The Effect of PAI Learning and Discipline of Worship on the Islamic Character of Elementary Education Level Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran PAI dan kedisiplinan beribadah terhadap karakter Islami siswa jenjang pendidikan dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen. Populasi penelitian ini adalah siswa sekolah Islam terpadu Khairul Imam sebanyak 157 siswa, dengan jumlah sampel sebanyak 60 siswa. Instrumen pengumpulan data adalah bentuk tes pilihan berganda, yaitu *Pretest & Posttest,* dan angket bentuk skala. Hasil penelitian menunjukkan: *Pertama*, adanya pengaruh pembelajaran PAI terhadap karakter Islami siswa. Sehubungan dengan itu, terdapat pengaruh antara *pre-test* dan *post-test* pembelajaran PAI terhadap karakter Islami siswa adalah 57%. *Kedua*, adanya pengaruh kedisiplinan beribadah terhadap karakter Islami siswa. Sehubungan dengan itu, terdapat pengaruh antara *pre-test* dan *post-test* kedisiplinan beribadah terhadap karakter Islami siswa adalah 40%. *Ketiga*, adanya pengaruh pembelajaran PAI dan kedisiplinan beribadah terhadap karakter Islami siswa. Sehubungan dengan itu, terdapat pengaruh antara *pre-test* dan *post-test* pembelajaran PAI dan kedisiplinan beribadah terhadap karakter Islami siswa adalah 21%.

Kata Kunci: Karakter Islami, Kedisiplinan Beribadah, Pembelajaran PAI.

Abstract

This study aims to determine the effect of PAI learning and the discipline of worship on the Islamic character of elementary education students. This study uses a quantitative approach with experimental methods. The population of this research is the students of the integrated Islamic school Khairul Imam as many as 157 students, with a total sample of 60 students. The data collection instrument was in the form of multiple-choice tests, namely Pretest & Posttest, and a questionnaire in the form of a scale. The results of the study show: First, the influence of PAI learning on the Islamic character of students. Accordingly, there is an influence between the pre-test and post-test of PAI learning on the Islamic character of students, which is 57%; second, the influence of the discipline of worship on the Islamic character of students. In connection with that, there is an influence between the pre-test and post-test of the discipline of worship on the Islamic character of students 40%; and third, the influence of PAI learning and the discipline of worship on the Islamic character of students. In connection with that, there is an influence between the pre-test and post-test of PAI learning and the discipline of worship on the Islamic character of students 21%.

Keywords: Islamic Character, Discipline of Worship, PAI Learning.

INTRODUCTION

Learning is the main point in the succession of the educational process (Darmiah, 2017). In practice, the teacher regulates the entire series of learning processes, starting from aspects of planning (making lesson plans), designing concepts (methods, strategies, techniques, and learning approaches), implementing the learning process (preliminary activities, core activities, and closing activities), and evaluation (assessment). self and group assessment) (Abdillah & Nurjanah, 2022: 377-382). Furthermore, the entire learning process becomes a form of direction or character-building for students.

The learning process requires the transfer of knowledge, skills training, and attitude formation in students (Wahyudi, 2022). The balance of obtaining the three as a whole in students will be a guide for students to behave so that they are attached and used to become personalities or characters. This is very much needed by children in the developmental phase of their age, to avoid deviant behavior, such as bullying, fighting, and even criminal acts (Afyunita, 2020).

The progress of today's era has a significant influence on the development of children. How come? Children prefer to be alone and feel enough to make friends with gadgets at home, without having to be accompanied by other people. Ironically again, children are very busy playing online games and are free to watch on Youtube or other application features. This phenomenon must be immediately addressed by education providers, as a concrete form of government programs in the form of strengthening character education (Kartika, *et.al.*, 2019: 113-126).

Learning Islamic religious education is one of the important subjects in educating the values of Islamic character to children. This is based on the material presented close to Islamic concepts and practices (Raidah, 2013: 29-38). In addition, learning Islamic religious education requires cooperation or collaboration from various parties to develop all the potential and sources of goodness that lead to the students themselves.

Islamic character education is an effort to develop mental and increase human dignity in the form of al-karimah character or noble character. This is because the essence of education is not only related to changing students from not knowing to knowing but also essentially changing student behavior for the better (Dilla, 2022). In the application process, teachers, parents, and the community have the same responsibility in paying attention to the religious and moral development of children.

