



Influence of Implementation of Aqidah Aqidah Learning on the Morals of Praised Class II Participants in Madrasah Diniyah Takmiliyah Awaliyah Al-Hidayah Sentajo Raya District

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ABSTRACT

This research is motivated by the importance of learning Aqidah Akhlak in shaping the commendable morals of students. However, in the results of the pre-research, it was found that students at MDTA Al-Hidayah, Sentajo Raya District lacked in applying these commendable moral values in daily life. Meanwhile, teachers have done their duties as much as possible in organizing Aqidah Akhlak learning. The purpose of this study is to find out whether there is an effect of the Implementation of Aqidah Akhlak Learning on the Commendable Morals of Class II Students of MDTA Al-Hidayah, Sentajo Raya District. This type of research is a casual associative quantitative with a total of 22 students. Data collection techniques used questionnaires, observations, interviews, and documentation with data analysis using a Simple Linear Regression formula processed using SPSS software. The conclusion of this study is that there is no effect of the Implementation of Aqidah Akhlak Learning on the Commendable Morals of Class II Students of MDTA Al-Hidayah, Sentajo Raya District. This can be seen from the tcal value of 0.982 which is smaller than the ttable of 2.086. In addition, the Significance value (Sig) is 0.338 > 0.05 which indicates that there is no effect of the Implementation of Aqidah Akhlak Learning on the Commendable Morals of Students.

Keywords: *Aqidah Akhlak, Learners, Learning*

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INTRODUCTION

Education is a joint effort carried out by the government, family, and community in order to guide the nation's next generation. This effort is realized through various forms of activities, such as guidance, teaching, and exercises that aim to provide knowledge while forming the personality of students (Tilaar: 2002). Thus, education is not only limited to the delivery of material, but is also a comprehensive coaching process.

In its implementation, education includes the transformation of science, the appreciation of life values, and the formation of self-awareness. This process plays an important role in forming exemplary attitudes and behavior that can be applied in daily life (Hasbullah: 2015). Education is expected to be able to prepare students to be able to play an active role in various environments, both in the context of today's life and challenges in the future.

This is in line with the objectives of national education contained in Law Number 20 of 2003 concerning the National Education System (Sisdiknas). This goal confirms that education functions to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and able to become democratic and responsible citizens. Thus, education is not only oriented towards intellectual intelligence, but also in the development of a whole personality and morals. (UU No. 20 Tahun 2003)

Indonesia has several officially recognized educational channels, namely formal, non-formal and informal education. Formal education is carried out in structured schools, while non-formal and informal education functions as a support that provides learning opportunities outside the formal education system (Law No. 20 of 2003). With the three paths, the community gets alternatives to develop their potential in accordance with their respective needs and conditions.

One form of non-formal education that supports the achievement of national education goals is Madrasah Diniyah Takmiliah Awaliyah (MDTA). MDTA is an Islamic religious education institution that has an important role in providing religious learning systematically and directed to students (Ministry of Religion, 2005). The existence of MDTA shows that non-formal education has a strategic position in strengthening the character and spiritual education of the younger generation.

In addition, MDTA is under the umbrella of the law by the Ministry of Religion so that it has a legal foundation in its implementation. The main purpose of MDTA is to meet the needs of the community for religious education and help form the basis of human personality with character, religious, and superior (Directorate of PD Pontren of the Ministry of Religion of the Republic of Indonesia, 2019). Thus, MDTA acts as a complement to the path of formal

education as well as a forum for the development of moral, spiritual, and noble moral values among students. (Rini Syevyilni: 2023)

Among the learning materials held in religious education institutions are aqeedah morals. This learning is an effort made by educators to foster students to always believe in Allah SWT and be able to realize that faith in the form of commendable moral behavior in daily life (Marzuki, 2012). Thus, moral aqeedah not only emphasizes the cognitive aspects, but also aspects of affective and psychomotor, so as to produce people who believe, are knowledgeable, and have noble character.

