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THE EFFECTIVENESS OF THE QUANTUM LEARNING LEARNING MODEL BY PAYING ATTENTION TO LEARNING INTEREST IN STUDENT LEARNING OUTCOMES

Experimental Study At Mts Pondok Karya Pembangunan Jakarta Islamic School

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Abstract: *This study generally aims to determine the effectiveness of Quantum Learning on student learning outcomes. In particular, this study aims to determine the difference in student learning outcomes between those taught with Quantum Learning and lecture methods, to determine the interaction of Quantum Learning and learning interest in student learning outcomes, and to determine the differences in student learning outcomes in high learning interest and low learning interest taught with Quantum Learning and those taught with the lecture method. This research uses an experimental method with factorial experiment design. The hypothesis testing process in this study uses the two-way Anava statistical technique (Two Way Anova). Based on the results of the hypothesis test, it shows that, there are differences in learning outcomes in students taught using Quantum Learning accompanied by high interest in learning of 82.73 with those taught using the lecture method amounting to 48.80. Thus, the results of the study stated that there is an effectiveness of the application of Quantum Learning learning to the learning outcomes of Islamic Cultural History (SKI) and there is an interaction between Quantum Learning and learning interest in SKI learning outcomes, there is also a reduction in learning outcomes in students who have high interest in learning and who have low interest in learning. This implies that in applying the learning model to learning activities, teachers need to pay attention to the level of interest in learning students.*

Keywords: *Quantum learning, learning outcomes, interest in learning.*

A. Introduction

In the learning process, there is a student component as an object that is learning and the teacher as a teacher to provide lesson material for changes in students. Teaching is an activity carried out by someone who has more knowledge or skills than taught, to provide an understanding, ability or dexterity. As stated by Slameto that "teaching activities include the delivery of knowledge, transmitting attitudes, skills or skills that are arranged according to the environment and that relate them to the subject being taught".[1]

If studying the Qur'an in the art of delivering da'wah or giving learning to others, Allah gives instructions to use methods, so that the person invited can accept well what we say, for example:

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Translation: Invite ˹all˺ to the Way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord ˹alone˺ knows best who has strayed from His Way and who is ˹rightly˺ guided. (QS. AN-Nahl 16:125)

The Qur'anic method mentioned above guides Muslim educators to be able to read the conditions, the form of the method to be used, as well as understanding the level of knowledge of students they will face. The implementation and selection of appropriate methods in addition to facilitating teaching materials to be accepted by students, also the relationship between students and teachers is not broken. Such a relationship is very important to build the character of students and the authority of teachers as educators who must be respected and glorified. Students will know their teachers and teachers will know their students carefully.[2]

Method is the path we must take in order to give students an understanding of the lesson they are learning. Method is very important and must be owned by a teacher before entering the study room. Methods are very influential in teaching, with the value method can be good or bad, with the learning method can be successful or failed.

Method is the initial foundation for achieving an educational goal. In essence, if the method used is good, the results will have an impact on the quality of good education, but if

[1] Slameto. (2003). *Belajar Dan Faktor – Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta.
[2] Ramayulis. (1998). *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia. Cet.ke-2. P. 83

the method used is not good, the results will also result in the quality of education that will not be good either.

So important are methods in the Islamic education system, the study of educational methods remains actual and interesting to be examined. Moreover, when the method itself is dynamic, making the study of the method always faces challenges from Muslim educators to be creative and innovative in formulating and applying educational methods that are relevant to student needs.[3]

There are several classifications of learning methods, the classification here is based on learning strategies. Among them are direct learning strategies, methods commonly used lectures, questions and answers, demonstrations, exercises and drills. Indirect learning strategies, methods used inquiry, case studies, problem solving, concept maps.

Interactive learning strategies, suitable methods include: class discussions, small group discussions or projects, pair work, quantum learning.

