



EVALUATION OF AQIDAH AKHLAK LEARNING ON THE CHARACTER OF CLASS VIII STUDENTS AT SMP AL BAROKAH, PURWAKARTA REGENCY, ACADEMIC YEAR 2021/2022

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ABSTRAK (Bahasa Inggris)

Learning aqidah morality greatly affects the character of students, because by educating good character, students will understand how to foster and guide themselves in everyday life. From the results of the pre-survey, it is stated that there are still students who do not have a good personality in their lives, even though basically they have been given education in their schools. Meanwhile, this study aims to determine the effect of moral learning on the character of students at SMP AL BAROKAH Purwakarta. This type of research is quantitative research. The total population in this study were students of class VIII at SMP AL BAROKAH Purwakarta, totaling 200 students. as for the sampling technique in this study using a random sampling technique that is taking 20% of the total population so that a sample of 40 students is obtained. This study uses data collection tools in the form of observation and documentation. Thus, the hypothesis that the authors propose is accepted and Ho is rejected. So the conclusion is that there is an effect of moral learning on the character of class VIII students at SMP AL BAROKAH Purwakarta for the 2021/2022 academic year.

Keywords: Evaluation of moral aqidah learning, student character

1. INTRODUCTION

Based on the results of a survey that the author conducted on January 31, 2022, and the authors obtained data from interviews with Aqidah Akhlak teachers, namely Agus Irawan that the learning process for Aqidah ahklak at SMP AL BAROKAH Purwakarta was quite good, for example, starting lessons by saying greetings continued by reading the prayer, reviewing the lessons that have been learned, how to convey it clearly and systematically. However, in reality there are still many students who do not have good behavior, for example, students pay less attention when the teacher explains the moral aqidah material, there are still students who do not obey the rules set by the school, leave class without permission, bring cellphones in class, long hair for men, being outside the class when the teacher is not present, the class atmosphere is not conducive, students do not have good character, there are still students who are late for lessons [1][2].

2. LITERATURE REVIEW

The learning process is a series of good interactions between students and students, students and teachers that take place in an educative situation to achieve certain learning objectives, the learning process is said to be successful if it produces character changes[3]. Character education is understood as an intelligent effort in thinking, appreciation in the form of attitudes, experiences in the form of behavior in accordance with the noble values that become their identity, manifested in interactions with God, oneself, among others, and the environment [4][5]. These noble values include: honesty, independence, courtesy, social nobility, intelligence of thinking including intellectual curiosity, and logical thinking. [6]

Thus an educator begins to improve the education system in the curriculum and implement various solutions, one of which is by integrating character education in the curriculum. Signs that can help develop a character education syllabus in schools are at least curriculum theory and character education theory. An educator has duties and responsibilities for the formation of the character of students. The task is to teach Islamic religious knowledge, instill faith into children's souls, educate children to obey religion, and educate children to have good character and have good morals. [7]

In madrasahs, moral education is listed in subjects namely moral aqidah which emphasizes the ability to understand and maintain the right belief or faith by practicing the values of Asmaul Husna. Creating an atmosphere of exemplary and habituation by practicing commendable morals and Islamic etiquette through habituation of examples of daily behavior. The Aqidah Akhlak subject is a branch of science in which it teaches moral values that are in accordance with Islamic law, namely teaching about belief in Allah and etiquette in social interactions. Thus, if Aqidah Akhlak education which is used as the basis for developing spiritual values is carried out well, then people's lives will be better.

By learning Aqidah Akhlak, it is hoped that it can grow and increase the faith of students who manifest commendable behavior [8]. In learning Aqidah Akhlak there is material about commendable morals to humans, in that material there are characteristics that a person must possess such as, the nature of *husnudzan*, *tawadhu* ', *tasamuh*, and *ta'awun*. If students are able to apply these four characteristics, they must have good character. Because character is determined by the overall experience based on a person's personality [9].

It can be realized that how important it is to learn Aqidah Akhlak in shaping the character of students as a whole. Because by learning Aqidah Akhlak, students are not only directed to achieving happiness in life in this world, but also happiness in life in the hereafter. Therefore, in carrying out their duties, Aqidah Akhlak teachers need to work together with other teachers, educators, parents and related parties so that students can apply what they have learned both at home and at school.

3. METHODOLOGY

The type of research that the author uses is quantitative research. It is called quantitative because the data collected in this study can be analyzed using statistical analysis and the data is in the form of numerical data. The quantitative research is: Quantitative research is a type of research whose specifications are systematic, well-planned, and clearly structured from the beginning to the making of the research design. Another definition states that quantitative research is research that demands the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results. Based on the type of research above, in this study the author describes the effect of moral aqidah on the character of students based on the indicators of each variable, then collects quantitative data and then analyzes it using statistical data. [10]

Meanwhile, the nature of this research is correlation research. Correlation research aims to find out whether there is a relationship, if there is how close the relationship is and whether or not the relationship is meaningful. So that it can provide an overview to the researcher that the existence of this relationship is important, because by knowing the level of the existing relationship, the researcher will be able to develop it according to the research objectives.

As a consideration in determining the sample, if it is considered homogeneous and the number is more than 100, it can be taken between 10% and 25%. As a consideration in determining the sample, if it is considered, however, if the number is less than 100, all of it can be taken or as much as 30% to 70% can be taken. Based on the description above, the author uses a sample of 20%, then 20% of 200 students is $20\% \times 200 = 40$. So the number of samples to be studied is 40 students. [11]

4. RESULTS AND DISCUSSION

Data on learning aqidah ahklak was obtained by distributing questionnaires to 40 respondents with a scale on the questionnaire using a Likert scale whose data is attached in table 4.4 in appendix 13, with alternative answers to items having 3 scores, namely:

- a. Alternative answer a, given a score of 3
- b. Alternative answer b, given a score of 2
- c. Alternative answer c, given a score of 1

Based on the results of the questionnaire in table 4.4, attachment 3, the highest score is 43, and the lowest value is 23. To find out the class interval, the writer uses the Sturges rule as follows:

$$X_{\max} = 43$$

$$X_{\min} = 23$$

$$\text{Range (R)} = X_{\max} - X_{\min} = 43-23 = 20$$

$$\text{Number of classes (BK)} = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 40$$

$$= 1 + 5.28 = 6.28 \text{ rounded up to } 7$$

$$\text{Class interval length (PK)} = R/BK = 20/7 = 2.85$$

The number of intervals for the independent variables of this study (influence

Aqidah Akhlak learning is 7 Furthermore, the authors classify students' understanding of Aqidah Akhlak learning with 3 categories, namely, good, sufficient, lacking and are included in the frequency distribution table as follows:

Table 4.5 Frequency Distribution of Questionnaire Results About the Effect of Aqidah Akhlak Learning

No	Class Interval	Category	Frequency	Percentage
1	37 – 43	Good	23	57.5%
2	30 – 36	Enough	14	35%
3	23 – 29	Not enough	3	7.5%
Amount		-	40	100%

Based on the frequency distribution table above, it can be seen that the 40 students who became the research sample between 37-43 were 23 students who had good answers (57.5%), between 30-36 as many as 14 students had sufficient answers (35%), and between 23-29 as many as 3 students who have less answers (7.5%). From these data, it can be understood that the effect of learning aqidah morality on class VIII students at SMP AL BAROKAH is in the good category.

5. CONCLUSION

The learning of the moral creed is very influential on the character of the students. The character of students becomes good because the learning process of faith and morals in this school prioritizes learning values. The teacher provides a good example consistently so that children can know, understand, and consistently implement what is explained by the teacher, both in the form of words and actions.

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