The learning process of moral aqeedah is carried out through various activities such as guidance, teaching, training, giving experience, example, and habituation in daily life. This method is in line with the Islamic education approach that emphasizes the formation of character through concrete examples and recurring habits (Nata, 2010). In this way, students are expected to not only understand theoretical teachings, but are also able to internalize moral values in their daily behavior. (Dedi Wahyudi : 2017)

Learning Aqidah Akhlak is a process of shaping or building a learned participant to believe in God and to carry out His commands in accordance with the values of Islamic teachings. Learning Aqidah Akhlak is a learning that has the purpose of providing knowledge as well as how to be a good individual in accordance with the requirements of Shari'ah 'by containing two beliefs and morals, both of which cannot be separated in developing or building a student's character. It is a matter of this belief that gives a strong confidence in the heart with its realization through the act of creating a good character through the method, the right learning media used in the learning of aqidah morals (Deden, et.all : 2022)

Seeing the decline of morals that occur today, has made the learning of aqeedah morals important to be instilled early on. Then the role of learning is very influential on the morals of students so that the existence of MDTA which organizes it is very significant to help the development of moral aqeedah for children outside of formal school. The importance of education or learning aqeedah morals can shape the behavior of children and adolescents as a whole. Because with learning or education of moral aqeedah, children and adolescents are not directed to achieve the happiness of life, but also to live happily in the afterlife. With the aqeedah education of children's morals guided to achieve a balance between physical and spiritual progress, a harmonious relationship between humans in the social environment of society and their environment, as well as human relations with God (Yuniasweti : 2023)

According to (Amarodin : 2022) there are several factors that influence commendable morals including education. Education has a big contribution in the

formation of human morals, various sciences are allowed so that someone understands it and can do something change in him. Education is an attempt to guide, direct the potential of human life in the form of basic abilities and learning abilities so that there is change in a person.

The significance of the influence of moral learning on the morals of the learners can be seen on previous studies, one of which was the study of Apriansyah Ritonga in 2019 entitled 'Influence of Moral Aqidah on the formation of Classroom Mores XII MA Al-Imaroh Bekasi', where the study showed that Al-Imaroh is 59.5%. So that it can be assumed that the learning is very influential in the morals of the learners

Based on pre-research results conducted in Madrasah Diniyah Takmiliah Awaliyah (MDTA) Al-Hidayah, Sentajo Raya District, it is known that the educational institution has organized the learning of moral aqeedah as an effort to foster and strengthen the morals of students. (Adi Rismantoni: Interview, 2023) However, even though the learning program has been implemented, there are still problems related to the moral behavior of students who have not fully reflected the values of moral aqeedah in daily life. This condition shows the gap between the learning objectives and the results achieved, so that it becomes an important phenomenon for further investigation.

RESEARCH METHODOLOGY

The method used here is a quantitative method with a type of casual associative research. Sugiyono stated that casual associative is a formulation of research problems that are inquiring causal relationships. In this study there are independent variables (affecting) and dependent variables (influenced) (Tamara, et.all : 2023). Quantitative research is based on philosophy of positivism which emphasizes objective phenomena and is examined quantitatively. Maximization of the objectivity of the design of this study was carried out using numbers, statistical processing, structure, and controlled experiments.

The population in this study was all students of class II Madrasah Diniyah Takmiliah Awaliyah (MDTA) Al-Hidayah District of Sentajo Raya. The population in this study was 22 students. This population was chosen because it was in accordance with the focus of research which emphasized the development of morals through learning aqeedah morals. In addition, this limited population selection makes it easy for researchers to obtain more accurate and comprehensive data regarding the condition of students.

The sample of this study was all students of MDTA Al-Hidayah, totaling 22 people, consisting of 12 male students and 10 female students. By using the same sample with the number of populations, researchers can minimize the possibility

of bias in data collection. The relatively small number of samples also allows researchers to observe in more detail to each student. Thus, the results of the study are expected to be more representative of the condition of the class under study.