The family environment is expected to be the main shield and the greatest capital provision for children in receiving kindness, both from advice and examples that are directly displayed by parents. Supporting the role of parents, the teacher is responsible for fostering the morals or character of the child while in the school/madrasah environment. In this context, parents and teachers must continue to collaborate and coordinate with each other regarding the development experienced by children. Furthermore, the community continues to play the role of supervising children's development, so that they are protected from deviant acts and consistently do good (Elihami & Syahid, 2018: 79-96).

Early childhood is a phase that needs help and guidance from adults in facilitating their age development. In this context, it is balanced between the developments needed by children, starting from the development of religion and morals, arts and culture, social and emotional, as well as physical and psychomotor children. Thus, children aged for basic education (SD/MI or SLTP/equivalent) can have strong personalities and are responsive to various changing times (Andriany, 2021).

Indeed, academic studies (literature reviews) relevant to this theme have been studied from various perspectives of previous researchers. Among them are discussing aspects of school culture and Islamic character (Budiman, 2018: 47-60), motivation to worship and contextual learning of Islamic religious education (Arsyad, *et.al.*, 2020: 185-204), PAI online learning in the formation of student character (Mahmudah & Hidayat, 2022: 859-868), formation of a religious character or Islamic personality (Ernawati, 2022; Maksum, 2018), Muslim dress behavior among students (Yasin, 2019), and PAI learning with an active learning approach (Aini, 2021).

Observing the description of the literature review above, it can be understood that the study of PAI learning in shaping student character has been widely studied. However, there is a gap analysis in this study

from the variable aspect in the form of student worship discipline as one that is observed in its influence on the Islamic character of students. This research is further summarized in the title, "*The Influence of Islamic Education Learning and Worship Discipline on the Islamic Character of Elementary Education Level Students*". The research was revealed quantitatively with the experimental method.

METHOD

This study uses a quantitative approach with experimental methods (Sugiyono, 2010). It is held at the Khairul Imam integrated Islamic junior high school, Medan, having its address at Jalan Suka Teguh Number 1, Suka Maju, Medan Johor District, Medan City - North Sumatra. The study was carried out systematically from March to May 2022. The population of this study was the students of the Khairul Imam integrated Islamic school as many as 157 students, with a total sample of 60 students. The data collection instrument was in the form of multiple-choice tests, namely Pretest & Posttest, and a questionnaire in the form of a scale. The variables of this research are X1 (Islamic religious education learning), X2 (worship discipline), and Y (Student Islamic Character). In this case, one test was conducted, namely the post-test in the form of multiple choice. The pretest consists of 40 questions. A pretest was given before giving treatment. The post-test consists of 40 questions. Post-test is given after learning takes place to see students' skills in answering questions. The research data will be declared valid after being tested using validity and reliability tests. The purpose of the test is to test the list of questions that the researcher made in the form of a questionnaire, to assess whether it is feasible or not to be used as an instrument to collect data.

RESULTS AND DISCUSSION

In summary, the results of the study of the results of learning Islamic character of students who are taught to use the learning of Islamic Religious Education.

Pre-Test Description of the Effect of PAI Learning and Worship Disciplines on Students' Islamic Character

1. The Effect of PAI Learning on Students' Islamic Character (X1, Y)

Based on the data obtained from Islamic Religious Learning on Islamic Characters for Class VIII Students of Khairul Imam Medan Islamic Junior High School in the appendix, it can be described as follows: the arithmetic mean value (X) is 42.7; Variance = 141,857; Standard Deviation (SD) = 11.91; maximum value = 67; minimum value = 17 with a range of values (Range) = 24.

2. The Influence of Worship Discipline on Students' Islamic Character (X2, Y)

Based on the data obtained by the pretest of the discipline of worship through the Islamic character of Class VIII students of the Khairul Imam Terpadu Islamic Junior High School Medan in the appendix, it can be described as follows: the arithmetic mean (X) is 48.7; Variance = 82.409; Standard Deviation (SD) = 9.078; Maximum value = 67; minimum value = 27 with a range of values (Range) = 40.

