

Original Article

The Influence of Islamic Religious Education Learning on the Formation of Religious Character

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Abstract

This study aims to determine: 1) Learning Islamic religious education in the 8th grade of SMP Muhammadiyah Simpang Empat, 2) The formation of religious character in 8th grade students at SMP Muhammadiyah Simpang Empat, and 3) The influence of Islamic religious education learning on the formation of religious character in 8th grade students at SMP Muhammadiyah Simpang Empat for the 2019/2020 school year. This research uses a quantitative approach and descriptive research type. The population in this study were students of grade 8, amounting to 139 people with the sample used as many as 46 people. The data collection tools use questionnaires, observations, and documentation. The previous questionnaire was tried out and tested for validity and reliability testing. The data analysis technique used the product moment correlation and the coefficient of determination. The research results can be concluded as follows: 1) Learning Islamic religious education in the 8th grade of SMP Muhammadiyah Simpang Empat is included in the “low” category with an average score of 35.20, 2) The formation of religious character in 8th grade students at SMP Muhammadiyah Simpang Empat is included in the “medium” category with an average score of 42.24, and 3) There is significant influence between learning Islamic religious education on the formation of religious character in 8th grade students at SMP Muhammadiyah Simpang Empat for the 2019/2020 school year. This is proven by the calculation of rcount of 0.850. At a significance level of 5% or $\alpha=0.05$, the r table value is 0.297. Because the value of rcount \geq rtable is $0.850 \geq 0.297$, so H_0 is rejected and H_a is accepted which says there is a significant influence between learning Islamic religious education on the formation of religious character in 8th grade students at SMP Muhammadiyah Simpang Empat.

Keywords: Islamic religious education learning, religious character.



Introduction

Education is essential for every human being, as it is through the educational process that humans can become who they truly are, individuals with complete personality qualities and integrity. The educational process demonstrates conscious activity and dynamic interactions undertaken in an effort to achieve goals. Education is essentially the process of shaping the morals of a civilized society, a society that manifests itself with a normal human face. This means that education, here, is more than just schooling (education not only as schooling), but also as community networks.

Islamic education is the process of guiding people towards a good life and elevating humanity according to their basic abilities. Islamic education is crucial for students, especially in protecting them from the moral crisis that has plagued Indonesia due to the era of globalization. Islamic education is also a process of transforming and internalizing knowledge and values within students through the growth and development of their innate potential to achieve harmony and perfection in all aspects of life. Allah says in Surah At-Tahrim, verse 6:

Meaning: "O you who believe, protect yourselves and your families from the fire of hell whose fuel is people and stones; the guardians are angels who are rough, tough, and do not disobey Allah in what He has commanded them and always do what they are commanded."

M. Quraish Shihab (2002: 327) explains in his book *Tafsir Al-Mishbah* that verse 6 of Surah At-Tahrim illustrates that preaching and education must begin at home. Although the verse is worded specifically for men (fathers), it also applies to women (mothers). This means that both parents are responsible for their children and spouses, just as each is responsible for his or her own behavior.

Education, as a process, naturally has goals, where goals are the desired direction to be achieved. Educational goals are determined by the educational foundation, a fundamental philosophical foundation for educational implementation. In this regard, each country determines its own educational goals.

Written in the National Education System Law No. 20 of 2003 Article 1 point 1, it is explained that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state." Meanwhile, the goal of national education is to develop the potential of students to become people who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (National Education System Law No. 20 of 2003 Article 3). This shows that the status of religious education is as strong as general education. Religious education, including Islamic religious education, is a basic and core part of the national education curriculum. With this, Islamic religious education subjects are also included in the national education system.

It is hoped that by providing Islamic religious education in schools, students will gain knowledge and understanding of religion they may not have previously known, thereby fostering religious awareness and practicing what Islam commands. Islamic religious

education encompasses a wide range of topics, but here, the focus is more on the religious character that must be instilled in students.

Character is a distinctive set of values, both ingrained in a person and manifested in behavior. According to Anas Salahuddin (2013: 42), character is the distinctive characteristics of a person or group of people that contain values, abilities, moral capacity, and resilience in facing difficulties and challenges. Religiousness is an attitude and behavior that adheres to the teachings of one's religion. Thus, religious character can be defined as a characteristic of a person who embodies religious values, is obedient in worship, is tolerant of followers of other religions, and is able to live in harmony.