The sampling technique used is a total sampling, which is the sampling method by making the entire population that exists as a research sample. This technique was chosen because the number of populations is relatively small so as to allow researchers to examine all individuals without reducing the quality of data. Total sampling also provides benefits because each member of the population gets the same opportunity to be examined. In this way, the results of the study can describe the condition of the population more thoroughly and in depth.

RESULT AND DISCUSSION

Normality Test

The normality test is a procedure used to determine whether the data comes from a normally distributed population or is in a normal distribution. Normal distribution is a symmetrical distribution with the mode, mean, and median in the center (Nuryadi, et.all : 2017). Basic decision making as follows:

- a.If significance > 0.05 then the residual value is normally distributed
- b.If significance < 0.05 then the residual value is abnormal distributed.

The normality test results from respondents' answers can be seen in the following tavel:

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
Normal Parameters ^{a,b}	N	22
	Mean	.0000000
	Std. Deviation	9.17715410
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.081
	Kolmogorov-Smirnov Z	.419
	Asymp. Sig. (2-tailed)	.995

a. Test distribution is Normal.

Based on the table above, the normality test results show that the significance value obtained is 0.995. This value is greater than the level of significance used, which is 0.05 (0.995 > 0.05). Thus, it can be concluded that the

data in this study is normally distributed. These results show that research data meets one of the basic assumptions in parametric statistical analysis, namely normality of distribution. This is important because the normal distribution of data is a prerequisite in the use of advanced statistical tests, so that the results of the analysis obtained can be trusted and accounted for.

Uji Linearitas

Linearity test aims to find out whether two variables have a linear or not significant relationship. This test is usually used as a prerequisite in correlation analysis or linear regression (Ce Gunawan: 2020). Linearity test results can be seen in the following table:

ANOVA Table

			Sig.
Akhlak Terpuji *	Between Groups	(Combined)	.767
Pelaksanaan Pemb.		Linearity	.410
Aqidah Akhlak		Deviation from Linearity	.767

From the table above in the anova table, it can be seen that the significance value in the deviation from linearity is 0.767. This value is greater than the significance level used, which is 0.05 ($0.767 > 0.05$). Thus, it can be concluded that between variables x and y there is a linear relationship. These results indicate that the regression model used in this study is appropriate, because one important requirement in regression analysis is the existence of a linear relationship between variables. With the fulfillment of linearity assumptions, further analysis such as regression or correlation can be done validly and the results can be interpreted more precisely.

Uji Regresi

The regression test is one of the statistical analysis techniques used to determine the relationship between independent variables (X) and the dependent variable (Y). Through regression tests, researchers can identify how much the influence of the independent variable on the dependent variable, both partially and simultaneously. In addition, the regression test can also be used to predict the value of the dependent variable based on changes that occur in the independent variable. In practice, there are several types of regression analysis, such as simple linear regression for one independent variable and multiple linear regression for

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more than one independent variable. Regression test results are usually shown through the regression coefficient, significance, and coefficient of determination (R^2) which gives an overview of the strength and direction of the relationship between variables. The regression test results can be seen in the following table:

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	59.508	15.677		3.796 .001
	Pelaksanaan Pemb. Aqidah Akhlak	.297	.303	.214	.982 .338

a. Dependent Variable: Akhlak Terpuji

In the table above, a simple linear regression equation is obtained where $Y = A + BX$ is as follows: A (Constants of Unstandardized Coefficients) of 59,508 While B which is the numbers of regression coefficients of the value is 0.297, based on these values, the equation obtained is made as follows:

$$Y = 59,508 + 0,297X$$

Because the value of the regression coefficient is positive (+) as stated in the equation above, it can be concluded that the variable x (implementation of aqidah moral learning) has no effect on the variable y (the commendable morals of students). Then to answer the research hypothesis can be explained as follows:

Partial Test (t Test)

The t test is one of the statistical tests used to determine the effect of independent variables on the dependent variable. In this study, the T test was used to test whether the implementation of moral aqeedah learning had a significant effect on the commendable morals of students. The test was carried out using a significance level of 0.05 as a basis for decision making. If the significance value obtained is smaller than 0.05, it can be concluded that the implementation of Aqeedah Moral learning has a significant influence on the commendable morals of students (Sulistyo: 2022)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.214 ^a	.046	-.002	9.40378

a. Predictors: (Constant), Pelaksanaan Pemb. Aqidah Akhlak

Based on the table above, it can be seen that the R square value is 0.046 so that the percentage of the effect of variable X (implementation of Aqeedah Moral learning) on the variable Y (student's commendable morals) in this study is 4.6% while the remaining 95.4% is influenced by other factors besides variable X (implementation of Aqeedah moral learning) currently being studied.