Independent learning strategies, suitable methods include: homework, papers, research projects, computer-based learning, E-learning.[4]

Of the many kinds of methods, a teacher must be competent in using these methods appropriately. In order to be able to carry out the learning process appropriately, so that it can allow the achievement of learning goals both in terms of cognitive, affective, and psychomotor. So, the most important thing in teaching is not the teacher's effort to deliver learning material, but how students can learn learning material according to the objectives.[5]

To achieve this goal, ideally a teacher is required to have insight and ability to carry out tasks professionally. The use of methods that are in accordance with the teaching objectives will be an obstacle in achieving the goals that have been formulated. Quite a lot of learning materials are wasted simply because of the use of methods according to the teacher's will and ignore the needs of students, facilities, and classroom situations. Teachers who are always happy to use the lecture method while the purpose of teaching is so that students can demonstrate prayer is a teaching and learning activity that is not conducive.

The use of methods should be able to support the achievement of teaching goals, not goals that must adapt to methods. To get high learning outcomes, appropriate learning methods are needed to create a fun and knowledge-laden learning atmosphere, so that educators can explore their potential, activeness and creativity in their work. Thus a memorable learning

[3] Mastuhu.(1999). *Memberdayakan Sistem Pendidikan Islam*. Jakarta: Logos. P. 35
[4] Ahmad Sabri. (2005) *Strategi Belajar Mengajar Micro Teaching*. Jakarta: Quantum teaching. P. 52-53
[5] Sumiati. (2008). *Metode Pembelajaran.* Bandung: Wacana Prima. Cet.ke-2. P. 91

experience can encourage their enthusiasm to keep trying and trying again. Because if they only hear they will forget, when they see they will remember, and when they do they will understand.

Therefore, the effectiveness of the use of methods is questionable. The use of good learning methods can improve student learning outcomes in undergoing the learning process. While the effectiveness of using the method can only occur if there is compatibility between the method and all teaching components that have been programmed in the lesson unit, as written preparation.[6]

Quantum Learning is a learning method that can be used by anyone other than students and teachers because it provides an overview to explore anything in a steady and memorable way. The trick, a learner must first know his learning style, thinking style and situation. That way, learners will quickly explore something. Many people have felt the results after studying something by means of Quantum Learning. Everything can be easily, quickly and steadily studied and explored in a pleasant atmosphere.[7]

Quantum Learning has its roots in the efforts of Georgi Lozanov, a Bulgarian educator. He conducted an experiment, he called suggestology (suggestopedia). The principle is that suggestion can and definitely affects the outcome of a learning situation and any detail whatsoever gives a positive or negative suggestion. To obtain positive suggestions, several techniques are used. Pupils in the classroom are made comfortable, music is put on, their participation is encouraged further. Large posters highlighting information are pasted. Teachers skilled in the art of suggestive teaching are emerging.[8]

Based on the description above, researchers are interested in carrying out field research by conducting experiments in class to determine the effectiveness of the Quantum Learning method on learning outcomes by paying attention to student learning interests.

B. Method

Research methods or research design is one of the regulatory strategies in research so that researchers obtain accurate, precise (valid) data in accordance with the characteristics of each variable and research objectives. In this research design, research methods will be

[6] Ibid P. 105
[7] Ahmad, et al., (1997) *Model Belajar Mengajar*. Bandung: Pustaka Setia.
[8] Bobbi DePorter, et al. (2003) *Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan*. Bandung: Kaifa. P. 16

explained, research variables and the influence between these variables. In this study, the Factorial Experimental Design experimental method was used.[9]

The target population in this study is all students of MTs PKP Jakarta Islamic School, consisting of classes VII, VIII, and IX. While the population reached through purposive sampling is selected class VII with a total number of 120 students divided into 4 parallel classes. Some of the entire parallel class will be taken randomly simple to be used as a research sample, namely 2 classes, with one experimental class group and the other control class. The Experimental Class is taught with Quantum Learning learning and the control class with a conventional face-to-face pattern, then both experimental and control classes are carried out post-test assessments for the final semester exam. In addition, one class was selected for the trial research sample as the basis for testing the validity, reliability, differentiation, level of difficulty and deception of the Multiple choice test instrument.

