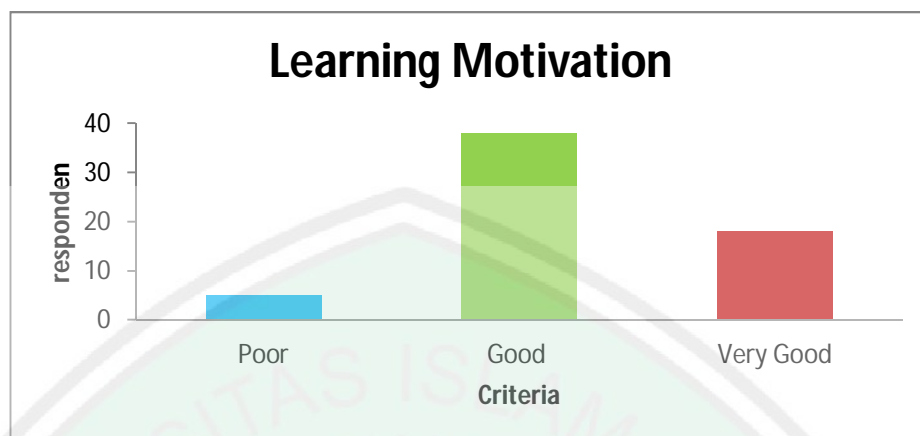
The characteristics of students who have the motivation to learn is 1) Diligent, 2) Have a desire to achievement, 3) provide aspiration in the learning process, 4) Having Package, Amenities to explore the material. These characteristics are taken by researchers because it has been represented on many opinions about the characteristics of students who have a good learning motivation. From the results of research conducted on PAI student 4<sup>th</sup> semester UIN Maliki Malang are as follows:

**Table 4.4 Table The Result of Mental Health Distribution**

No	Criteria	Answer	F	Percentage (%)
1	80-100	Very Good	5	8,2
2	60-79	Good	38	62,3
3	40-59	Poor	18	29,5
<b>Total</b>			61	100%

Analysis of data on learning motivation PAI student 4<sup>th</sup> semester UIN Maliki Malang, from table 4.2 above may indicate the good learning motivation of PAI student 4<sup>th</sup> semester. That seen from the following explanation:





**Picture 4.2 Histogram of Learning Motivation**

From the picture of histogram above it can be concluded that 5 students lack the motivation to learn, 35 students have a good learning motivation and 18 students have very good motivation. The data is taken 61 respondents there. Resulting in a conclusion that the majority of PAI student 4<sup>th</sup> semester have a good learning motivation.

The criteria that formed by the researchers have size in determining the value of a variable in the learning motivation. Based on the data above it can be concluded that 29,5% student have low motivation, 8,2% student have very good motivation. And than the majority 62.3% of the students have good learning motivation values. It is said to be good because PAI student 4<sup>th</sup> semester UIN MALIKI Malang has the ability to deliver their aspirations in the teaching and learning activities, besides as someone who has a good learning motivation certainly have diligence in doing everything, they have deepen their knowledge so it can be showed achievement in teaching and learning activities. This condition is a normal condition of a student who has a good learning motivation.

#### D. The Influence of Mental Health Toward Learning Motivation

The influence of mental health is researched by the researcher about mental health of student PAI 4<sup>th</sup> semester in the socio religious toward learning motivation to joint the taeching and learning process in the Islamic education department UIN Maliki Malang. In this result of research, data analyze that have been used is *Simple Linear Regression*. This research uses a simple linear regression analysis because it is used to measure the effect of independent variables on the dependent variable<sup>1</sup>, formulated with:

$$Y=a+bX$$

**Explanation:**

**X = Independent Variable**

**Y = Dependent Variable**

**a = Constant      b = coefisien regression**

Prior to conducting the simple linear regression analysis researchers do normality test to determine whether normal or not a data distribution.

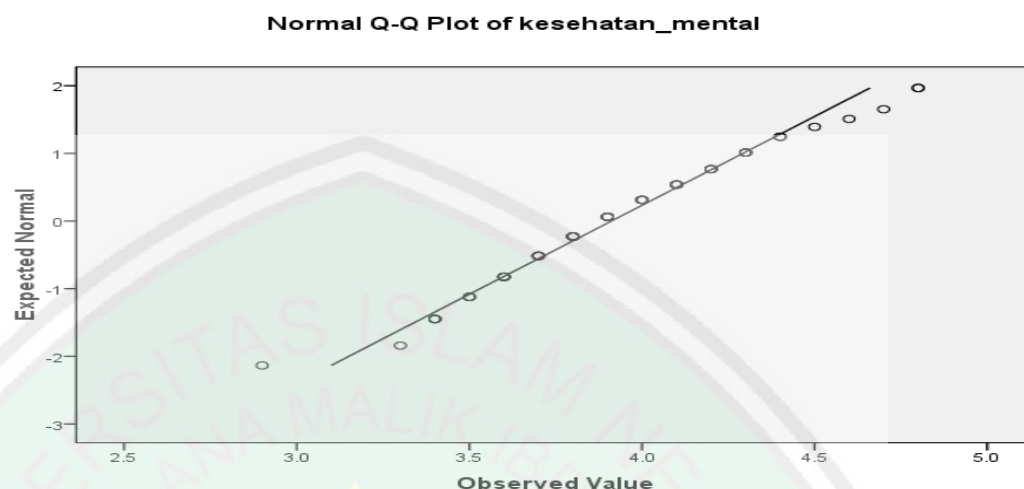
**Table 4.5 Table Normality of Data Distribution**

	Tests of Normality					
	Kolmogorov-Smimov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
kesehatan_mental	.096	60	.200*	.980	60	.436

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

<sup>1</sup> Haryadi Sarjono & Winda Julianita, *SPSS VS LISREL* (Jakarta, Salemba Empat, 2011) page.91.



