

INFLUENCE OF AQIDAH AKHLAK LEARNING ON THE RELIGIOUS CHARACTER OF STUDENTS MI BUSTANUL ULUM SASAP MODONGAN SOOKO MOJOKERTO

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ABSTRAK

Dalam pembelajaran mata pelajaran akidah akhlak terdapat materi-materi yang mengantarkan seorang anak untuk membentuk karakter yang mulia, terutama dalam pembentukan karakter religiusnya. Pembentukan karakter yang diterapkan di sekolah dibutuhkan untuk menanamkan pemahaman pada anak, bahwasanya segala bentuk perilaku baik itu yang terpuji ataupun tercela akan menjadi tanggung jawab setiap manusia baik di dunia maupun diakhirat.

Tujuan penelitian ini yaitu 1) Mendeskripsikan pelaksanaan pembelajaran mata pelajaran akidah akhlak di MI Bustanul Ulum 2) Membuktikan ada tidaknya pengaruh pembelajaran akidah akhlak terhadap pembentukan karakter religius siswa di MI Bustanul Ulum

Untuk menjawab rumusan masalah yang pertama peneliti menggunakan metode diskriptif dengan menggunakan rumus prosentase, sedangkan untuk menjawab rumusan masalah yang kedua menggunakan rumus pearson product moment yang kemudian digeneralisasi dengan menggunakan uji T. Sedangkan teknik pengambilan sampel menggunakan non random sampling dan mengambil subyek pokok dalam penelitian yaitu kurang lebih 15% dari jumlah seluruh siswa MI Bustanul Ulum

Hasil penelitian ini menunjukkan bahwa 1) pelaksanaan pembelajaran akidah akhlak di MI Bustanul Ulum adalah tergolong baik. 2) pelaksanaan pembelajaran mata pelajaran akidah akhlak dan pembentukan karakter religius siswa di MI Bustanul Ulum adalah ada pengaruh. Hal ini terbukti berdasarkan analisa data yang dilakukan dengan menggunakan rumus product moment dan selanjutnya di uji dengan test t yang hasilnya adalah dengan $db = 46$ pada taraf signifikansi 5% didapatkan $t_{tabel} = 2,013$ dan pada taraf signifikan 1% $t_{tabel} = 2,410$. Setelah dibandingkan, hasilnya menunjukkan bahwa t_{hitung} lebih besar dari t_{tabel} ($t_{hitung} = 3,323 \geq t_{tabel} = 2,013$). Dengan demikian menunjukkan bahwa hipotesa kerja (H_a) yang menyatakan bahwa terdapat pengaruh

antara mata pelajaran akidah akhlak terhadap pembentukan karakter religius siswa di MI Bustanul Ulum adalah diterima. Dan hipotesis nihil (H_0) yang menyatakan bahwa tidak terdapat pengaruh antara mata pelajaran akidah akhlak terhadap pembentukan karakter religius siswa di MI Bustanul Ulum ditolak.

Kata Kunci : Mata Pelajaran Akidah Akhlak, Karakter Religius

ABSTRACT

In learning the lesson of Akidah Akhlak there are materials in guiding the children to shape the noble character, especially in shaping its spiritual character. The character shaping is applied in the school is needed in order to plant the children's understanding, that all form of good character or bad becomes the responsibility of each human in the earth or in the after life.

The purpose of this research are 1) Describing the practice of learning Akidah Akhlak lesson in MI Bustanul Ulum, 2) Proving that there is or there isn't any influence in learning Akidah Akhlak towards the character shaping of spirituality for the students in MI Bustanul Ulum.

In order to answer the research problem firstly the researcher is using descriptive method by using percentage formula, while in order to answer the second research question using the formula of pearson product moment which is then is generalised by using T test. While the sample collection technique using non random sampling and taking the major subject in the research which is less than 15% from the overall total of MI Bustanul Ulum

The research result shows that 1) The implementation of Akidah Akhlak in MI Bustanul Ulum is categorised as good. 2) The implementation of learning Akidah Akhlak and shaping the spiritual character of students in is there is an influence. This is proven based on the data analysis which is done by using the product moment formula and then this is tested with t test which result is with $db = 46$ in the significant rate 5% gotten $t_{table} = 2,013$ and for the significant rate 1% $t_{tabel} = 2,410$. Then compared to the result shows that t_{count} is higher than t_{tabel} ($t_{count} = 3,323 \geq t_{tabel} = 2,013$). With this shows that the working hypothesis (H_a) which shows that there is influence between Akidah Akhlak towards character shaping of students' spirituality in MI Bustanul Ulum is accepted, and

the none (H0) which states that there is no influence between Akidah Akhlak lesson in shaping character of students in MI Bustanul Ulum is refused.