The implementation of religious character education is now essential not only in schools but also at home and in the community. Religious character is an inherent trait that influences those around them to behave in an Islamic manner.

The Islamic character inherent in a person is evident in their way of thinking and acting, which is always imbued with Islamic values. In terms of their behavior, people with Islamic character consistently demonstrate steadfastness in their beliefs, adherence to worship, and maintaining good relationships with others and the natural world. Furthermore, in terms of speech, people with Islamic character consistently use polite language and always greet each other when meeting or parting.

In today's era, many students study Islamic religious education, but they haven't yet developed a Muslim personality. For example, many children today are disrespectful to their elders, prone to causing trouble, and so on. A person with Islamic character certainly knows what is permissible and what is not, thus preventing them from falling into negative behavior.

According to the researchers' initial survey, many students at Simpang Empat Muhammadiyah Middle School have good character traits, such as greeting teachers and older people when they pass each other, being helpful, and so on. However, there are also students with less good character traits, such as not following teacher instructions, not listening when teachers are speaking, and so on. Therefore, the provision of Islamic religious education materials at Simpang Empat Muhammadiyah Middle School is essential to shape students into individuals with Islamic character.

Literature Review

Islamic Religious Education (PAI) learning plays a strategic role in shaping students' religious character, particularly at the junior high school level. Previous research has shown that PAI serves not only as a teaching of rituals and worship, but also as a means of internalizing moral and ethical values that support students' spiritual development (Hidayat, 2018; Rahmawati, 2019). The religious character in question encompasses attitudes, behaviors, and understanding aligned with Islamic teachings, such as honesty, discipline, patience, responsibility, and social concern. Several studies emphasize that the effectiveness of PAI learning in shaping character depends heavily on the teaching methods used, teacher role models, and the integration of religious values into students' daily lives (Sutrisno, 2020).

However, previous studies have often been general in nature and have not specifically examined the relationship between the intensity of Islamic Religious Education (PAI) learning and the formation of religious character at specific grade levels, such as eighth-grade junior high school students. Many previous studies have only partially assessed mastery of Islamic Religious Education material or moral behavior without directly assessing the impact of learning on the development of student religiosity systematically (Fitriani, 2021; Wahyuni, 2022). This creates a significant research gap: the need to empirically examine the extent to which Islamic Religious Education (PAI) learning impacts the formation of religious character in middle-grade students, taking into account the methods, frequency, and teacher involvement in the internalization of religious values.

Furthermore, recent research highlights the importance of a holistic learning approach, including the integration of habituation activities, reflection, and religious character assessment into the Islamic Religious Education (PAI) curriculum. This approach emphasizes not only theoretical understanding but also concrete practices, such as the implementation of commendable morals in daily social interactions at school. Therefore, this study, which examines the influence of Islamic Religious Education (PAI) learning on the formation of religious character in eighth-grade students at Muhammadiyah Simpang Empat Middle School, differs from previous studies because it emphasizes the analysis of the direct relationship between the learning process, teaching methods, and the development of religiosity, thus providing a more comprehensive understanding of the role of PAI in character education at the junior high school level.

Research Methods

The research method used in this study is a descriptive research method with a quantitative approach. This research was conducted at Muhammadiyah Simpang Empat Middle School. The population in this study were 139 eighth-grade students, with a sample of 46 students. Data collection tools used in this study were questionnaires, observation, and documentation. The data analysis technique in this study will use the product-moment correlation analysis technique with the help of SPSS 23.0 software. The formula is as follows:

$$\text{Description: } r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}$$

N = Number of respondents

$\sum x$ = Total variable score (respondent's answer)

$\sum y$ = Total score

$\sum xy$ = The sum of the results of multiplying the x score and the y score

r_{xy} = Correlation coefficient between x and y

Research Results and Discussion

Research results and discussion on the implementation of Islamic religious education learning for class VIII at Muhammadiyah Simpang Empat Middle School