**Picture 4.3 Picture Graphic Normality of Data Distribution**

Accordance of table and graphic above, able to take the conclusion that the number of significant test kolmogorov-smirnov is  $\text{Sig.} > 0,05$ . It is describes normal data distribution. Data above have normal distribution because the score  $0,200 > 0,05$ . From the normal graphic Q-Q plot of mental health, looked distribution of data, data were gathered around the test line that leads to right on. No one is located far from the distribution of the data. Therefore, the data is normally distributed.

**Table 4.6 Table of Simple Linear Regression Results.**

Correlations			
		motivasi belajar	kesehatan mental
Pearson Correlation	motivasi belajar	1.000	.690
	kesehatan mental	.690	1.000
Sig. (1-tailed)	motivasi belajar	.	.000
	kesehatan mental	.000	.

N	motivasi belajar	61	61
	kesehatan mental	61	61

From the results of correlation analysis table above it can be concluded that the value of  $r$  count is 0.690. This numbers shows a strong correlation between the variables X and Y. The variable X is mental health and Y is learning motivation. Sig. (1-tailed) = 000 showed a significant relationship because  $0.000 > 0.05$ , where 0:05 is a significant level.

Sig. (1-tailed) shows the relationship in one direction, on the table above shows that the variable X has an influence on the variable Y. Therefore can not be influence of variable X to variable Y. And N shows the amount of data or respondents from each variable.

It can be concluded that the variable X representing mental health has a significant impact on the variable Y representing learning motivation. Significance mental health influence on learning motivation is shown in a significant value  $< 0.05$  which is 0.00. Therefore it can be concluded that mental health has a significant impact on learning motivation Student PAI 4<sup>th</sup> Semester.

**Table 4.7 Table Coefficient Correlation**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 <sup>a</sup>	.476	.423	.4550

a. Predictors: (Constant), kesehatan mental

b. Dependent Variable: motivasi belajar

From the table above R is the correlation coefficient in which case amount of R is 0.690. R-square is the coefficient of determination. In this case, R-square (R<sup>2</sup>) is 0.476 = 47.6%. This means that the influence of variable X to Y is equal to 47.6% and other variables that influence amount of the variable Y is 52.4% or the remaining 52.4% is influenced by other factors is not variables X and Y.

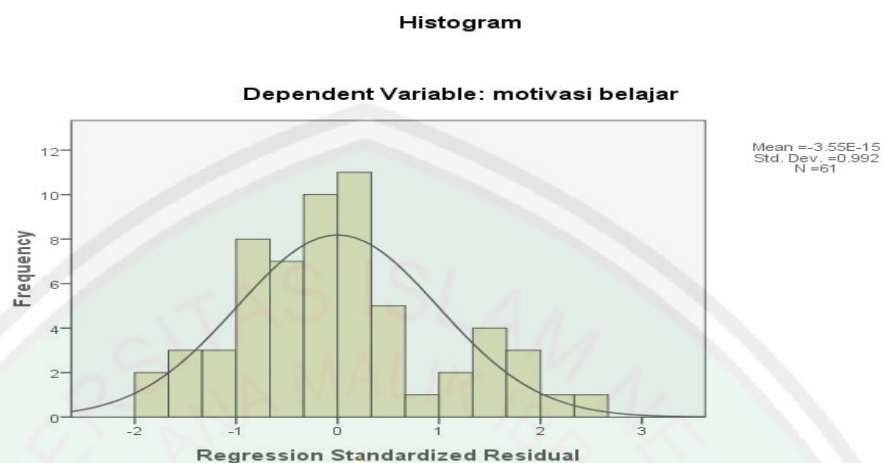
**Table 4.8 Table Coefficient**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.736	.560		.703
	kesehatan mental	.685	.146	.690	4.020

a. Dependent Variable: motivasi belajar

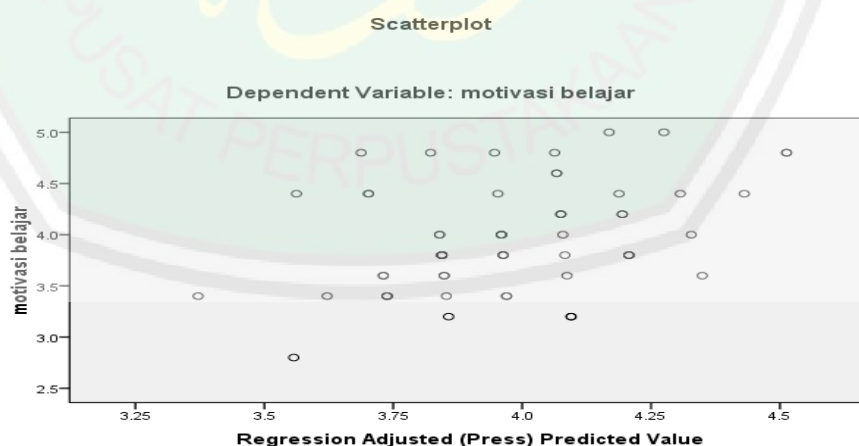
From the data table above regression equation  $Y = 0.736 + 0.685 X$  declared that if there is no increase of the variable X value of the variable Y is 0.736. Regression coefficient of 0.685 states that any additions (because the sign +) a value of the variable X will give rise to a score of 0.685. Beta value shows the influence of variable X with variable Y where in the table beta value was 0.690. Sig. 0.000 showed that there was a significant effect of variable X to variable Y because  $0.000 < 0.05$ , which showed 0.05 is a significant level.





**Picture 4.4 Picture Dependent Variable**

The histogram graph above illustrates the frequency distribution of learning motivation of students with normal distribution graphs. From the chart above shows that the distribution of the data are normally distributed dependent variable.