Keywords: Akidah Akhlak Lesson Learning, Spiritual Characte

INTRODUCTION

Man is born basically in the spirit of fitrah. So that both his parents who educated him became Jewish or Christian. Parents are the early education of a child since in the birth of samapai born. However, the fitrah can develop when there is an influence from the environment, one of the influences of the environment is Islamic religious education, this can be through the education of family, school and community. Considering this potential is very dominant in coloring and determining the identity of children. Therefore, education is seen as one of the aspects that have a very important role in shaping the noble character of every human being, especially in this era.

Talking about character is very important and basic. Character is a mustika of life that distinguishes humans from animals. A man without character is a human being who has "nurtured". People of strong character and both individually and socially are those who have good morals, morals, and ethics. Given the importance of character, the educational initiative has a responsibility to instill it through the learning process.

In Indonesian character is interpreted as a character, the nature of the spirit, morals or ethics that distinguish one person from another. The character of a person who is positive or noble will make lifting a high degree status and muia for himself. The glory of a person lies in his character. Character is so important because with good character makes us resistant, steadfast in facing trials, and can live life perfectly.

Building the character of the nation takes a long time and must be done continuously. The character that has been attached to the nation lately has not just happened suddenly, but has begun a long process. Now there are many portraits of the violence, and dishonesty of the nation's children displayed by the media both print and electronic. Such a culture has not only plagued the general people who

lack education, but has reached educated communities, such as students and students.

Therefore, the formation of character applied in schools is needed to instill understanding in children, that all forms of behavior both commendable and despicable will be the responsibility of every human being both in the world and diakhirat.

Based on the above characteristics, it is very clear that in the lessons of aqidah akhlaq consistently pay attention to visible behavior. Because with various violations of behavior that can be done by children in school. So in this attention will skin the subjects of aqidah akhlaq. Because in the subject of aqidah akhlaq there are materials that lead a child to form a noble character. MI Bustanul Ulum Sasap is one of the public schools based on Islamic values in which it teaches the subjects of aqidah akhlaq, which indirectly religious education and its character is different from other public schools.

Departing from the background above, an in-depth study was held, to satisfy curiosity, then in this thesis the title: "The Influence of Aqidah Akhlaq Learning on the Formation of Student Religious Character in Mi Bustanul Ulum Sasap"

RESEARCH METHODS

1. Research Location

Penelitian ini dilakukan di MI Bustanul Ulum Sasap yang berada di Desa Modongan Kecamatan Sooko Kabupaten Mojokerto.

2. Approach and Type of Research

In this study using field research (field research) is a type of research that is oriented towards the storage of empirical data in the field. If viewed from the approach, then field research can be divided into two types, namely qualitative research and quantitative research. While in this study using data in the form of numbers collected as a result of research and analyzed using statistical methods.

This study uses a quantitative approach. Quantitative research is research that is used to answer problems through careful measurement techniques of certain variables, so as to produce conclusions that can be generalized, regardless of the context of time and situation and the type of data collected, especially quantitative data. The quantitative approach in this study is to analyze questionnaire data, which is then analyzed with product moment statistics.

3. Data and Data Sources

Data is a description material about a research object. The definition of data actually has similarities with information definition, it's just that information is highlighted in terms of service, while data is more highlighted by material aspects. Data can also be interpreted by facts, although in context it is actually different. Even in certain studies the data is analyzed in the field so that it can really reflect the face of a complete form of fact.

a. Data Type

The data obtained in this study can be classified into two types, namely:

1) Qualitative Data

Qualitative data is the promotion of data by means of symptoms to understand not easily using measuring instruments, but with instincts and feelings.