The sample was taken purposively from the population of MTs PKP Jakarta Islamic School students selected class VII as many as 120 people and divided into 4 parallel classes and later using a simple random sampling technique selected two parallel classes, the first selected class VII-B as many as 30 students who were purposively designated as control classes and the second class VII-A as many as 30 students who were purposively designated as experimental classes.

C. Results

1. Statistical Measures of Questionnaire Scores and Learning Outcomes

The results of the calculation of statistical measures from questionnaire scores or learning interest questionnaires are presented in the following table,

Table 4.1
Statistical Measures Questionnaire scores

	Experiments	Control
N	30	30
Bottom Quartil	119	94
Median	133	98.5
Upper Quartil	139	101.8
Minimum	117	89
Maximum	150	104

[9] Suryabrata Sumadi. (2014) *Metode Penelitian.* Jakarta : Raja Grafindo Persada. P. 119

From Table 4.1 can be seen the statistical value of the Experimental class questionnaire score taught using the Quantum Learning (A1) learning model Maximum 150, Minimum 117, Quartil bottom = 119, Quartil top = 139 and Median = 133. As for the Control class taught using Conventional Learning Maximum 104, minimum 89, Quartil bottom = 94, Quartil top = 101.8 and Median = 98.5.

Furthermore, the lower Quartil and Median values of each experimental group taught using the Quantum Learning and Control Learning Model are used as a reference for classifying student Learning Interest characteristics with provisions for students whose questionnaire scores are smaller or equal to the lower Quartil scores are included in the Low Learning Interest classification and those greater or equal to the median value are included in the High Learning Interest classification. The results of its classification are presented in Appendix 7. The group of students who were the object of research who had the characteristics of High Learning Interest both taught using Quantum Learning and Conventional amounted to 15 students and those who had the characteristics of Low Learning Interest amounted to 15 students. Thus, the total number of students who became respondents to their respective research for those taught using Quantum Learning was 30 and those taught using Conventional Learning were 30.

While the results of statistical size calculations for learning outcomes data for SKI subjects for experimental and control classes through data processing using the Tool-Pak analysis data menu in the Excel Program, are presented in the following table.

Table 4.2

Statistical Measures of Learning Outcomes (Statistics)

Size	Quantum Learning	Conventional
N	30	30
Mean	82,73	48,80
Std. Deviation	9.65	15,22
Variances	93,30	231,68
Minimum	61,00	35,00
Maximum	97,00	81,00

From Table 4.2 it can be seen that the numerical size values of the Experimental class taught using the Quantum Learning Model (A1) were respectively for the Maximum value of 97.00, Minimum 61.00, Mean 82.73, Standard Deviation (Standard Deviation) 9.65 and Variance 93.30. As for Control classes taught using Conventional Learning consecutively Maximum 81.00, minimum 35.00; Mean 48.80, Standard Deviation 15.22 and Variance 231.68.

2. Description of Learning Interest Questionnaire Results Data

Based on the Median value used as a reference for classifying the learning interests of each student, both those taught using the Quantum Learning Learning Model (Experimental Class) of 133 and Conventional (Control) of 98.5. Furthermore, using the Excel program is carried out processing individual classification data and the results are presented in the Contingency Table as follows,

Table 4.3
Frequency and Percentage of Contingency of Learning Interest with Quantum Learning (Crosstabulation)

Classification, Frequency and Percentage			Learner Model		Total
			Q. L.	Conventional	
Learning Interest	High	Frequency	18	15	30
		Percentage	60%	50%	50%
	Low	Frequency	12	15	30
		Percentage	40%	50%	50%
Total		Frequency	30	30	60
		Percentage	100.0%	100.0%	100.0%

From Table 4.3, it can be seen that students taught using the Quantum Learning Learning Model have characteristics of High Learning interest of 18 (60%) greater than those with Low Learning interest of 12 (40%). While the percentage of High and Low learning interest taught using Conventional Learning has the same frequency of 15 (50%),

