

Implementation of Minimum Exhaustion Criteria Based on Intelligence Quotient (IQ) in Islamic Religious Education Subjects to Increase Student Learning Motivation

Nida Nurjunaedah¹, Nurainiyah², Nurjanah³, Ibnu Rusydi⁴

¹ Sekolah Tinggi Agama Islam PUI Majalengka, Indonesia; nurjunaedahnida@gmail.com

² Universitas Islam Nusantara, Indonesia; nurainiyah@uninus.ac.id

³ Universitas Islam Darussalam Ciamis, Indonesia; noerjanah.msi@gmail.com

⁴ Universitas Wiralodra Indramayu, Indonesia; ibnurs@gmail.com

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Abstract

The determination of Minimal Completion Criteria (KKM) based on intelligence often equates students with high and low intelligence levels, resulting in students with high IQs feeling bored and saturated due to the lack of targets that align with their intelligence capacity. This study aims to describe the implementation of intelligence-based KKM at Madrasah Aliyah Persatuan Islam Sindangkasih Ciamis, starting from the planning process, implementation, and the results of KKM implementation in Islamic Religious Education (PAI) subjects. The research findings show that: First, the planning for the implementation of IQ-based KKM at Madrasah Aliyah Persatuan Islam Sindangkasih Ciamis involves measuring students' IQ and talents by involving psychological institutions. The results of the IQ measurements are then converted into KKM scores. Second, the implementation of IQ-based KKM involves cooperation between all school stakeholders, including the principal, deputy head of the curriculum field, PAI teachers, BK teachers, and parents, as well as monitoring and evaluating the learning process and student learning outcomes. Evaluation is carried out through formative and summative tests. Some of the obstacles faced include the absence of IQ data for transfer students or those who have not taken the IQ test, as well as issues faced by students in studying that prevent the achievement of the set completion criteria, such as limited infrastructure. Third, the result of implementing these intelligence-based Minimal Completion Criteria is the follow-up carried out by PAI teachers, namely holding a remedial program for students who do not meet the specified KKM and an enrichment program for students who have met the KKM.

Abstrak

Seorang guru dalam menetapkan Kriteria Ketuntasan Minimal biasanya menyamakan antara siswa yang memiliki tingkat intelegensi tinggi dengan siswa yang intelegensinya lebih rendah sehingga siswa dengan IQ tinggi cenderung lebih jenuh dan bosan dalam belajar karena tidak ada targetan yang lebih sesuai dengan kapasitas intelegensinya. Adapun tujuan dari penelitian ini adalah untuk mengetahui gambaran penerapan Kriteria Ketuntasan Minimal berbasis intelegensi yang digunakan di Madrasah Aliyah Persatuan Islam kecamatan Sindangkasih kabupaten Ciamis dari mulai proses perencanaan penerapan, pelaksanaan penerapan dan hasil penerapan Kriteria Ketuntasan Minimal pada Mata Pelajaran Agama Islam. Dari Hasil penelitian ini peneliti menyimpulkan bahwa: Pertama, perencanaan penerapan Kriteria Ketuntasan Minimal berbasis IQ di Madrasah Aliyah Persatuan Islam Sindangkasih adalah adanya pengukuran IQ dan bakat siswa yaitu dengan melibatkan lembaga psikologi. Hasil dari pengukuran IQ tersebut di konversi kedalam nilai Kriteria Ketuntasan Minimal; Kedua, dalam pelaksanaan penerapan Kriteria Ketuntasan Minimal berbasis IQ yaitu adanya kerjasama semua pihak stakeholder sekolah baik kepala, wakil kepala bidang kurikulum, guru PAI maupun guru BK dan orang tua, memantau dan mengevaluasi proses pembelajaran dan hasil belajar siswa. Pelaksanaan penerapan dilakukan baik dalam tes formatif maupun sumatif. Adapun

Kata kunci:

Kriteria Ketuntasan Minimal, Intelligence Quotient (IQ), Pendidikan Agama Islam, Motivasi