Qualitative data needed in this study, namely:

- 1) History of the establishment of MI Bustanul Ulum Sasap
- 2) Vision, mission and purpose
- 3) Curriculum Organizational structure
- 4) The state of students, teachers and employees
- 5) Research on Aqidah Akhlaq's lessons on the formation of students' religious character

2) Quantitative Data

Quantitative data is data in the form of bilagan (number). The quantitative data required in this study are:

- 1) Number of Teachers in MI Bustanul Ulum Sasap
- 2) Number of MI Bustanul Ulum Sasap school employees

3) Number of students at MI Bustanul Ulum Sasap

b. Data Source

Data sources as the most vital things in research can be classified into two, namely primary data sources and secondary data sources. This data source is not only obtained freely and there is no follow-up action to determine the success or failure in research. In detail, this data source is divided into two types, namely:

1) Primary Data

Namely data sources that directly provide data to researchers include:

- 1) Mi Bustanul Ulum Sasap Principal
- 2) Mi Teacher Bustanul Ulum Sasap
- 3) Staff of MI Bustanul Ulum Sasap Employees
- 4) MI Student Bustanul Ulum Sasap

2) Secondary Data

That is a data source that does not directly provide data to researchers. Such as documentation of learning programs and literature on the eyes of students aqidah akhlaq and character formation, as well as documentation about geographical location, history of the establishment of institutions, and organizational structure of MI Bustanul Ulum Sasap school.

1. Data Collection Techniques

It is the most strategic step in research, because with the main purpose of research is to obtain data. Data collection can be done in various settings, various sources, and various ways. Sources in data collection can be clarified in two categories, namely primary sources that are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents.

The techniques used for this research are:

a. Observation

Observance or observation is a technique or way of collecting data by making observations of ongoing activities. This technique requires observation from researchers both directly and indirectly on the object of research. Instruments that can be used are observation sheets, observation guides. Some of the information obtained from observations include: space (place), perpetrator, activity, object, deed, event or event, time and feeling. The reason for making observations is to present a realistic picture of behavior or events, answer questions, help understand human behavior, and evaluate certain aspects of feedback on those measurements.

The observations made are included in the type of participatory observations, that is, researchers are directly involved with daily activities. This researcher used observation methods to look for data during the implementation of akhlaq aqidah subject learning and school active hours at MI Bustanul Ulum Sasap.

1) Interview

Interview is one of the data collection techniques that are carried out by dealing directly with the interviewee but can also be given a list of questions first to be answered on other occasions. The sources or respondents in this study are teaching staff, principals, and related parties.

2) Documentation

A document is a record of events that have passed. Documents can be in the form of writings, drawings, or monumental works of a person. Document studies are complementary to the use of observation and interview methods in this study.

This technique is used to search for data on the structure of the school organization, the name of the teacher, the position and subject taught, data on the teacher's final education, and relevant matters.

3) Questionnaire

Questionnaire or questionnaire (questionnaire) is a technique or way of collecting data indirectly (researchers do not have to ask answers with respondents). Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents for them to answer. Questionnaires are an

efficient data collection technique when researchers know exactly what variables to measure and know what to expect from the respondents.

In this study using closed questionnaires or structures that are firm, concrete with certain questions that respondents are students.

RESULTS AND DISCUSSIONS

1. Interview and Observation Results

a. The Influence of Moral Faith Learning on the Formation of Student Religious Character in MI Bustanul Ulum

Researchers conducted an interview with teacher Akidah Akhlak on Saturday, February 12, 2022 in the MI Bustanul Ulum teacher room at 09.30 WIB. As for the information obtained from the interview with Akidah Akhlak's teacher, Mr. Arobi

The results of observations made at MI Bustanul Ulum Sasap during the implementation of Akhlak's Akidah subject learning took place obtained the following data:

b. Overview of The Religious Character of Students in MI Bustanul Ulum Sasap

Related to the formation of the religious character of students in MI Bustanul Ulum Sasap can be seen from the interview I conducted to the principal Mr. Heru as follows:

"The formation of religious character in MI Bustanul Ulum Sasap, namely by coaching and habituation, such as praying first before the lesson begins and after learning ends, visiting friends when sick is one of our obligations as a Muslim to tighten the ropes of friendship, perform prayers dhuha jamaaha'ah which is carried out in rotation according to the schedule that has its place in the available mosques. In addition, students are obliged to perform prayers dhuhur jamaah jamaah in a timely manner, especially women who are again unable to have special activities, namely studying the book of ta'lim muta'allim.

