

Does Character Education Influence Student Discipline in Aqidah Akhlak Learning Case Study at Madrasah Tsanawiyah Darussalam, Bogor City

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ABSTRACT: *Character education plays an important role in shaping the personality of students who are disciplined and responsible. This study aims to analyze the implementation of strengthening disciplinary character education and its implications for student discipline in Aqidah Akhlak learning at MTs. Darussalam, Bogor City. This study uses a quantitative approach with a correlational method to test the relationship between character education and student discipline. Data were collected through questionnaires given to 95 respondents selected using stratified random sampling techniques. Descriptive statistical analysis shows that the level of strengthening disciplinary character education is moderate, with an average value of 66.51. In contrast, the level of student discipline is high, with an average value of 75.73. The results of the Pearson correlation analysis show a significant positive relationship between strengthening character education and student discipline ($r = 0.509$, $p < 0.05$). This indicates that the stronger the character education applied, the higher the level of student discipline. Therefore, strengthening character education must be optimized with a more systematic and participatory approach to improve student discipline in Aqidah Akhlak.*

INTRODUCTION

Education is a fundamental instrument in building civilization and forming a quality generation (Khoyyudin & Nurulloh, 2024), which continues to develop today (Wiharjo & Wulandari, 2024). However, in the era of globalization with rapid technological advances, the challenges in the world of education are increasingly complex, especially in forming student characters that align with Islamic values and local wisdom (Rahman et al., 2023). Currently, various forms of juvenile delinquency are increasingly common, such as brawls, promiscuity, drug abuse, acts of violence, and bullying in the school environment (Suastika, 2022). Based on data from the Indonesian Child Protection Commission (KPAI), the number of brawls increased by 1.1% in 2018, while cases of violence and bullying reached 25.5% for perpetrators and 22.4% for victims (Firmansyah, 2018; Saraswati & Hidayat, 2019). In addition, data from the National Narcotics Agency (BNN) in 2019 showed that 24-28% of drug abuse occurred at school age (PUSLITDATIN, 2019). This phenomenon shows a significant moral degradation among students that can hinder national education goals.

In dealing with this phenomenon, the Indonesian government has issued various policies, such as Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK) (Wijaya et al., 2021). Character education in schools aims to shape the personality of disciplined, responsible, and integrity students. In Islam, discipline is part of the morals taught in learning Aqidah Akhlak (Sari et al., 2023). As the Prophet Muhammad SAW said: "Order your children to perform prayer when they are seven years old and beat them for leaving it at the age of ten, and separate their beds" (HR. Ahmad, Abu Dawud, and Hakim)

(Armadis et al., 2022; Ilyas, 2021). This hadith shows that discipline in carrying out religious teachings has been ordered from an early age (Khamim, 2019).

Although various policies have been implemented, research shows that many schools still have difficulty instilling discipline among students (Mz, 2018) at MTs. Around 30% of students in Darussalam Bogor City still face challenges in implementing disciplinary values (Supriadi & Hasanah, 2023). Several factors that influence the lack of discipline in schools include internal factors, such as identity crises and weak self-control, as well as external factors, such as lack of parental attention and negative social-environmental influences (Sumara et al., 2017). Therefore, schools and parents need more effective intervention in shaping students' disciplined character.

Several recent studies have shown the effectiveness of character education in building student discipline. Research by Imanullah et al. (2024) found that the method of fostering student discipline by Aqidah Akhlak teachers at MTs Babul Hikmah increased the level of discipline significantly. In addition, research by Syuri (2020) highlighted the importance of teachers' role in forming disciplined characters through Aqidah Akhlak learning. Teachers' exemplary and habituation strategies have effectively formed positive student habits (Husna, 2022). However, several studies also show that without full support from the family and social environment, school character-building efforts will be challenging to achieve optimal results (Chamilaini et al., 2023).

This study has urgency in dealing with the increasing juvenile delinquency and low discipline of students in the school environment. Implementing character education, primarily through Aqidah Akhlak learning, is an important strategy in forming attitudes of discipline, responsibility, and morality in students to align with Islamic values and social norms (Iqbal et al., 2024). However, various challenges in implementing character education exist, such as a lack of family involvement, weak supervision, and suboptimal learning methods (Hakim et al., 2024). Therefore, this study aims to analyze the implementation of character education in improving student discipline through Aqidah Akhlak learning at MTs Darussalam Kota Bogor, identify supporting and inhibiting factors, and formulate effective strategies for strengthening character education based on Islamic values. The results of this study are expected to contribute to the development of education policies and become a reference for schools in designing more effective learning methods in forming the character of moral and highly disciplined students.