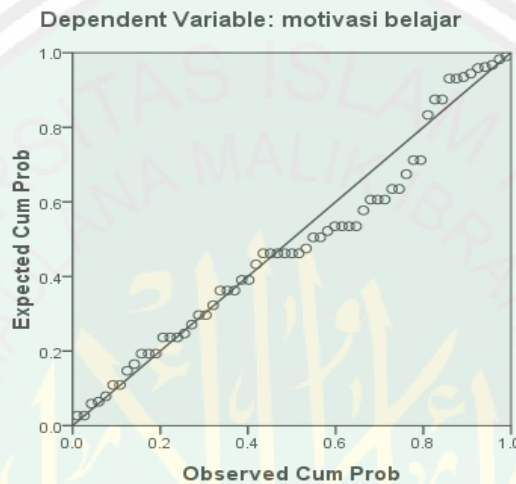


**Picture 4.5 Picture Scatterplot Regression adjusted predicted value**

In the picture 4.3 is a graph of the distribution of the regression residuals. The graph is used to check the linearity of the relationship between the independent variables and the dependent variable. Scatterplot of results

above shows that the data does not exist that establish a particular pattern so it is concluded that there is no problem in residual heteroskedastisitas.

Normal P-P Plot of Regression Standardized Residual



**Picture 4.6 Graph P-P Plots**

The graph above is a graph of PP plots, graph above illustrates the frequency distribution of learning motivation, compared to a predetermined frequency distribution. If the distribution points is a straight line around the same observation frequency distribution with distribution of the test, which means the data are normally distributed. From the graph above it can be seen bring the distribution points located around the straight line, so that it can be concluded that the frequency distribution of import value appropriate with distribution of the test. It can be concluded that spread of variable learning motivation to follow the normal distribution. Besides that the researcher also doing the interview wit one of PAI student 4<sup>th</sup> semester, the result of the interview she said that mental health is condition of psychology far from the interference from their environment and also the problem from themself. She

said that mental health influence the motivation because with mental health a student will be have good preparation to face their learning program.

Conclusions from the results analysis of data obtained from the results of research in the field of mental health influence toward learning motivation. Data taken from 61 respondents consisting of students of fourth semester PAI showed that 35 students have good mental health. 17 Students have poor mental health, and 9 students have a very good mental health. Besides testing the students on learning motivation showed 38 students have a good learning motivation, 18 students have the motivation to learn a very good and only 5 students lack the motivation to learn.

The data analysis analysis has showed the normal distribution of data making it possible to perform data analysis using *Simple Linear Regression*. And showed the significant influence of mental health which is the independent variable on student learning motivation as the dependent variable. The amount of the effect of independent variables on the dependent variable is 47.6% and 52.4% influenced by other factors besides the factors X and Y.

## CHAPTER V

### DISCUSSION

In this chapter will be described the discussion of the results of the analysis explained in Chapter IV. Discussion will be presented about “The influence of Mental Health Toward Learning Motivation Student PAI 4<sup>th</sup> Semester UIN Maliki Malang”.

In generally researcher wants to determine the influence on the mental health of the learning motivation student PAI 4<sup>th</sup> semester. Mental health is the knowledge and actions that aim to develop and utilize all potentials, talents, and traits that exist as much as possible, thus bringing the happiness of ourselves and others and to avoid disturbances diseases.

Refers to to the PAI students 4<sup>th</sup> semester which is Islamic religious educator candidates who have the ability, experience and knowledge in a university environment. Expected learning process to give change behavior and skills appropriate to the learning objectives in the Islamaic education department, the candidate of Islamic education teachers is not miss direction in carrying out the duties and functions as a professional educator. Achievement of learning goals can not be separated from the learning motivation from the students themselves. Where is the motivation have a great influence on the learning process.

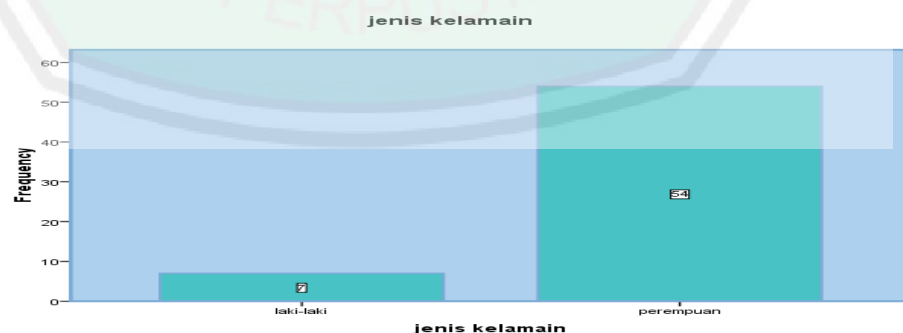
Based on the findings of research that has been conducted by researchers can know the mental health influence on learning motivation of student PAI 4<sup>th</sup> semester UIN Maliki Malang. Students PAI 4<sup>th</sup> Semester amount 175 students, in

this research the researchers did not take the whole number of students as respondents. Researchers took a sample of 61 students by random sampling technique. Sampling performed on each class of PAI half of regular classes and International calss program. While the discussion in the results of this study are the characteristics of students who have good mental health, students who have a good learning motivation, and the influence of mental health toward learning motivation.

**Table. 5.1 Gender of PAI Student 4<sup>th</sup> Semester**

		jenis kelamin			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	laki-laki	7	11.5	11.5	11.5
	perempuan	54	88.5	88.5	100.0
	Total	61	100.0	100.0	

Analysis data of gender PAI student 4th semester UIN Malang, from table 5.1 That seen from the following explanation.