Furthermore, a description of the impact of PAI learning on students' Islamic character and the influence of worship discipline on students' Islamic character can be seen in table 1 below:

Table 1
Summary of Pre-Test Analysis Results

SUMMARY OF ANALYSIS RESULTS		
VARIABLE	X_1Y	X_2Y
Mean	42,6	48,7
Standard Deviation	11,91	9,078
Variants	141,857	82,409
Maximum Value	67	67
Minimum Value	17	27

Range	24	40

Post-Test Description of the Effect of PAI Learning and Worship Disciplines on Students' Islamic Character

1. The Effect of PAI Learning on Students' Islamic Character (X1, Y)

Based on the data obtained from the Influence of Islamic Religious Learning on the Islamic Character of Class VIII Students of Khairul Imam Islamic Junior High School Medan in the appendix, it can be described as follows: the arithmetic mean (X) is 66.7; Variance = 39,237; Standard Deviation (SD) = 6.264; maximum value = 77; minimum value = 57 with a range of values (Range) = 20.

2. The Influence of Worship Discipline on Students' Islamic Character (X2, Y)

Based on the data obtained by the pretest from the Discipline of Worship Through Islamic Character Class VIII SMP Islam Terpadu Khairul Imam Medan in the appendix can be described as follows: the arithmetic mean value (X) is 79.3; Variance = 35,995; Standard Deviation (SD) = 6.00; Maximum value = 90; minimum value = 60 with a value range (Range) = 30.

Furthermore, a description of the impact of PAI learning on students' Islamic character and the influence of worship discipline on students' Islamic character can be seen in table 2 below:

Table 2
Summary of Post-Test Analysis Results

SUMMARY OF ANALYSIS RESULTS		
VARIABLE	X_1Y	X_2Y
Mean	66,7	79,3
Standard Deviation	6,264	6,00
Variants	39,237	35,995
Maximum Value	77	90
Minimum Value	57	60
Range	20	30

Analysis Requirements Testing

1. Normality Test

(Pre-Test)

a. The Effect of PAI Learning on Students' Islamic Character (X1, Y)

Based on the results of the normality test calculation for the sample in Islamic Religious Learning Against Islamic Characters for Class VIII Students of Khairul Imam Islamic Junior High School Medan (X1Y) obtained an L-count = 0.124 with an L-table value = 0.162 Because L-count < L-table, namely 0.124 < 0.162, it can be concluded that the null hypothesis is accepted.

b. The Influence of Worship Discipline on Students' Islamic Character (X2, Y)

Based on the results of the calculation of the normality test for the sample on the Discipline of Worship Through Islamic Character Class VIII Students of the Integrated Islamic Junior High School Khairul Imam Medan (X2Y) obtained an L-count = 0.136 with an L-table value = 0.162. Because L-count < L-table i.e. 0.136 <0.162, it can be concluded that the null hypothesis is accepted.

(Post-Test)

a. The Effect of PAI Learning on Students' Islamic Character (X1, Y)

Based on the results of the normality test calculation for the sample in Islamic Religious Learning Against Islamic Characters for Class VIII Students of Khairul Imam Islamic Junior High School Medan (X1Y) obtained an L-count = 0.158 with an L-table value = 0.162 Because L-count < L-table i.e. 0.158 < 0.162, it can be concluded that the null hypothesis is accepted.

b. The Influence of Worship Discipline on Students' Islamic Character (X2, Y)

Based on the results of the calculation of the normality test for the sample on the Discipline of Worship Through Islamic Characters for Class VIII Students of the Integrated Islamic Junior High School Khairul Imam Medan (X2Y) obtained an L-count = 0.153 with an L-table value = 0.162. Because L-count < L-table i.e. 0.153 <0.162, it can be concluded that the null hypothesis is accepted.

2. Homogeneity Test

So, looking at the results of the hypothesis are as follows:

a. First Hypothesis

Research idea: Is there any effect of learning Islamic religious education on the Islamic character of students in class VIII of Khairul Imam Islamic Junior High School?

Statistical Hypothesis

$H_o : \mu_1 X_1 Y_1 = \mu_2 X_1 Y_1$

$H_a : \mu_1 X_1 Y_1 \neq \mu_2 X_1 Y_1$

Accept H_o, if: Tcount >Ttable

To test the first hypothesis, the next step is a T-test.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{81{,}0 - 40{,}2}{5{,}974\sqrt{\dfrac{1}{30} + \dfrac{1}{30}}}$$

$$t = \frac{40{,}8}{(5{,}974)(0{,}067)}$$

$$t = 112{,}95$$

b. Second Hypothesis

Research Thought: Is There An Influence Of Worship Discipline On The Islamic Character Of Students In Class VIII SMP Islam Terpadu Khairul Imam?