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beberapa kendala yang dihadapi diantaranya tidak ada data IQ bagi siswa pindahan/yang belum mengikuti tes IQ, dan beberapa permasalahan yang dihadapi siswa dalam belajar sehingga tidak tercapainya kriteria ketuntasan minimal yang telah ditetapkan, termasuk terbatasnya sarana prasarana yang ada; Ketiga, hasil dari penerapan Kriteria Ketuntasan Minimal berbasis intelegensi ini adalah adanya tindak lanjut yang harus dilakukan oleh guru mata pelajaran Pendidikan Agama Islam yaitu mengadakan program remedial bagi siswa yang belum memenuhi kriteria ketuntasan minimal yang ditetapkan, dan mengadakan program pengayaan bagi siswa yang telah memenuhi kriteria Ketuntasan Minimal

Corresponding Author:

Nida Nurjunaedah

Sekolah Tinggi Agama Islam PUI Majalengka, Indonesia; nurjunaedahnida@gmail.com

INTRODUCTION

In determining the Minimum Cash Criteria (KKM) in educational units, most subject teachers determine KKM based on the subjectivity of the teacher himself. The teacher sets these criteria without considering the aspects that exist within the student, namely the intelligence aspect. So that people who are very intelligent and ordinary people have the same minimum completion limit. For children who have high intelligence with the same limits of completion, they may be less motivated to further improve their abilities, students like this are aware or do not tend to be disadvantaged because they are less motivated to achieve optimal learning achievements. Likewise, students with less absorption capacity, faced with a high KKM, will have difficulty because they must be able to pursue the same completion as other students who have higher intelligence abilities. According to Purwanto, intelligence is a general skill as the basic potential possessed by humans which is brought from birth and/or passed down from both parents. (Purwanto, 2017).

Intelligence or Intelligence is one of the mental, mental or intellectual abilities possessed by humans. Intelligence is part of cognitive processes in higher order (higher order cognito). In the educational process, intelligence is believed to be an important element in determining students' learning success. (Fadila, 2021). Intelligence is also called "intellectual ability" or "academic ability". Everyone has different intelligence, some have a high level of intelligence, some have a low level, so their ability to accept a lesson is different.

The difference in a person's intelligence can be seen through the test process, the results of which are realized in the form of IQ test scores ranging close to 0-200 with an average of 100 (Irham & Wiyani, 2014), there are several IQ test results including the Binnet scale, Wechler and others. The following is a score table and description of IQ test results according to Binnet (Sama' et al., 2021)

Table 1. Table Description IQ Score by Binnet

IQ Score	CLASSIFICATION
>140	Very superior
130 - 139	Superior
120-129	Bright Normal
110-119	Average
90-109	Dull Normal

80-89	Borderline
70-79	Devective

Students' intelligence potential is the basic capital for achieving success in learning, this does not mean that other aspects outside intelligence do not determine, but aspects of attitudes, motivation, interests, learning habits or others can be formed or conditioned. Intelligence also has a significant contribution to achieving graduation limits or learning completion, in other words the learning completion criteria are set sooner or later and are influenced by the intelligence capacity they have. The research results of one of the Psychological Consultation Institutes (Pamungkas, 2002) regarding the relationship between intelligence and achievement reveal that students who have intelligence of 140 and above can achieve achievements with grades/scores of 90 and above, while students whose intelligence range is 120-139 can achieve achievements with grades or scores of 80 to 90, meanwhile, students whose intelligence range is 110-119 will be able to achieve achievements with a score or score of 70 to 80.

Therefore, it will be more effective if you determine the pass limit or minimum completion criteria by considering the student's intelligence aspects, especially cognitive and psychomotor aspects. So that students have a fair portion according to their abilities. MA Persis Sindangkasih always holds an IQ test at the beginning of every academic year for new students, in collaboration with psychological institutions to measure IQ and student talent, with the aim of being the basis for knowing students' abilities and talents and being able to group classes according to their talents and interests. Based on the results of the IQ test, MA Persis Sindangkasih tried to apply it in determining the criteria for minimum completion in Islamic Religious Education subjects, which can be explained in detail in the table below:

Table 2. Grouping of MPAs based on IQ

IQ Score	CLASSIFICATION	KKM
>140	Very uperior	90
120 - 139	Superior	80-90
110-119	Bright Normal	70-80
90-109	Average	60-70
80-89	Dull Normal	50-60
70-79	Borderline	40-50
< 70	Devective	40