**Picture 5.1 Graph of Gender Student 4<sup>th</sup> PAI**

From the histogram above can be conclude that 61 respondents amount 7 students are male, and amount 54 are female. An than can be take the summary that PAI students 4<sup>th</sup> Semester are woman as the majority population amount 88%

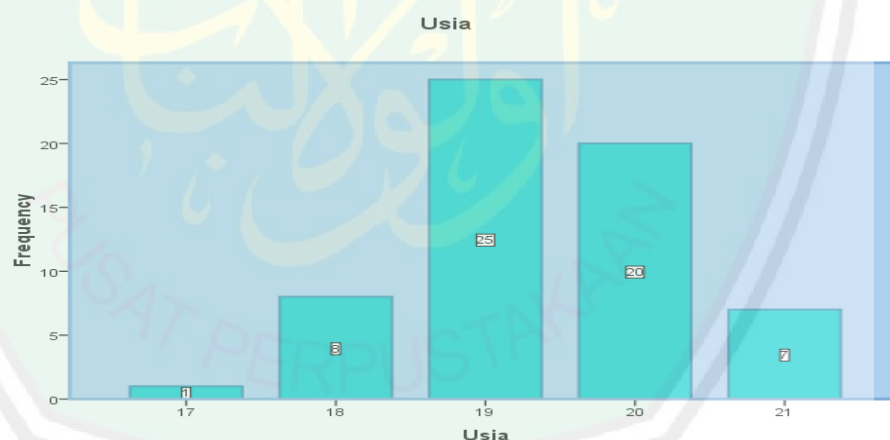


**Tabel 5.2 Table Age of PAI students 4<sup>th</sup> semester**

Usia				
		Frequency	Percent	Cumulative Percent
Valid	17	1	1.6	1.6
	18	8	13.1	14.8
	19	25	41.0	55.7
	20	20	32.8	88.5
	21	7	11.5	100.0
	Total	61	100.0	

Analysis data of age PAI student 4<sup>th</sup> semester UIN Malang, from table 5.2

That seen from the following explanation:

**Graph: 5.2 Age Student 4<sup>th</sup> PAI**

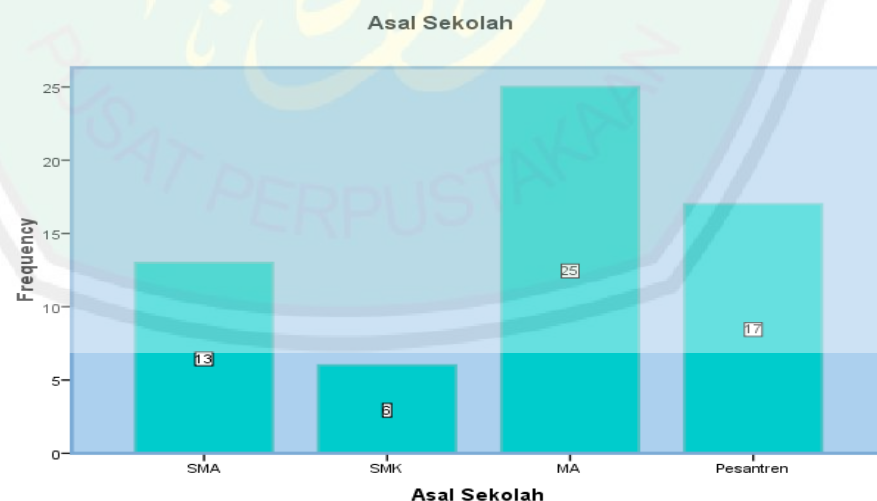
In the graph above can be conclude that from 61 respondent that range of age PAI students 4<sup>th</sup> semester are 17<sup>th</sup> years old only 1 student, 18<sup>th</sup> years old are 8 students, 19<sup>th</sup> years old are 25 students, 20 years old are 20 students, and then 21<sup>st</sup> years old amount 7 students. So, can be take the conclusion that the majority age

of PAI students 4<sup>th</sup> semester 19 years old amount 25 students with the percentage amount 41%.

**Table. 5.3 Previous School of Student PAI 4<sup>th</sup> semester**

		Asal Sekolah			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMA	13	21.3	21.3	21.3
	SMK	6	9.8	9.8	31.1
	MA	25	41.0	41.0	72.1
	Pesantren	17	27.9	27.9	100.0
	Total	61	100.0	100.0	

Analysis data of previous school PAI student 4<sup>th</sup> semester UIN Malang, from table 5.3 That seen from the following explanation:



**Picture 5.3 Histogram of Previous school of PAI students 4<sup>th</sup> semester**

According the histogram above can be taking the conclusion that 61 respondents from Senior high school or SMA amount 13 students, from

vocational school or SMK are 6 students, from Islamic senior high school or MA amount 25 students, and from Boarding school are 17 students come from boarding school 17 students, So the summary is the majority respondents of PAI students 4<sup>th</sup> semester come from Islamic high school.

#### A. Mental Health

Mental health is the ability to adjust with oneself, others, society and the environment in which he lives<sup>1</sup>. The term mental health has some understanding among clinicians view that mentally healthy and free from disorders of mental illness, understanding others put more emphasis on the individual's ability to respond to its environment. Another definition of mental health is the knowledge and practice that aims to develop and utilize all potentials, talents, and traits that exist as much as possible, thus bringing the happiness of ourselves and others and to avoid disturbances of mental illness<sup>2</sup>.

Based on the results of research on mental health researchers obtained results show that more than 50% of participants expressed either student mental health practices of the overall respondents consisting of whole classes, Regular classes, ICP English class and ICP Arabic class. Some things that make students have good mental health, among others: (1) students have faith, (2) the student is able to interact with friends or the environment, (3) the student is able to solve the emotional condition, so that students have better mental health. Well here is the student category has the characteristic that has

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<sup>1</sup> Tristiadi, *op.cit.*, hal 2

<sup>2</sup> *ibid*, hal 3

been used as a benchmark by researchers, students who have values close to 50% or more dikatakan have good mental health, because has been represented on the normal mental health.