METODE

This study uses a quantitative approach with a correlational research type. The quantitative approach was chosen because this study aims to test the relationship between character education and student discipline (Sugiyono, 2014). Correlational research shows how character education influences student discipline in learning Aqidah Akhlak (Arikunto, 2018). The population in this study was all MT students. Darussalam Bogor City who took the Aqidah Akhlak subject. The research sample was determined using a stratified random sampling technique by considering differences in class levels (VII, VIII, and IX). The number of samples was determined based on the Slovin formula:

$$n = \frac{N}{1 + N(e)^2}$$

n = number of samples
 N = population size
 e = desired error rate (5% or 0,05)

According to the Ministry of Education and Culture, the questionnaire measured students' character education based on character education indicators such as religiosity, honesty,

discipline, hard work, and responsibility (Ministry of Education and Culture, 2017). Another questionnaire was used to measure the level of student discipline in Aqidah Akhlak learning based on discipline indicators according to educational theory. Descriptive Statistical Analysis was used to describe the characteristics of character education and student discipline through the average, standard deviation, and data distribution. The Pearson Product Moment correlation test was used to determine the relationship between character education and student discipline. A simple linear regression analysis was used to measure the influence of character education on student discipline. The research hypothesis was tested using the t-test to see the significance of the influence of character education on student discipline (Santrock, 2021). If the p-value < 0.05 , then the null hypothesis is rejected, and it is stated that character education significantly affects student discipline.

RESULT AND DISCUSSION

RESULT

The questionnaire results were distributed to 95 respondents from the entire student population at MTs. Darussalam, Bogor City, students' perceptions of the Implementation of strengthening character education discipline by Aqidah Akhlak Teachers are described in Table 1.

Table 1. Description of Character Education Statistics

N	Valid	95
	Missing	0
Mean		66.51
Median		68.00
Mode		68
Std. Deviation		6.058
Variance		36.699
Range		25
Minimum		54
Maximum		79
Sum		6318

Source: analysis results (2024)

Based on Table 1, the results of the descriptive statistical analysis regarding the Strengthening of Disciplinary Character Education in Aqidah Akhlak Learning show that from a total of 95 valid respondents (no missing data), an average value (mean) of 66.51 was obtained, with a middle value (median) of 68.00 and the most frequently appearing value (mode) of 68. This can be seen in detail in Figure 1.

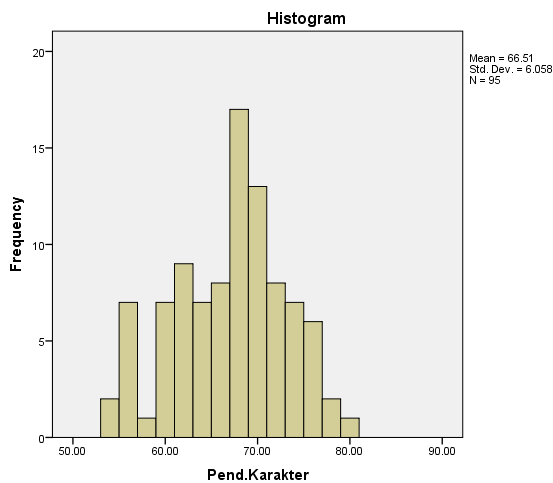


Figure 1. Histogram of Character Education
Source: analysis results (2024)

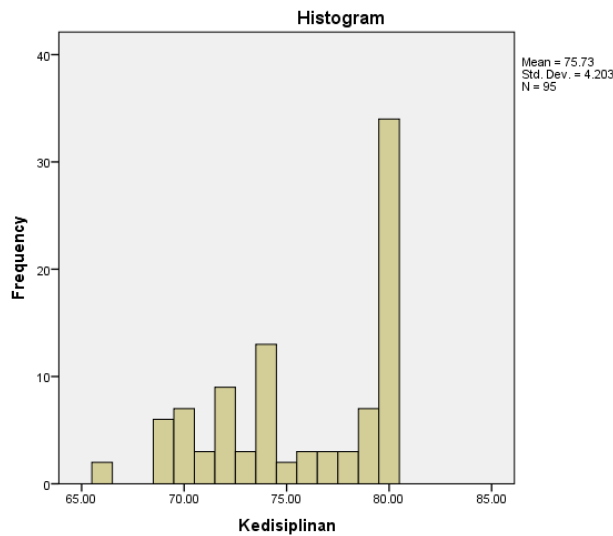
The data distribution has a standard deviation of 6.058 and a variance of 36.699, with a range of 25 obtained from the difference between the minimum value of 54 and the maximum value of 79. The total value (sum) obtained is 6,318. These data illustrate that strengthening disciplined character education in Aqidah Akhlak learning tends to be in the moderate category with fairly even value variations. Then furthermore, from the results of observations conducted by researchers on 95 samples from the entire population of students at MTs. Darussalam, Bogor City, the level of student discipline in Aqidah Akhlak learning is described by initials to maintain research ethics, as seen in Table 2.