From the classification of KKM based on the order of student intelligence, it is hoped that it will provide justice for each student as an encouragement to further improve their learning, because if the kkm is the same between all students with different intelligence, for example 70, for students whose intelligence is not able to practice many times to be able to achieve the kkm so that it can be achieved, meanwhile, students who have more intelligence become bored and less challenged, so it is possible that their enthusiasm for learning will decrease. This can hinder his learning motivation. In learning, motivation is important, because learning motivation is an encouragement that a person has related to achievement, namely the encouragement to master, evaluate and regulate the social and physical environment, the encouragement to overcome

various obstacles and improve the high quality of work, competing through efforts to exceed past actions and to outperform other people's actions. An individual with a high level of learning motivation also tends to have a high level of self-confidence, have responsibility and always try to get good grades (Warsadi, 2019)

The fact in the field that the same pass limit has been determined is that there is a gap between the learning outcomes obtained by students, students whose IQ is above normal tend to be less challenged, the graduation limit is determined based on IQ at MA Persis Sindangkasih, one of which is increasing the confidence of each student in learning according to his capacity and abilities.

RESEARCH METHODS

Based on the problems discussed by the researchers, this research uses a qualitative type of research. Qualitative research is research that aims to understand the phenomena experienced by research subjects, is more appropriate and suitable for use in researching matters related to research on the subject's behavior, attitudes, perceptual motivations and actions. In other words, this type of research cannot use quantitative methods (Rukin, 2021).

The research carried out is qualitative field research, namely researchers produce various discoveries with questions and answers or interviews, observations and documentation. Meanwhile, the research method used is the descriptive analysis method, to be able to describe objectively and systematically the application of intelligence-based Minimal Completion Criteria in Islamic Religious Education subjects, starting from planning, implementation and also the results of application.

The research was carried out at Madrasah Aliyah Persis Sindangkasih, which is located at Jalan Raya Ancol no 27 Sindangkasih, Sindangkasih District, Ciamis Regency, Answerarat Province, with the consideration that the school applies IQ-based KKM to its learning process. The data collection techniques in this research are interviews, documentation and observation. After the data is collected, it is then analyzed through several stages, namely data reduction, data presentation, and conclusion preparation. By testing the validity of data using triangulation techniques, namely checking data from various sources again by looking at specific data from interviews and discussions.

RESULTS AND DISCUSSION

Planning for Implementing Minimum Completion Criteria Based on IQ in PAI Subjects at Madrasah Aliyah Persis Sindangkasih, Ciamis Regency

The Minimum Completion Criteria are the passing limits that students must take in mastering the Basic Competencies of a subject. In its implementation, a plan is needed so that the program can run well. Planning according to Bintoro Tjokroaminoto in (Usman, 2008) is the process of systematically preparing activities that will be carried out to achieve certain goals. Likewise, Prajudi Atmosudirjo, quoted by (Usman, 2008), believes that planning is a calculation as well as determining what will be done to achieve a certain goal, who will carry it out, if, where, and how to do it. Preparation for determining intelligence-based KKM goes through several stages, namely First, each student is required to carry out an intelligence measurement test which is facilitated by the school in collaboration with a psychological institution. Second, the measurement results were then converted into KKM based on the results of deliberation and joint decisions between the head of the madrasa, deputy head of curriculum and PAI teachers. With the aim and purpose of improving the quality of learning by encouraging students

to learn independently according to their respective abilities and capacities. Third, classify students according to their level of intelligence so that they are easy to group

According to Taufiqurahman (Taufiqurokhman, 2008), so that planning can run according to expectations and can achieve the best goals, effective planning is needed which is explained as follows: First, planning must be stated in writing in stages so that it can be programmed well according to these stages; Second, Determining Goals, namely determining the goals to be achieved. By determining goals, you will focus on targets so you can determine the stages so that goals can be achieved; Third, arrange according to tasks and responsibilities; Fourth, determine priorities.

Apart from that, so that planning runs well, the leadership takes preparatory steps to start a planning activity, namely: 1) Identifying education planning problems, which include determining the scope, reviewing what has been implemented, available resources and limitations, developing planning parts and planning priorities. 2) Analyzing planning problem areas, including: reviewing planning problems which include problems and sub-problems and collecting data. 3) Conceptualizing and designing plans, namely developing a plan that includes identifying existing trends, formulating general goals and specific goals and preparing a plan. 4) Plan evaluation, namely assessing the plans that have been prepared, including plan simulation, plan evaluation and choosing a plan. 5) Specifying the plan, namely outlining a plan that includes formulating problems, preparing the results of problem formulation in the form of a final plan. 6) Implementing the plan, implementing a plan that includes preparing an operational plan, approving and ratifying the plan and managing organizational apparatus.