Statistical Hypothesis

$H_o : \mu_1 X_2 Y_1 = \mu_2 X_2 Y_1$

$H_a : \mu_1 X_2 Y_1 \neq \mu_2 X_2 Y_1$

Accept H_o, if: Tcount >Ttable

To test the second hypothesis, the next step is a T-test.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

$$t = \frac{68{,}2 - 34{,}1}{6{,}963\sqrt{\dfrac{1}{30} + \dfrac{1}{30}}}$$

$$t = \frac{34{,}033}{(6{,}963)(0{,}067)}$$

$$t = 73{,}321$$

c. Third Hypothesis

Research Teaching: Is There Any Effect of Islamic Religious Education Learning and Worship Discipline on the Islamic Character of Students in Class VIII of Khairul Imam Integrated Islamic Junior High School.

Statistical Hypothesis

$H_o : X_1 Y_1 = X_2 Y_1$

$H_a : X_1Y_1 \neq X_2Y_1$

Accept H_o, if: Tcount >Ttable

To test the third hypothesis, the next step is a T-test.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{81,0 - 68,2}{6,492\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{12,833}{(6,492)(0,067)}$$

$$t = 29,65$$

Discussion of Research Results

In this section, descriptions, and interpretations of research data are described. Descriptions and interpretations are carried out on the Islamic character of students who are taught using Islamic religious education learning and through worship discipline, namely:

The findings of the first hypothesis, provide the conclusion that: there is an influence of worship discipline on the Islamic character of students in class VIII of Khairul Imam Islamic Junior High School. According to the results of research by Syakur (2019) which concluded that students' knowledge of fiqh learning taught by Islamic religious education teachers was able to provide encouragement in carrying out worship, especially the five daily prayers, this was also supported by various strategies or methods used by Islamic Religious Education teachers. However, this requires guidance and motivation as well as direction from Islamic religious education teachers in instilling the discipline of praying five times a day in students, so that students are able to practice the obligation of prayer in daily life without feeling lazy.

This can be seen from the data from the mentoring book or liaison book between teachers and parents. With the discipline of students doing worship will become a habit and dare to take responsibility for the worship that they have been doing. Perhaps, students form their character when they know the teachings of commendable qualities, but they must also have a sense of responsibility in worship. For example, diligently worshiping the mosque, students must be responsible for their worship by maintaining an attitude, and speaking well, politely and politely, so that with this habit students become accustomed. In connection with that, there is an influence between the pre-test and post-test of the discipline of worship on the Islamic character of students in class VIII of the Khairul Imam Islamic Junior High School which is 40%.

The research described above is in line with the findings of Sulfemi (2018) who states that the discipline of worship is very influential on the formation of Islamic character in students. This is based on the basic reason that the authenticity of Islamic character in students will be formed from habituation, experience, and regular worship practice in the form of worship discipline. In another view, Arsyad, *et.al.* (2020: 185-204) state that the Islamic character of students is strongly influenced by Islamic knowledge in students so it becomes a reference for students in carrying out worship rituals and acting towards others.

Mediating the two opinions above, Ahsanulkhaq (2019) added that the formation of Islamic character in students is influenced by internal and external factors, including student initiative and self-management for worship discipline, Islamic insight, and a conducive environment. Thus, the discipline of worship and PAI learning has an influence on the formation of students' character. In addition, it also takes stages from introduction, understanding, and habituation, to appreciation of the meaning of Islamic teachings in students.

Based on the description above, it can be concluded that students in an age phase that require guidance from adults require interaction and coaching to form their personality. In this context, the researchers found that

the interaction through the PAI learning process and the management of worship discipline applied by the school to students at the elementary education level had a significant impact on the Islamic character of students. On this basis, the researcher concludes that there is a significant influence on the formation of Islamic character in students at school through PAI learning and worship discipline.

CONCLUSION

Based on the findings and discussion above, it can be concluded that First, the influence of PAI learning on the Islamic character of students. Accordingly, there is an influence between the pre-test and post-test of PAI learning on the Islamic character of students, which is 57%. Second, the influence of the discipline of worship on the Islamic character of students. In connection with that, there is an influence between the pre-test and post-test of the discipline of worship on the Islamic character of students 40%. Third, the influence of PAI learning and the discipline of worship on the Islamic character of students. In connection with that, there is an influence between the pre-test and post-test of PAI learning and the discipline of worship on the Islamic character of students is 21% with a significance level of 0.05.

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