## **B. Learning Motivation**

Motivation is a very important factor in learning. give the spirit student motivation in learning activities. Motivation arising from the original impulses or the desired attention. Learning motivation is an impulse of the conscious self to perform activities of children's learning activity in order to achieve a certain goal which resulted in changes in learning achievement. The motivation was not only as a determinant of the occurrence of an act, but also determine the outcome of actions. Motivation will be pushed to learn or perform an act in earnest (diligently) and will also determine the results of his work.

Motivation is something that drive, directs and maintains behavior, motivation to keep students moving, placing them in a particular direction, and keep constantly moving<sup>3</sup>. Based on research conducted at student PAI fourth semester about students learning motivation. A total of 62.3% the students PAI fourth semester or 38 students from 61 students have good learning motivation. Respondents were drawn by random sampling techniques, sampling was taken from all the regular classes and ICP English and ICP Arabic. Respondents above able to mention have a good learning

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<sup>3</sup> Jeanne Ellis Ormrod, *Educational Psychology Developing learners* (Jakarta: Penerbit Erlangga, 2008), page 58

motivation, as has represented some of the criteria about learning motivation, other antarab 1) Persevering in implementing learning activities 2) Want to know the material taught in depth 3) Thinking ahead 4) It is not easy to give up.

Students who have a good motivation are those who are in the assessment or the average characteristics, in other words that are in the normal line. While those exceeding the average line can be said to have a very good mental, but students who have a very good criterion only a few people of all respondents, as well as students who have a low learning motivation when the students who are his assessment under the average line. But this research the number of students who are at low motivation criteria only a few students only.

### **C. The Influence of Mental Health Toward Learning Motivation Student**

Learning motivation is an encouragement of the conscious self to perform activities of student learning in order to achieve a certain goal which resulted in changes in learning achievement. The motivation was not only as a determinant of the occurrence of an act, but also determine the outcome of actions. Motivation will be pushed to learn or perform an act in earnest (diligently) and will also determine the results of his work.

They who have the way to solve the obstacles that exist, will be able to push yourself to optimize the best potential possessed, and the opportunity to change the failure becomes a success. The greater learning motivation



(especially when learning becomes part of habits, routines, and priorities in a child's life) the more effective and harmonious they learn in a place called "school"<sup>4</sup>. This indicates that the mental has an influence on the formation of motivation, in essence, someone who has a good mental will have a good motivation. In educational psychology it is called intrinsic motivation, self-motivation is the man himself.

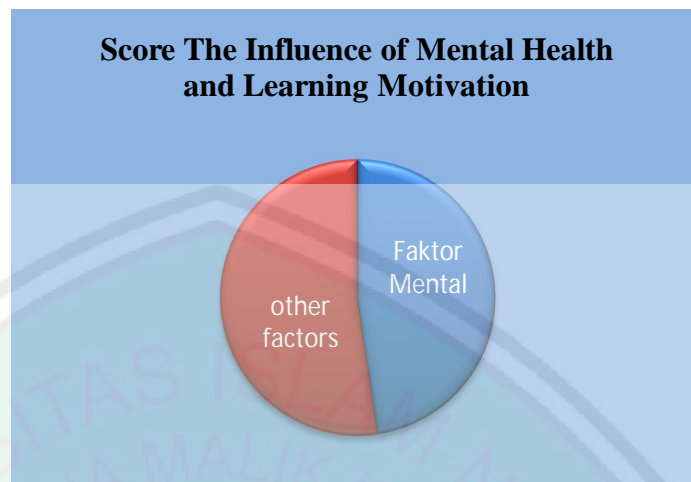
As explained by Abdul Majid reasons that make students motivated can be different. The following are reasons that influence learning motivation: 1) The home environment that shape the behavior learned from a young age, 2) way students see themselves, self-confidence, self-esteem, 3) the nature of the students themselves: the level of patience and commitment<sup>5</sup>. Of the reasons that have been disclosed above some point showed that the psychic or mental reasons also have an influence. Where some experts hold the view that the mental is a psychic.

In this research conducted in the fourth semester students PAI has been found that the mental influence on student motivation. Demonstrated a significant effect on the results of this study, the influence of mental health on motivation to learn at 47.6% and the remaining 52.4% are other factors or extrinsic factors.

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<sup>4</sup> Raymond J. Wlodkowski dan Judith H. Jaynes, *Learning Motivation*, (Jakarta : Cerdas Pustaka, 2004), hlm. 12

<sup>5</sup> Abdul Majid, *Strategi Pembelajaran* (Bandung: Rosda Karya, 2013) ,page 310



**Picture 5.4 Pie Chart Score The Influence of Mental Health and Learning Motivation**

In the previous research that done by Sunarto in SMA Purbalingga about the correlation mental health and motivation toward student's discipline in the school. In the that research result there is a correlation between mental health and motivation to increase student discipline. Besides that there is the correlation of Sunarto's research with this research, researchers added that there is significant influence between mental health and motivation. The Addition give the strengthen for this research.

From the results of the second research written by Anik Endarti in 2014 with the topic of parenting parents on students' motivation. Obtaining research results there is influence 1.6% of the parenting parents on the students motivation. According to the researchers gives the conclusion that the the previous research provide reinforcement for other factors that influence student motivation.

This research able to answers the hypothesis of the research are

H0: There is no influence of Mental Health Toward Learning  
Motivation PAI Students 4<sup>th</sup> Semester UIN Maliki Malang

Ha: There is influence of Mental Health Toward Learning Motivation  
PAI Students 4<sup>th</sup> Semester UIN Maliki Malang

The result explain that H0 is rejected and Ha is accepted because showed that there was a significant effect of variable X to variable Y because  $0.000 < 0.05$ , which showed 0.05 is a significant level. According to the hypothesis formula The PAI Students 4<sup>th</sup> semester that have good mental will be have high learning motivation to achievement.