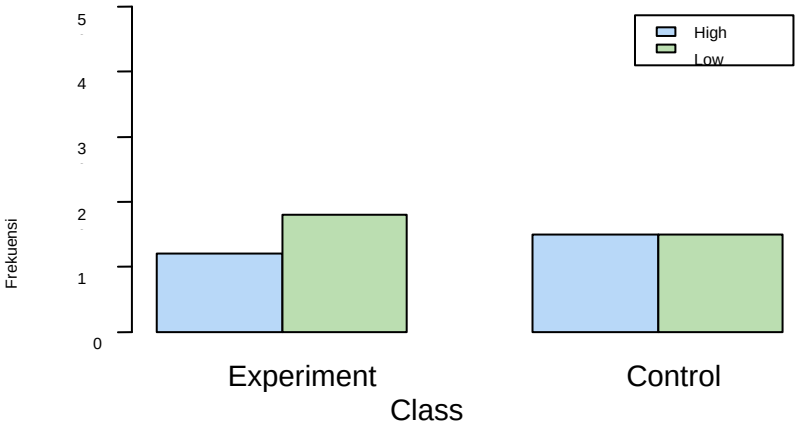


Figure. Dual Frequency Beam Diagram of Learning Interest of Experimental and Control class students

As for the percentage of Learning interest classification in each Experimental and Control Class, it is presented in Figure 4.2.

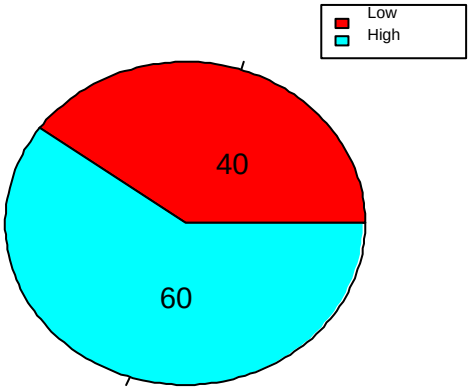


Figure.8 Percentage results of the classification of Learning Interest in Experiment

3. Description of Learning Outcomes Data for SKI Lessons using the Quantum Learning Model (A1)

Data on the learning outcomes of SKI subjects for students taught using the Quantum Learning Model (A1) were obtained through a test process of 35 multiple-choice type test questions with assessment scores for students who answered either 0 and correctly 1. The results of processing values for students amounted to 30 with data processing using a combination of Excel and SPSS programs for the presentation of Frequency Distribution, as well as the presentation of Histogram Diagrams and Frequency Polygons using the Excel Program for detection of data distribution curve patterns, the results are as follows.

a. Absolute and Relative Frequency Distribution

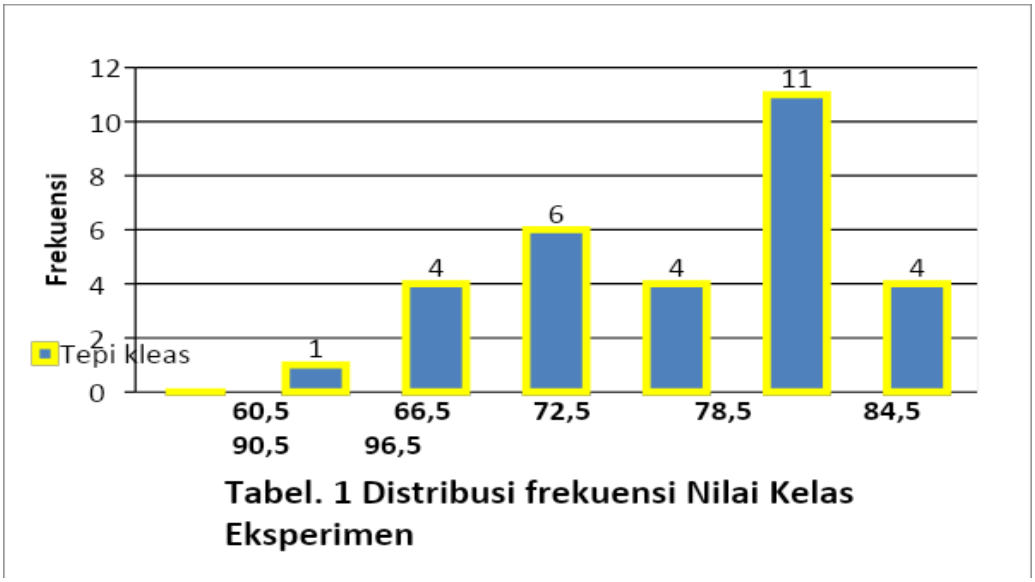
Table 4.4
Learning Outcomes Introduction to Statistics taught using *Quantum Learning Learning* Model