Another program in the formation of students' religious character is through extracurriculars held every Saturday, with the extracurricular students will develop

what talents are already owned or can dig it through these activities, it is one way of thanking God for what Allah has given us. Another activity that is in addition to shaping the religious character of students is is istighosah which is carried out once a month in a special school for class V students and must spend the night at school because it is continued to perform Qiyamul Lail jamaah'ah prayers."

From the results of the interview above, it can be concluded that a lot of effort is made by the school in order to form the religious character of students. Either directly or indirectly. But in terms of the formation of the religious character of students there are still some students who violate it. It does not rule out the possibility of violations committed due to influencing out-of-school factors, thus becoming an obstacle in the formation of students' religious character.

A. The Influence of Moral Faith Learning on the Formation of Student Religious Character in MI Bustanul Ulum

This research is correlational in which there are two variables studied. These variables are the defense of moral beliefs (variable X) as free variables, and the formation of the student's religious character (variable Y) as a bound variable. To find out the influence of the two variables, the author used a product moment correlation formula developed by Karl Pearson and generalized using Ujit.

To find out the level of correlation between moral faith learning and the formation of students' religious character. The author entered the data obtained through questionnaires distributed to respondents, namely class V MI Bustanul Ulum students who numbered 48 children. Based on the description and analysis of the data above, the author can provide the following data interpretation:

1. There is a significant influence between understanding morals on the active learning of students of class V MI Bustanul Ulum
2. With greater value t count than table means that alternative hypothesis (Ha) is accepted, namely the existence of a significant influence on the learning of moral faith subjects on the formation of students' religious character and vice versa the hypothesis of zero value (Ho) proposed can be rejected, namely: The absence of moral faith learning influence on the formation of student religious character.

So that researchers can conclude that there is a positive influence between moral belief learning on the formation of religious character of students, especially class V MI Bustanul Ulum has understood the lessons of moral beliefs and has a good religious character.

The results showed that the level of understanding of moral belief learning had an effect on the formation of students' religious character. Thus, according to the theory presented by Zayadi as quoted by Abdul Majid and Dian Andayani there is a significant influence on the formation of students' religious character as evidenced by the learning of moral faith subjects at MI Bustanul Ulum from 48 students with good predicates.

This is evident from the moral faith learning questionnaire that has been analyzed with a percentage of 85.21%, which is between 65%-100%. In addition, the good implementation of moral faith learning at MI Bustanul Ulum is also evidenced by the results of class observations and interviews found that the implementation of teaching and learning activities in the moral faith in the class is good, judging from the way teachers teach and the activeness of students in the classroom.

Likewise with the formation of religious character students also get a good predicate. This is evident from the questionnaires that have been analyzed with a percentage of 85.83% which is between 65%-100%. Thus, the results of the interview also found that the religious character of students is well formed. And for the remaining 14.17% of students' religious character is not good.

This is due to other factors that affect it such as factors outside the school, namely because the family economy is weakening, poor student association, and the environment is not good. So that it can trigger students to do things that are not in accordance with the norm.

COVER

A. Conclusion

Based on the results of the study, it can be concluded that the Influence of Akhlak Faith Learning on the Formation of Student Religious Character in MI Bustanul Ulum and analyzing the existing data, it can be concluded as follows:

1. The implementation of learning moral faith subjects in MI Bustanul Ulum is classified as "good". This is evident from the questionnaire that has been analyzed with a percentage of 85.21%, which is between 65%-100%. In addition, the good implementation of moral faith learning at MI Bustanul Ulum is also evidenced by the results of class observations and interviews found that the implementation of teaching and learning activities in the moral faith in the class is good, judging from the way teachers teach and the activeness of students in the classroom. In MI Bustanul Ulum the religious character of students is formed "well". This is evident from the questionnaires that have been analyzed with a percentage of 85.83% which is between 65%-100%.

Thus, the results of the interview also found that the religious character of students is well formed. And for the remaining 14.17% of students' religious character is not good. This is due to other factors that affect it such as factors outside the school, namely because the family economy is weakening, poor association and the environment is not good. Thus triggering students to do what is not in accordance with the norm.

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