## CHAPTER VI

### CONCLUSSION

#### A. Conclusion

From the research that has been done it can be seen that the influence of mental health on learning motivation student PAI 4th semester UIN Maliki Malang as follow:

1. Mental health can be seen that most of the students have good mental health can be evaluated from students who have faith, students are able to interact with friends or the environment, students are able to cope with the emotional state so that students have better mental health. From 61 respondents 17 students have poor mental health. And 35 students have good mental health, 9 students have a very good mental health. The majority 57.4% of students have a score that show good mental health.
2. Learning motivation can be seen that most of the students have a good learning motivation, because it has represented some of the criteria about learning motivation, include; diligent in conducting teaching and learning activities, want to know the material taught in depth, giving aapirasi in learning activities, do not give up easily, so that it can be concluded that the students' learning motivation have good category. The result of research 5 students have poor learning motivation, 35 students have a good learning motivation and 18 students have very good motivation. Than the majorities 62.3% of students have good learning motivation values.

3. The influence of mental health on learning motivation can be determined by using questionnaire that was used by researchers. Analysis used by researchers is a simple linear regression assisted by SPSS version 1.6. From the results of the analysis can be concluded that there is significant influence between mental health and learning motivation. Mental health effects on learning motivation at 47.6% and 52.4% of other factors.

## **B. Sugestion**

Based on the conclusion above, the study suggestions or recommendations can be formulated as follows:

### **1. For The Student Islamic Education Department**

Further research is needed to determine the criteria of excellent mental health and better learning motivation on individual students, especially in the development of PAI science in the Islamic education department, and work with student in psychology department or madical department later as the container in finding further research results better.

### **2. For the Lecturers and Worker**

Can contribute in fostering mental health of students in an effort to achieve better learning motivation order to foster the spirit to achieve the success of study and give an opportunity to the students to find a concept that matches the mental healthy learning motivation, according to the type, capacity and needs of students, so students can immediately apply the knowledge gained in the process of learning.



### 3. For Islamic Department

Mental health should need special attention in the course to know and understand that students have good mental health and the influence on learning motivation, so it can be applied in accordance with the type of program of lectures that have a specific purpose as the learning needs of students in order to achieve and to increase the better learning motivation.



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### Scoring Data

No	Previous School	Gender	Age	1	2	3	4	5	6	7	8	9	10
1	3	2	3	4	4	3	2	2	2	1	5	4	2
2	3	2	4	3	5	4	5	4	4	3	5	4	5
3	4	2	3	4	4	4	4	2	2	4	4	2	4
4	3	2	3	5	5	3	4	2	3	4	5	3	4
5	1	2	2	4	5	5	5	2	2	5	5	4	5
6	2	2	4	5	3	4	5	2	4	5	5	5	5
7	3	2	2	4	3	4	4	3	4	4	4	4	4
8	4	2	3	5	3	4	4	3	3	4	4	4	4
9	3	2	4	4	3	3	4	2	2	3	4	4	4
10	4	2	5	4	3	4	4	2	2	4	4	3	5
11	4	2	4	5	5	4	5	2	2	5	5	2	5
12	3	2	3	3	4	4	3	3	2	3	4	4	4
13	1	2	4	5	4	4	4	3	2	4	3	4	3
14	3	2	4	5	4	4	5	2	4	5	5	4	5
15	1	2	3	5	4	2	4	3	2	4	5	4	4
16	4	2	3	4	4	5	5	2	4	5	5	5	5
17	2	2	3	5	5	4	4	2	2	4	4	3	5
18	1	2	4	4	5	3	5	4	2	4	4	4	5
19	4	2	3	4	5	3	3	2	5	4	4	4	5
20	3	2	4	4	5	4	5	2	4	4	5	3	5
21	4	2	3	5	5	5	5	4	4	5	5	5	5
22	2	2	4	5	4	5	4	4	3	5	5	4	5

23	3	2	4	4	4	3	4	3	2	4	4	3	4
24	1	2	3	5	5	2	5	2	2	5	5	5	5
25	1	2	5	5	4	4	5	2	2	5	5	4	5
26	3	2	3	4	4	3	4	4	3	4	4	4	4
27	1	2	3	4	5	3	2	2	5	5	5	3	4
28	3	2	4	4	4	4	5	2	1	2	5	4	5
29	3	2	1	5	4	4	2	2	2	4	5	4	3
30	4	2	5	4	4	4	4	2	4	4	4	4	4
31	4	1	3	4	4	4	4	2	4	4	4	4	4
32	3	1	3	4	4	5	5	3	3	3	5	4	4
33	3	2	3	5	4	3	4	2	3	3	4	4	5
34	1	2	4	4	3	4	5	3	4	3	5	4	4
35	3	2	5	4	5	3	5	1	3	5	5	2	4
36	3	2	4	5	4	4	4	2	3	3	5	4	5
37	3	2	2	3	3	5	4	2	3	5	4	5	5
38	3	2	3	5	5	4	4	4	3	3	4	5	3
39	1	2	3	5	4	4	4	2	4	5	4	2	5
40	1	2	3	4	4	4	3	2	1	3	5	4	4
41	2	2	3	5	5	5	5	1	2	5	5	5	5
42	4	1	4	5	5	4	2	4	1	2	4	4	5
43	1	2	3	5	4	2	4	2	2	3	4	4	4
44	4	2	4	4	5	3	4	2	4	5	5	5	5
45	4	2	2	5	4	5	5	3	5	5	5	5	5
46	1	2	5	4	4	3	4	2	5	5	5	4	5