Table 2. Description of Student Discipline Statistics

N	Valid	95
	Missing	0
Mean		75.73
Median		76.00
Mode		80
Std. Deviation		4.203
Variance		17.669
Range		14
Minimum		66
Maximum		80
Sum		7194

Source: analysis results (2024)

Based on Table 2. the results of the descriptive statistical analysis of Student Discipline show that from 95 valid respondents (no missing data), the average value (mean) obtained was 75.73, with a median value of 76.00 and the most frequently appearing value (mode) was 80. The data distribution has a standard deviation of 4.203 and a variance of 17.669, with a range of values (range) of 14 obtained from the difference between the minimum value of 66 and the maximum value of 80. The total value (sum) obtained was 7,194. These data illustrate that the level of student discipline tends to be high and relatively homogeneous, as seen from the small standard deviation value and the range of values that are not too large. This detail can be seen in Figure 2.

**Figure 2.** Histogram of Discipline

Source: analysis results (2024)

Although the data shows that the level of student discipline tends to be high, with an average value of 75.73, and is relatively homogeneous, research conducted by Nurhayati & Sulistiono (2024) in three MTs in Bandung City with a sample of 200 students showed more varied results with a standard deviation of 8.456 and a wider range of values. The study revealed that the homogeneity of the level of discipline does not always reflect optimal quality because factors such as differences in social background, environmental influences, and variations in learning methods can produce more complex discipline dynamics. These findings indicate the need for a more in-depth evaluation of the factors that influence the homogeneity of student discipline, including the possibility of aspects that have not been measured in the assessment of discipline (Nurhayati & Sulistiono, 2024).

Table 3. Correlation of Character Education with Student Discipline in Aqidah Akhlak Learning (Pearson Correlations)

		Strengthening Character Education	Student Discipline
Strengthening Character Education	Pearson Correlation	1	.509
	Sig. (2-tailed)		.000
	N	95	95
Student Discipline	Pearson Correlation	.509	1
	Sig. (2-tailed)	.000	
	N	95	95

Source: analysis results (2024)

Based on Table 3, the results of the Pearson correlation analysis show a significant positive relationship between Strengthening Character Education and Student Discipline in Aqidah Akhlak Learning. The correlation coefficient value indicates this (Pearson Correlation) of 0.509 with a significance value (Sig. 2-tailed) of $0.000 < 0.05$ for the number of respondents (N) of 95 people. The correlation value of 0.509 indicates a moderate and positive relationship, meaning that the higher the strengthening of character education carried out, the higher the level of student discipline. The significance of 0.000 indicates that this relationship is compelling

statistically and does not occur by chance.

DISCUSSION

The results of this study indicate that strengthening character education has significantly influenced student discipline in learning Aqidah Akhlak. Descriptive statistical analysis found that the average value of strengthening character education was 66.51, while the average value of student discipline was 75.73. The relationship between these two variables is indicated by a Pearson correlation value of 0.509, which has a positive and moderate relationship meaning.

Although statistical data shows an average value of 66.51 with a fairly even distribution, several previous studies have shown different results (Toyyibudin & Zulfiqri, 2023). Research conducted by Rahmawati (2023) on 150 respondents at MTs Al-Hidayah Jakarta produced a higher average value of 75.32 with a standard deviation of 4.127, indicating that strengthening disciplinary character education in Aqidah Akhlak learning can reach a high category when supported by factors such as adequate teacher competence, complete learning facilities, and active involvement of parents in the education process. This shows that the results obtained in the current study still require more intensive improvement efforts to achieve optimal results in the formation of students' disciplinary character.

Furthermore, competent and exemplary teachers are important in creating a positive learning environment (Rosari et al., 2023). In addition, research by Nurhayati & Sulistiono (2024) found that uniform teaching methods can cause the homogeneity of discipline levels, but this can also indicate a lack of variation in learning approaches. Therefore, it is important for educational institutions to continue to evaluate teaching methods to increase the effectiveness of character education in shaping student discipline.

This study found a moderate relationship between strengthening character education and student discipline. However, other factors, such as psychological factors and school culture, still need to be studied further. Therefore, further research with more in-depth methods and broader coverage is highly recommended to gain a more comprehensive understanding of the effectiveness of character education in shaping student discipline.

CONCLUSION

The level of student discipline tends to be high and relatively homogeneous, as indicated by a small standard deviation and a not-too-large range of values, indicating that the data tends to be centered around the average value. Meanwhile, strengthening disciplinary character education in Aqidah Akhlak learning tends to be in the moderate category, with a relatively even distribution of values, as indicated by variability that is not too extreme. Based on the study's results, it was found that strengthening character education plays a significant role in improving student discipline in Aqidah Akhlak learning. The analysis showed a positive correlation of 0.509 between the two variables, indicating that the stronger the character education provided, the higher the level of student discipline. Therefore, an effective and systematic character education approach must continue to be developed in order to produce students who are disciplined and responsible.

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