DISCUSSION

In this case to strengthen the results of this study, there are a number of things we need to know from some primary data or secondary data that have been collected by researchers. Then the researcher can conclude with the results of the study stating that the variable X (implementation of moral aqeedah learning) has no effect on the variable Y (praiseworthy morals of students) with a percentage of 95.4 %. Where there are some things that have the maximum application of the application or in its application for the values of commendable morals in the daily lives of MDTA Al-Hidayah students, it can be explained as follows:

1. Family Factor (parenting of parents)

Family or parent is the first place for children to get education, both moral education and moral education, so that this is the homework for us prospective parents both mothers or fathers, in the sense that before building a household (married) many things must be prepared one of them that is no less important, namely the provision of good science and religious knowledge, then to apply the values of commendable morals to children, it will be a little easy with other words. This is of course the child's family environment (students) greatly affects the development of children's behavior or mindset, at the age of 0-6 years the child is at the golden age period, namely the golden age of human.

2. Environmental Factor Friendship

In environmental factors this friendship is at the age of 7 years and above in children, which also influences the development of children's behavior. So this is necessary to have extra guidance or supervision from the child's

parents, because at that age the child is vulnerable to being affected by the good and bad of the environment around him. But if since the young age children have been equipped with good religious values, then the possibility of children is affected by the environment around him, even tends to be wise children than adults and this is sometimes seen when there are naughty friends and then he gives him advice. Faktor Usia Peserta Didik di MDTA Al-Hidayah

As explained before at the age of 7 years and above the child is at a very vulnerable age or is at the elementary school class 3, in other words the child is not baligh, so it is easily influenced by the good and bad of the environment of his friendship.

3. Globalization Factors

The rapid current of globalization that enters Indonesia also affects the development of behavior in early childhood, this is also a PR for parents to be more extra supervising children, starting from children's spectacle because TV broadcasts or siran mobile phones today do not contain much education, then giving mobile cells that Even though there are still many effective solutions so that children do not ask for a few cellphones like parents invite children to play while learning and many more.

4. School Learning Facilities or System

In this case we see from several previous studies, one of which was conducted by Rabuanim 2018 which stated that in the results of his research it affects the variable X (Aqeedah Akhlak learning) on the variable Y (student behavior) with a percentage of 81.4% conducting research in Madrasah Tsanawiyah Pondok Pesantren Nurul Islam Kampung Baru. If we have careful that from some of the previous studies the research location is aimed at boarding schools or better known as Islamic boarding schools, then this will certainly be very much different from schools that are not Islamic boarding schools such as those carried out by researchers today, namely in Madrasah Diniyah Takmiliah Awaliyah Al-Hidayah. Where when viewed from the learning system at school boarding school students will be presented with positive activity schedules for 24 hours every day in a lodge not only in the learning process students will learn more about religious values

CONCLUSION

Based on the results of the analysis of the primary data of this study, it can be concluded that there is no influence on the variable x independent (implementation of aqeedah moral learning on the variable y (the commendable morals of the participants

of the Dididk) Class II MDTA Al-Hidayah District of Sentajo Raya, this can be seen from the value of tcount of 0.982 which is smaller than the ttable of 2.086. that there is no influence on variable x (implementation of moral aqeedah learning) on the variable y (student commendable student), this can be seen from the percentage of the magnitude of the effect of variable x on the variable y, seen from the coefficient of determination (r square) of 0.046 or 4.6%, while the remaining 95.4% is influenced by other factors other than variable x (the implementation of the learning coefficient of the current).

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