Hasl Learning	f-absolute	f relative
61 – 66	1	3,33
67 – 72	4	13,33
73 – 78	6	20,00
79 – 84	4	13,33
85 – 90	11	36,67
91 – 97	4	13,33
Total	30	100

From table 4.4 it can be seen that the value interval 85 - 90 has the largest absolute frequency 11 with a relative frequency of 36.67. While the Value Interval 61 - 66 has the smallest absulut frequency 1 with a relative frequency of 3.33.

b. Histogram and Frequency Polygon Diagram

The tendency of the distribution pattern of value of SKI learning outcomes taught using the Quantum Learning learning model can be known through data visualization with the presentation process carried out based on the absolute frequency distribution in Table 4.4, the results are presented in the following figure.



Tabel. 1 Distribusi frekuensi Nilai Kelas Eksperimen

From figure 4.4, it can be seen that the Histogram Diagram tends to form a curve pattern that is close to symmetrical.

4. Interaction of Learning Outcomes of Students who have High Learning Interest with Quantum Learning

SKI Learning Outcomes of students who have a high interest in learning and are taught using Quantum Learning (A1B1), are presented in the Frequency Distribution Table as follows.

Table 4.6

Learning Outcomes of SKI who have High Learning Interest using *Quantum Learning* (A1B1)

Learning Outcomes	f-absolute	f relative
61	1	5.56
71	1	5.56
74	2	11.11

77	1	5.56
84	1	5.56
87	4	22.22
90	4	22.22
94	1	5.56
97	3	16.67
Total	18	100

Table 4.6 shows the intervals of test scores 87 and 90 have the largest absolute and relative frequencies of 4 and 22.22% respectively. As for the five Intervals of Values 61, 71, 77, 84, and 94 have the absolute and smallest relative frequencies of 1 and 5.56% respectively.

5. Interaction of SKI Learning Outcomes of Students with Low Learning Interest with the Quantum Learning Learning Model

SKI Learning Outcomes of learners who have low interest in learning and are taught using Quantum Learning (A1B2), are presented in the following table.

Table 4.8
Learning Outcomes of SKI Students who
Have Low Learning Interest using
Quantum Learning (A_1B_2)

Learning Result	f-absolute	f relative
68	2	16.67
71	1	8.33
74	2	16.67
77	1	8.33
84	2	16.67
87	1	8.33
90	2	16.67
91	1	8.33
Total	12	100

From table 4.8 it can be seen that the intervals of test scores 68, 74, 84, and 90 have the largest absolute and relative frequencies of 2 and 16.67% respectively. As for the four Intervals

of Values 71, 77, 87, 91 have absolute and relative frequencies of Smallest respectively 1 and 8.33%.

6. Analysis Requirements Testing

a. Normality of Population Distribution

The assumption of normality of population distribution means that the distribution of SKI learning outcomes values does not deviate significantly from the simetric normal distribution, this test is carried out inferentially through testing the normality of population distribution carried out with Kolmogorov-Smirnov test statistics, both for data learning outcomes of Experimental and Control classes, through data processing using SPSS, the results are presented in the following table,

Table 4.10
Population Distribution Normality Test

Learning Model		Kolmogorov-Smirnov[a]		
		D-Count	n	D-Table
Value	Experiments	0.3	30	0.3
	Control	0.117	30	0.248