47	3	2	2	5	4	4	5	2	4	3	4	4	5
48	3	2	2	4	4	3	5	2	2	4	4	4	5
49	1	2	4	4	4	3	5	2	2	4	4	4	5
50	3	1	3	4	4	3	5	2	2	4	4	4	5
51	3	2	5	5	5	4	5	4	3	5	4	5	5
52	4	2	2	4	4	4	4	2	4	2	4	4	4
53	4	2	3	4	4	4	5	1	1	3	5	4	5
54	3	2	2	5	4	4	4	3	4	4	5	5	5
55	4	1	5	5	4	4	5	2	4	4	4	4	5
56	4	2	3	4	4	4	5	2	2	3	5	5	5
57	3	2	4	5	4	3	5	2	2	4	5	2	4
58	3	1	4	5	4	5	5	3	5	2	5	3	5
59	2	2	4	5	4	4	5	2	2	4	5	4	4
60	4	2	4	5	5	4	5	5	4	5	5	5	5
61	4	3	2	5	5	4	5	2	5	5	5	5	5



### Tabulation

No	X	Y	X1	Y1	Total	Average
1	17	12	2,8	3	29	2,9
2	25	17	4,2	4,25	42	4,2
3	20	14	3,3	3,5	34	3,4
4	22	16	3,7	4	38	3,8
5	23	19	3,8	4,75	42	4,2
6	23	20	3,8	5	43	4,3
7	22	16	3,7	4	38	3,8
8	22	16	3,7	4	38	3,8
9	18	15	3,0	3,75	33	3,3
10	19	16	3,2	4	35	3,5
11	23	17	3,8	4,25	40	4
12	19	15	3,2	3,75	34	3,4
13	22	14	3,7	3,5	36	3,6
14	24	19	4,0	4,75	43	4,3
15	20	17	3,3	4,25	37	3,7
16	24	20	4,0	5	44	4,4
17	22	16	3,7	4	38	3,8
18	23	17	3,8	4,25	40	4
19	22	17	3,7	4,25	39	3,9
20	24	17	4,0	4,25	41	4,1
21	28	20	4,7	5	48	4,8
22	25	19	4,2	4,75	44	4,4
23	20	15	3,3	3,75	35	3,5
24	21	20	3,5	5	41	4,1
25	22	19	3,7	4,75	41	4,1
26	22	16	3,7	4	38	3,8
27	21	17	3,5	4,25	38	3,8
28	20	16	3,3	4	36	3,6
29	19	16	3,2	4	35	3,5
30	22	16	3,7	4	38	3,8

NO	X	Y	X1	Y1	Total	Average
31	17	12	3,7	4	38	3,8
32	25	17	4,0	4	40	4
33	20	14	3,5	4	37	3,7
34	22	16	3,8	4	39	3,9
35	23	19	3,5	4	37	3,7
36	23	20	3,7	4,25	39	3,9
37	22	16	3,3	4,75	39	3,9
38	22	16	4,2	3,75	40	4
39	18	15	3,8	4	39	3,9
40	19	16	3,0	4	34	3,4
41	23	17	3,8	5	43	4,3
42	19	15	3,5	3,75	36	3,6
43	22	14	3,2	3,75	34	3,4
44	24	19	3,7	5	42	4,2
45	20	17	4,5	5	47	4,7
46	24	20	3,7	4,75	41	4,1
47	22	16	4,0	4	40	4
48	23	17	3,3	4,25	37	3,7
49	22	17	3,3	4,25	37	3,7
50	24	17	3,3	4,25	37	3,7
51	28	20	4,3	4,75	45	4,5
52	25	19	3,7	3,5	36	3,6
53	20	15	3,2	4,25	36	3,6
54	21	20	4,0	4,75	43	4,3
55	22	19	4,0	4,25	41	4,1
56	22	16	3,5	4,5	39	3,9
57	21	17	3,5	3,75	36	3,6
58	20	16	4,5	3,75	42	4,2
59	19	16	3,7	4,25	39	3,9
60	22	16	4,7	5	48	4,8
61	19	12	3,2	3	31	3,1



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id> email : [psg\\_uinmalang@ymail.com](mailto:psg_uinmalang@ymail.com)

Nomor : Un.3.1/TL.00.1/259/2015  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

08 Mei 2015

Kepada  
Yth. Kepala Jurusan PAI UIN Maliki Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

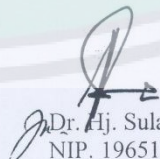
Nama : Aghnia Mursida Hanum  
NIM : 11110148  
Jurusan : Pendidikan Agama Islam (PAI)  
Semester – Tahun Akademik : Genap - 2014/2015  
Judul Skripsi : Pengaruh Kesehatan Mental Terhadap  
Motivasi Belajar Mahasiswa PAI Semester 4  
UIN Maliki Malang

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

a.n Dekan  
Wakil Dekan Bid. Akademik,

  
Dr. Hj. Sulalah, M.Ag  
NIP. 19651112 199403 2 002 9

Tembusan :  
1. Yth. Ketua Jurusan PAI  
2. Arsip





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id> email : [psg\\_uinmalang@yahoo.com](mailto:psg_uinmalang@yahoo.com)

**SURAT KETERANGAN**

No: Un.3.1/PP.00.9/12/2015

Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang menerangkan bahwa:

Nama : Aghnia Mursida Hanum  
NIM : 11110148  
Jurusan : Pendidikan Agama Islam  
Semester/Tahun Akademik : Genap / 2014-2015

telah melakukan penelitian untuk menyelesaikan Skripsi di program studi Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang dengan judul **Pengaruh Kesehatan Mental Terhadap Motivasi Belajar Mahasiswa Pendidikan Agama Islam Semester 4 Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang.**