This is done so that in planning preparation there are no wrong steps which result in goals not being achieved. By following these steps, the step taken is to convert the IQ results. Researchers obtained an overview of the results of converting IQ into Individual KKM classes XI IPA and XI IPS 1 in the Moral Aqidah subject as follows:

Table 3. Minimum Completion Value. Class XI MIPA

No	Student Name	IQ	KKM Individual	Ket
1	Naba Salsabila	90	60,00	
2	Tasnim Bakor	90	60,00	
3	Alfina Rahma Sabila	93	61,50	
4	Akmal Isy Azizan	95	62,50	
5	Jilan Jauhar	101	65,50	
6	Nazila Keysa Mayura	102	66,00	
7	Nuraena Rahma Khoerunnisa	102	66,00	
8	Nazwa Fadhilatun Nisa	103	66,50	
9	Fira Nur Syakila Rahman	105	67,50	
10	Firyal Fakhira	105	67,50	
11	Nizmaul Fathiya	105	67,50	
12	Faiq Syaion Alif	106	68,00	
13	Gania Yuntafa Amalia	106	68,00	
14	Gima Afrian Al-Afgani	106	68,00	
15	Shofia Agnia Muthmainnah	110	70,00	
16	Sifa Nurohmah	110	70,00	
17	Hibar Visus Abdillah	112	72,00	
18	Khansa Rasendriya Aji	114	74,00	

19	Nabbil Syafiq Ali Wafi	114	74,00	
20	Syifa Lutfia Azzahra	115	75,00	

Paying attention to the results of converting intelligence into individual minimum determination criteria in class XI MIPA can be explained as follows:

- a. A total of 2 students have a minimum completion criterion of 60.00 and this is in accordance with an IQ of 90
- b. A total of 1 student has a minimum completion criteria of 61.50 and this is in accordance with IQ 93
- c. There is 1 student whose minimum completion criteria are 62.50 and this is in accordance with IQ 95
- d. A total of 1 student's minimum completion criteria are at 65.50 and this is in accordance with IQ 101
- e. A total of 2 students, the minimum completion criterion is 66.00 and this is in accordance with IQ 102
- f. A total of 1 student's minimum completion criteria are at 66.50 and this is in accordance with IQ 103
- g. A total of 3 students have a minimum completion criterion of 67.50 and this is in accordance with an IQ of 105
- h. A total of 3 students, the minimum completion criterion is 68.00 and this is in accordance with IQ 106
- i. A total of 2 students, the minimum completion criteria are 70.00 and this is in accordance with an IQ of 110
- j. A total of 1 student's minimum completion criteria are at 72.00 and this is in accordance with IQ 112
- k. A total of 2 students, the minimum completion criteria are 74.00 and this is in accordance with IQ 114
- l. A total of 1 student's minimum completion criteria are at 75.00 and this is in accordance with an IQ of 115

Based on the data mentioned above, class XI MIPA students have 12 groups of Minimal Completion Criteria with the highest number 75.00 and the lowest 60.00, this is determined based on the Binet Scale intelligence classification calculation.

2.Implementation of IQ-Based Minimum Completion Criteria in PAI Subjects at Madrasah Aliyah Persis Sindangkasih, Ciamis Regency.

The application of minimum intelligence-based completion criteria cannot be separated from the role of the school principal as a leader or leaders in a school organization. According to James M. Black in his book "Management: a Guide to Executive Command" quoted by Suparman (2019) Leadership is the ability to convince and move other people to work together under his leadership as a team to achieve certain goals. Meanwhile, Ralph M. Stogdill defines leadership as the process of influencing an organized group of people in an effort to set and achieve targets. (Suparman, 2019).

From this understanding, it can be concluded that the principal is in command in determining a program, including determining intelligence-based KKM. Of course, when running a program you must have careful planning, therefore you must have a team that can help and make it easier for the program to be implemented.