From table 4.10, it can be seen that the Kolmogorov-Smirnov Statistical value (DHitung) for students taught with the Quantum Learning Learning Model of 0.3 is equal to the D-Table value of 0.3 and the Conventional D-Calculate value of 0.117 is smaller than the D-Table of 0.248. For sample size (n) both are 30. Thus, it can be concluded that the assumption of normality of population distribution, test scores of students taught using both Quantum Learning and Conventional Learning Models, low and high learning interests are both met.

b. Homogeneity of Population Variance

With data processing that also uses the SPSS Program, testing of Homogeneity of Population Variance using Leneve's Test Statistics, the results are presented in the following table,

Table 4.11
Population Variance Homogeneity Test

		Levene Statistic(Fh)	df1	df2	F-Table
VALUE	Based on Mean	0.241	1	28	4,195

From table 4.12 above, we can see the value of Levene Statistic (FHitung) of 0.241. This value when compared to the F-Table for degrees of freedom of numerator 1 and denominator 28 of 4.195 turned out to be smaller. This shows that the Population Variance Homogeneity Assumption test for this study data was met.

c. Hypothesis Testing

Relating to the process of testing the Hypothesis after first testing the normality requirements of population distribution and homogeneity of population variance and with the results showing fulfilled. Then the hypothesis testing procedure was carried out using the Statistical Analysis technique of two-way ANAVA Two Way ANOVA, through data processing using the SPSS program (Appendix) results.

Learning Model Testing (Hypothesis 1), is presented in the following Table.
Table 4.12
Test the Learning Model Hypothesis

Source of Variation	*F-Count*	*DF-Numerator*	***df-Denominator***	*F-Table*
Learning Model	114,190	1	56	4,012

From Table 4.12 it can be seen that for proving the Hypothesis related to the Difference in Learning outcomes between those using Quantum Learning and Conventional Learning Models, the value of FHitung = 114.190 while the value of FTabel = 4.012. After comparing the two F values, it turns out that the FHitung value is greater (>) than the FTabel value.

Thus it can be concluded that Ho's hypothesis is rejected and H1 is accepted. Thus, it can be interpreted that there are differences in SKI learning outcomes in students taught using the Quantum Learning Learning Model with those taught using Conventional Learning. Furthermore, based on the acquisition of the average score or learning outcomes of

SKI taught using the Quantum Learning Learning Model of 82.73 which is greater than that taught using conventional learning of 48.80. It can be stated that the learning outcomes of SKI in students taught using the Quantum Learning Learning Model are higher than the learning outcomes taught using conventional learning.

7. Interaction of Learning Interests with Learning Models

The results of data processing through hypothesis testing with the two-track Anava Technique using the Program, for the values of Fcalculate and Ftabel Statistics are presented in the following table (Appendix .11)

Table 4.13

Test the Interaction Hypothesis of Learning Interest &; *Quantum Learning*

Source of Variation	*F-Count*	*DF-Numerator*	df-Denominator	F-Table
Learning Model	6,033	1	56	4,012

The interaction between Learning Interest and Learning Model can be FHitung value = 6.033 while FTabel value = 4.012. After comparing the two F values, it turns out that the FH value is greater than the FTabel value. Thus, it can be concluded that Ho's hypothesis is rejected and H1 is accepted, therefore it can be interpreted that there is a significant influence of the interaction between students' learning interests and the Quantum Learning Learning Model on the learning outcomes of SKI subjects.

8. Advanced Test to prove simple hypothesis (Simple effect)

After the Hypothesis testing process is carried out and the results are not significant or there is no influence on the interaction between the Learning Interest variable and the Learning Model, Hypothesis testing is carried out to prove the formulation of the problem.

a. The results of data processing through hypothesis testing with the Test Technique t two Free Samples (t - Test Two Sample Assuming Variance Equal) using the Excel Program through the Data Analysis Menu Facility, for the Statistical values tCalculate and tTable (τΧριτεριια) are presented in the following table

Table 4.14
Test t- two Smpel Free for PD Learning Interest
High between those taught with Quantum Learning and Conventional