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Malang, 20 Mei 2015  
a.n. Dekan,  
Wakil Dekan Bidang Akademik,

Dr. Hj. Sulalah, M.Ag.  
NIP. 196511121994032002





MINISTRY OF RELIGION  
STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM  
MALANG

FACULTY OF TARBIYAH AND TEACHING SCIENCES

Jalan Gajayana 50, Telepon (0341)552398 Faximile (0341)552398  
<http://tarbiyah.uin-malang.ac.id> email: [psg\\_uinmalang@yahoo.com](mailto:psg_uinmalang@yahoo.com)

EVIDENCE OF SKRIPSI CONSULTATION  
ISLAMIC EDUCATION PROGRAM

Name : AGHNVIA MURSIDA HANUM  
NIM : ~~1110148~~ 1110148  
Title : THE INFLUENCE OF MENTAL HEALTH  
TOWARD LEARNING MOTIVATION  
PAI STUDENTS 4th SEMESTER UIN MAULANA  
MALANG  
Advisor : Dr. ABDUL MALIK KARIM AMRULLAH, M. Pd

NO	Date	Materi	Signature
1	2 <sup>nd</sup> of April	Revision <del>chap</del> Proposal	<i>Mar</i>
2	6 <sup>th</sup> of April	Chapter IV	<i>Mar</i>
3	12 <sup>nd</sup> April	et Instrument	<i>Mar</i>
4	26 <sup>th</sup> of April	Chapter V	<i>Mar</i>
5	6 <sup>th</sup> of May	Chapter VI	<i>Mar</i>
6	11 <sup>th</sup> of May	Revision chapter V	<i>Mar</i>
7	13 <sup>th</sup> of May	Revision Chapter VI	<i>Mar</i>
8	21 <sup>st</sup> of May	Abstract	<i>Mar</i>

Malang...../.....2015

Acknowledged by,  
Dean Faculty of Tarbiyah and  
Teaching Science

Dr H. Nur Ali, M.Pd  
NIP.196504031998031002



## QUESTIONNAIRE

**With humility I ask to students IV semesters of Islamic Education Program for help me to fill out a questionnaire of this research with the following guidelines:**

**(SS) Very Agree**

**(S) Agree**

**(R) Doubt**

**(TS) Disagree**

**(STS) Disagree strongly**

Please full fill this identity before completing the questionnaire (Your identity will be kept secret)

Gender:

Age :

Previous School:

NO	Statements	Answers				
		SS	S	R	TS	STS
1.	Allah will not change the fate of the human except the human change by themselves					
2.	The success is the ability to pass and overcome one failure to the next without losing the spirit					
3.	If you are asked to do something without knowing how and the answer, then you are willing to find ways and answers at a later					
4.	A person can be said to be independent when the person has confidence in the ability and have principles in life, so any activity is not rely on other people					
5.	When someone accepts the fact that there is a part of the desperate					
6.	When someone accepts the fact that there is a part of the desperate					
7.	It's better to know something in depth but little or a lot but shallow					
8.	Diligence can beat those clever in achieving a success					
9.	Giving arguments in a Discussion of a form of seriousness in learning					
10.	The future goals is not how high and how much but how great to achieve it					

**THANK YOU FOR YOUR PARTICIPATION**

**TABLE OF INSTRUMENT****Percaya diri**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ragu-ragu	3	4.9	4.9	4.9
	setuju	28	45.9	45.9	50.8
	sangat setuju	30	49.2	49.2	100.0
	Total	61	100.0	100.0	

**Mengatasi masalah**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	7	11.5	11.5	11.5
	4	34	55.7	55.7	67.2
	5	20	32.8	32.8	100.0
	Total	61	100.0	100.0	

**kemampuan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	6.6	6.6	6.6
	3	16	26.2	26.2	32.8
	4	32	52.5	52.5	85.2
	5	9	14.8	14.8	100.0
	Total	61	100.0	100.0	

**mandiri**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.6	1.6	1.6
	2	4	6.6	6.6	8.2
	3	3	4.9	4.9	13.1
	4	23	37.7	37.7	50.8
	5	30	49.2	49.2	100.0
	Total	61	100.0	100.0	

**tawakal**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4.9	4.9	4.9
	2	37	60.7	60.7	65.6
	3	11	18.0	18.0	83.6
	4	9	14.8	14.8	98.4
	5	1	1.6	1.6	100.0
	Total	61	100.0	100.0	

**ukhuwa**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	6.6	6.6	6.6
	2	23	37.7	37.7	44.3
	3	11	18.0	18.0	62.3
	4	16	26.2	26.2	88.5
	5	7	11.5	11.5	100.0
	Total	61	100.0	100.0	

**tekun**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.6	1.6	1.6
	2	4	6.6	6.6	8.2
	3	14	23.0	23.0	31.1
	4	22	36.1	36.1	67.2
	5	20	32.8	32.8	100.0
	Total	61	100.0	100.0	

**keinginan berprestasi**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.6	1.6	1.6
	4	26	42.6	42.6	44.3
	5	34	55.7	55.7	100.0
	Total	61	100.0	100.0	

**mendalami materi**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	3.3	3.3	3.3
	3	3	4.9	4.9	8.2
	4	19	31.1	31.1	39.3
	5	37	60.7	60.7	100.0
	Total	61	100.0	100.0	

**Memberikan aspirasi**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	8.2	8.2	8.2
	3	8	13.1	13.1	21.3
	4	34	55.7	55.7	77.0
	5	14	23.0	23.0	100.0
	Total	61	100.0	100.0	

## PICTURE



Picture students of ICP Arabic held discussion in the classroom  
(showed the mental health because they believe on their competence)



Give the aspiration show that students have good motivation to joint the learning activity



Learning outside of teaching and learning activities showed the learning motivation