Before the formation of the team that will help run the program, at the beginning of the new academic year the Madrasah head invited all teachers, deputy madrasah

heads, as well as involving the madrasah committee to deliberate and exchange ideas regarding what strategies would be implemented to achieve a set goal. Among the decisions of the meeting, based on the results of the interview, the head of the madrasa, Mr. Susanto, S.Pd, appointed a team in implementing the program, including deputy head of curriculum, PAI subject teachers and also BK teachers along with other stakeholders who can also help support the implementation of the program including deputy head of facilities and infrastructure. The implementation will also be evaluated at the end of each semester, and is part of carrying out duties as head, namely supervising the assessment of students' learning processes and outcomes.

Implementing an intelligence-based KKM program is a strategy used to carry out the program so that the expected goals can be achieved well. Among the strategies are program outreach, SWOT analysis, problem solving and monitoring program implementation. Socialization is delivered at the beginning of learning so that everyone can know their respective roles and responsibilities, teachers can improve the quality of their teaching, as can students learn more so that the results can be satisfactory, homeroom teachers and BKs can provide encouragement or motivation to learn and can anticipate the possibility of student learning failure. Next, the program is analyzed in the form of Strength, Weakness, Opportunities and Threat Strength, namely strength in the form of data from student IQ measurements in the form of intelligence levels, talents, learning styles and other student information. Weakness is a weakness, including the lack of adequate infrastructure available, teachers must better accommodate each student's learning in line with differences in the ideal standards of each individual Opportunities student, namely the opportunity to implement intelligence-based KKM in accordance with the student's level of ability and Threat, namely the obstacle to the determination of KKM from other schools as a comparison whose value is much greater than the IQ score.

The implementation of the IQ-based Minimum Completion Criteria at Madrasah Aliyah Persis Sindangkasih, Ciamis Regency can be carried out well and is in accordance with applicable provisions. This was achieved as a result of good cooperation from all parties, from school principals, committees and teaching staff, although on the other hand there are still shortcomings. This is homework for all school personnel to become more advanced.

Results of the Application of IQ-Based Minimum Completion Criteria in PAI Subjects at Madrasah Aliyah Persis Sindangkasih, Ciamis Regency.

Based on the information obtained by researchers, PAI subject teachers carry out subject assessments for each basic competency (KD). The following are the results of the Basic Competency Test for Moral Aqidah subjects in class XI of Mathematics and Natural Sciences

Table 5. Data on Basic Competency Test Results for Moral Creed. Class XI MIPA

No	Student Name	IQ	KKM Individual	Results UKD 1	Follow-up
1	Naba Salsabila	90	60,00	90	Enrichment
2	Tasnim Bakor	90	60,00	45	Remidial
3	Alfina Rahma Sabila	93	61,50	95	Enrichment
4	Akmal Isy Azizan	95	62,50	65	Enrichment

5	Jilan Jauhar	101	65,50	70	Enrichment
6	Nazila Keysa Mayura	102	66,00	90	Enrichment
7	Nuraena Rahma Khoerunnisa	102	66,00	90	Enrichment
8	Nazwa Fadhilatun Nisa	103	66,50	75	Enrichment
9	Fira Nur Syakila Rahman	105	67,50	90	Enrichment
10	Firyal Fakhira	105	67,50	45	Remidial
11	Nizmaul Fathiya	105	67,50	95	Enrichment
12	Faiq Syaion Alif	106	68,00	55	Remidial
13	Gania Yuntafa Amalia	106	68,00	75	Enrichment
14	Gima Afrian Al-Afgani	106	68,00	60	Remidial
15	Shofia Agnia Muthmainnah	110	70,00	55	Remidial
16	Sifa Nurohmah	110	70,00	65	Remidial
17	Hibar Visus Abdillah	112	72,00	60	Remidial
18	Khansa Rasendriya Aji	114	74,00	80	Enrichment
19	Nabbil Syafiq Ali Wafi	114	74,00	60	Remidial
20	Syifa Lutfia Azzahra	115	75,00	95	Enrichment

Paying attention to the data mentioned above, in class XI of Mathematics and Natural Sciences from the results of the basic competency test in the moral creed subject, it turned out that as many as 12 students exceeded the KKM or individual pass limit. Meanwhile, as many as 8 students are under the KKM or individual graduation limit. This illustrates that 60% of students in the class are enrichment and 40% must be in a remedial program.