	Quantum Learning(A 1 B_1)	*Conventional (A_2B_1)*
Mean	80.97	62.95
Variance	46.59	136.36
Observations	14.00	16.00
Pooled Variance	94.68	
Df	28.00	
t Stat	5.06	
t Critical two-tail	2.05	

From Table 4.14 it can be seen that for proving the Hypothesis related, with the difference in learning outcomes between those using the Quantum Learning Model and Conventional for Students who have High Learning Interest, the value of tCalculate (t-Stat) = 5.06 while the value of tTable (t-Critical One Tail) = 1.70. After comparing the two t values, it turns out that the tCalculate value is greater (>) than the tTable value. Thus it can be concluded that Ho's hypothesis is rejected and H1 is accepted.

Furthermore, descriptively with the mean value of SKI Learning Outcomes taught using the Quantum Learning Learning Model of 80.97 which is greater than the learning outcomes taught using Conventional Learning of 62.95. This indicates that SKI Learning Outcomes taught using Quantum Learning learning in students who have a High Teaching interest (A1B1) and Learning Outcomes of students taught using Conventional Learning in students who have a High Learning interest (A2B1).

b. The results of data processing through hypothesis testing with the Test Two Sample Free (t) technique using the Excel Program through the Analysis Data Menu Facility, for the value of tCalculate and tTable statistics (τΧριτεριαι) are presented in the following table,

Table 4.15 Test t- two Free Smpel for Students with Low Learning Interest between those taught with Quantum Learning and Conventional

	Quantum Learning *(A_1B_2)*	*Conventional (A_2B_2)*
Mean	74.40	81.3
Variance	49.28	81.770505
Observations	12	16
Pooled Variance	68.03	
Df	26	
t Stat	-2.19	
t-critical one tail	-1.70	

From Table 4.15 it can be seen that for proving the Hypothesis related to the Difference in Learning outcomes between those using the Quantum Learning Model and Conventional for students who have a High Learning interest, the value of tCalculate (t-Stat) = -2.19 while the value of tTable (t-Critical) = - 1.70. After comparing the two t values, it turns out that the tCalculate value is greater (>) than the tTable value. Thus it can be concluded that Ho's Hypnoesis is rejected and H1 is accepted.

Furthermore, descriptively with the mean value of SKI Learning Outcomes taught using the Conventional Learning Model of 81.3 which is greater than the learning outcomes taught using Quantum Learning of 74.4. This indicates that SKI Learning Outcomes taught using the Conventional Learning Model in students who have Low Learning Interest (A1B2) and Learning Outcomes of students taught using the Quantum Learning Learning Model in students who have High Learning Interest (A2B2).

D. Discussion

Based on the results of analysis and data processing that have been described or described above (in the previous section) and continued with the Hypothesis testing process, a number of research findings are obtained that need to be discussed further. The findings of the study include,

a. The rejection of the Zero Hypothesis (Ho) which states that there is no difference in student SKI learning outcomes between those taught using the Quantum Learning Learning Model and Conventional Learning, results in the acceptance of the alternative hypothesis (H1), thus it can be concluded that there are significant or real differences from the SKI learning

outcomes of students included in the population of grade VII MTs PKP Jakarta Islamic School. This is reinforced and supported by the average value of Quantum Learning learning outcomes in all students taught using Quantum Learning obtained at 82.73 which is greater than the average SKI learning outcomes of students taught using Conventional Learning of 48.80 (See Table 4.2) So that it can be interpreted that SKI Learning Outcomes in students taught using Quantum Learning SKI with high interest in learning Compared to the learning outcomes taught using conventional learning, this indicates that there is an effectiveness of the application of quantum learning to the learning outcomes of SKI subjects at MTs PKP Jakarta Islamic School class VII as an affordable population.

b. In testing the interaction hypothesis between the Quantum Learning Learning Model and Learning Interest with the results of the rejection of the null hypothesis (Ho), and the bearati alternative hypothesis or H1 hypothesis is accepted, this indicates the presence or interaction of the Quantum Learning Learning Model and Learning Interest on SKI Learning Outcomes, so that it can be stated that there is a simultaneous influence between Quantum Learning and Learning Interest on the Learning Outcomes of student SKI subjects class VII which is an affordable population, this implies that in applying the Learning Model to learning activities teachers need to pay attention to the level of student learning interest.