Students who have not reached KKM must take part in remedial activities. In carrying out remedial activities there are several steps that must be taken, namely

Action Planning

Before carrying out remedials, educators must know the type and level of difficulty of students, so that they can know how and how to handle it. The ways that can be done in remedial activities include: 1) Individual guidance, if students are found experiencing different difficulties, the guidance is adjusted to the level of difficulty experienced by the students. 2) Guidance in groups, that is, if there are students in the class who have the same difficulties. 3) Providing re-learning using different methods and media. This learning is delivered if all or most of the students have not reached learning completion or have difficulty understanding the subject matter. 4) Giving special tasks or exercises, giving these tasks in order to provide more understanding of the competencies they lack. 5) Using peer tutors, whether classmates or upperclassmen who have more learning speed, it is hoped that good relationships will be established between students so that those who have superior understanding can guide their friends who still lack mastery of the material.

Through guidance and counseling, students are also directed to design the actions they will take as solutions to achieve their ideal learning standards. The steps in

action planning include: 1) All students are guaranteed to have complete data on the results of the basic competency test for all items. 2) Ensure the location of excellence and failure of basic competency test results by grouping subject teacher assessment results from all instrument items they participate in. 3) Find and analyze the concept or core material tested from all instrument items participated in. 4) Establish core concepts or materials that both remedial and enrichment students fail to master. 5) Determine the core concepts or materials that have been successfully achieved, both remedial and enrichment students. 6) Establish alternative re-learning actions on core concepts or materials that have not been or have been successfully achieved.

In principle both the remedial and enrichment students both have advantages and failures in the mastery of the core concepts or materials they follow. Only in the action plan can enrichment students be more flexible, they can re-learn core concepts or materials that have not been successfully achieved, new to development learning or vice versa. It's different for those who remedial to have to prioritize re-learning in core concepts or materials that have not been successfully achieved.

Action Implementation

At this moment, students take steps and carry out activities in the learning process in accordance with previously determined plans. In carrying out remedial and enrichment, students can come into contact with many learning resources, both at school such as teachers, friends and upperclassmen. Especially outside of school, such as parents, siblings, friends from other schools, or special institutions that manage learning strengthening, or anyone else can be used as long as they provide positive changes to student behavior. Moreover, currently, students use more learning media such as the internet, so that students' insight is broader than if they only use what is at school. Even in this context, students are sometimes bored with what they learn at school, while the scientific leaps and innovations obtained from the internet are much faster and higher.

CONCLUSION

From the explanation that has been expressed, it can be concluded regarding the implementation of the minimum IQ-based completion criteria in PAI subjects at Madrasah Aliyah Persis Sindangkasih, as follows: First, planning for the application of minimum IQ-based completion criteria in PAI subjects, namely measuring students' IQ, involving psychological institutions and the results being converted into KKM, the results of converting IQ into KKM are the result of deliberations carried out by PAI teachers, deputy head of curriculum and head of madrasah.

Second, in implementing the implementation of minimum IQ-based completion criteria in PAI subjects, the principal involves PAI subject teachers, homeroom teachers, BK teachers, deputy heads of curriculum fields as well as parents through madrasa committees. PAI subject teachers teach well and optimally so that learning goals can be achieved, and students gain understanding and also get good learning results, homeroom teachers and BK teachers help motivate students to learn and help with problems faced by students in the learning process, while deputy head of curriculum and head of madrasah evaluate and monitor the learning process as well as the development of student learning outcomes. Likewise, parents are involved in monitoring and guiding students to study at home. In implementing intelligence-based KKM, both in formative and summative evaluations are carried out, and the shortcomings in implementing this KKM are if there is no IQ measurement data for either transfer students or students who do not take the IQ test, and the availability of

complete infrastructure means so that it does not support the student's individual learning process.

Third, the results of applying minimum IQ-based completion criteria to PAI subjects at Madrasah Aliyah Persis Sindangkasih, Ciamis Regency, namely based on the results of observations from class XI MIPA in the moral creed subject, there are still students who get grades below the specified KKM, namely there are 8 students under KKM and 14 students above KKM, Based on the data from the evaluation results, there needs to be follow-up both for students under KKM and above KKM, students whose evaluation results under KKM take part in the remedial program, while students above KKM take part in the enrichment program.

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