c. Rejection of the null hypothesis in advanced hypothesis testing which states that there is no difference in SKI learning outcomes between students taught using Quantum Learning and conventional there are students who have a high level of interest in learning, resulting in the acceptance of the Alternative Hypothesis (H1), so that it can be concluded that the learning outcomes of SKI taught using the Quantum Learning Learning Model are higher than the learning outcomes taught using Quantum Learning in students who Have the characteristics of high interest in learning. This can be seen descriptively through the average or mean value that is greater than the SKI learning outcomes of students taught using Quantum Learning of 82.73 compared to the average or mean value of learning outcomes taught using Conventional Learning of 48.80.

d. Rejection of the null hypothesis in proving the formulation of the hypothesis there is no difference in learning outcomes between those taught using the Conventional Learning Model and Quantum Learning in students who have low interest in learning. This indicates that the learning outcomes of SKI in students taught using Conventional Learning are higher or better than those taught using Quantum Learning in students with characteristics of low learning interest.

This is also seen descriptively through the average or mean of the learning outcomes of students taught using the Conventional Learning Model of 82.73 which is greater than the learning of students taught using Quantum Learning of 48.80. And reinforced by significant Hypothesis testing results. This finding is in line with the framework of thinking that predicts the learning outcomes of SKI taught using the Conventional learning model are higher than those taught using Quantum Learning in students with low interest in learning.

The results of this study are in line with several findings of other researchers including; research conducted by Zainal Arifin with a conclusion stating that the Quantum Learning model using experimental methods affects the learning outcomes of Student Physics.[10]

Research conducted by Jaidun Turnip with results that state several things, namely that the application of the Quantum Learning model is good for improving students' Autocad learning outcomes, with the application of Quantum Learning good for increasing students' Autocad learning activity, and also with the application of Quantum Learning it turns out to get a very positive response from students to learning Autocad.[11]

In addition to some of the findings above, the results of this study are also in line with several findings related to student learning interests, including; Nurhasanah & Sobandi's research results state that student learning outcomes can be improved through increasing student interest in learning. This means that the better the interest in student learning will have an impact on the better student learning outcomes.[12] Siwi Puji Astuti's research states that there is an influence of students' learning interest on Physics learning achievement.[13]

E. **Conclusion**

Based on the results of the discussion that has been described, it can be concluded that:

1. The results of teaching taught using the Quantum Learning Learning Model are more effective and high than those taught using the lecture method in the Islamic Cultural History (SKI) Subject at the level of the student population of MTs PKP Jakarta Islamic School students with an effectiveness value of 64.68%.

[10] Zainal, et al., 2016: 365-370.
[11] Turnip.(2014). *Penerapan Model Quantum Learning untuk Meningkatkan Hasil Belajar Autocad Teknik Gambar Bangunan.* Jurnal Teknologi Pendidikan Vol. 7 No. 2. P. 117-128
[12] (Nurhasanah &; Sobandi, 2016: 135-142).
[13] Astuti. (2015). *Pengaruh Kemampuan Awal dan Minat Belajar Terhadap Prestasi Belajar Fisika*, Jurnal Formatif 5 (1). P. 68-75

2. There is a significant or real influence in interaction or together between the Quantum Learning Learning Model on the learning outcomes of Islamic Cultural History (SKI) subjects at the level of the student population of MTs PKP Jakarta Islamic School.

3. Learning Outcomes of Islamic Cultural History (SKI) subjects taught using the Quantum Learning Learning Model are better or higher with a mean value of 80.97 compared to Learning Outcomes taught using the lecture method with a value of 62.95 for students who have high learning interest characteristics.

4. Learning Outcomes The subject of Islamic Cultural History (SKI) taught using the lecture method is better or higher with a mean value of 81.3 compared to the Learning Outcomes taught using Quantum Learning, which is 74.40 in students who have low learning interest characteristics.

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