Researchers administered a 15-item questionnaire to 46 eighth- grade students to determine the state of Islamic religious education learning in eighth-grade students at Muhammadiyah Simpang Empat Middle School. The collected data was analyzed using IBM SPSS 23.0 to determine the mean, variance, and standard deviation. The following are the results of the descriptive statistics analysis using IBM SPSS 23.0:

Table 1 Results of Descriptive Analysis of Variable X

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Learning PIE	46	35.20	9,220	85,005
Valid N (listwise)	46			

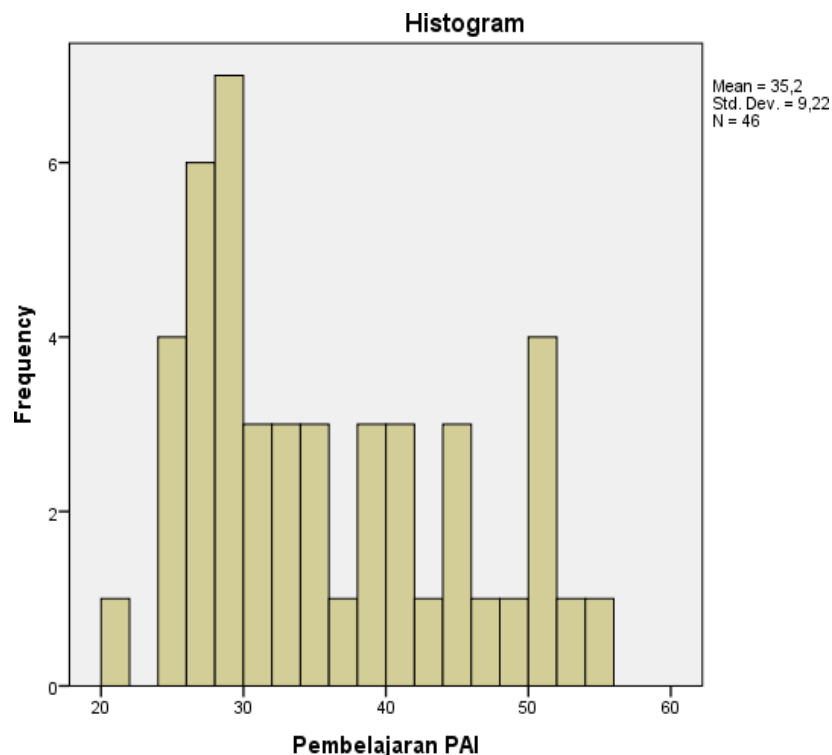
Based on the SPSS calculation output above, it can be seen that the average value of Islamic religious education learning is 35.20, which is included in the "low" category, namely in the interval 20-39, the variance value is also obtained at 85.005, and the standard deviation value is 9.220. The distribution of the frequency of Islamic religious education learning can be seen in the following table:

Table 2. Frequency Distribution of Islamic Religious Education Learning
Islamic Education Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	2.2	2.2
	24	3	6.5	8.7
	25	1	2.2	10.9
	26	4	8.7	19.6
	27	2	4.3	23.9
	28	2	4.3	28.3
	29	5	10.9	39.1
	31	3	6.5	45.7
	32	1	2.2	47.8
	33	2	4.3	52.2
	34	3	6.5	58.7
36	1	2.2	60.9	

	38	3	6.5	6.5	67.4
	40	3	6.5	6.5	73.9
	43	1	2.2	2.2	76.1
	44	2	4.3	4.3	80.4
	45	1	2.2	2.2	82.6
	46	1	2.2	2.2	84.8
	48	1	2.2	2.2	87.0
	50	2	4.3	4.3	91.3
	51	2	4.3	4.3	95.7
	52	1	2.2	2.2	97.8
	55	1	2.2	2.2	100.0
	Tota l	46	100.0	100.0	

Based on the frequency distribution above, a histogram diagram can be made as follows:



Research results and discussion on the formation of religious character in class VIII students at Muhammadiyah Simpang Empat Middle School.

Researchers administered a 15-item questionnaire to 46 eighth-grade students to determine the development of religious character in eighth-grade students at Muhammadiyah Simpang Empat Middle School. The collected data were analyzed

to determine the mean, variance, and standard deviation. The following are the results of the analysis using Descriptive Statistics using IBM SPSS 23.0:

Table 3. Results of Descriptive Analysis of Variable Y

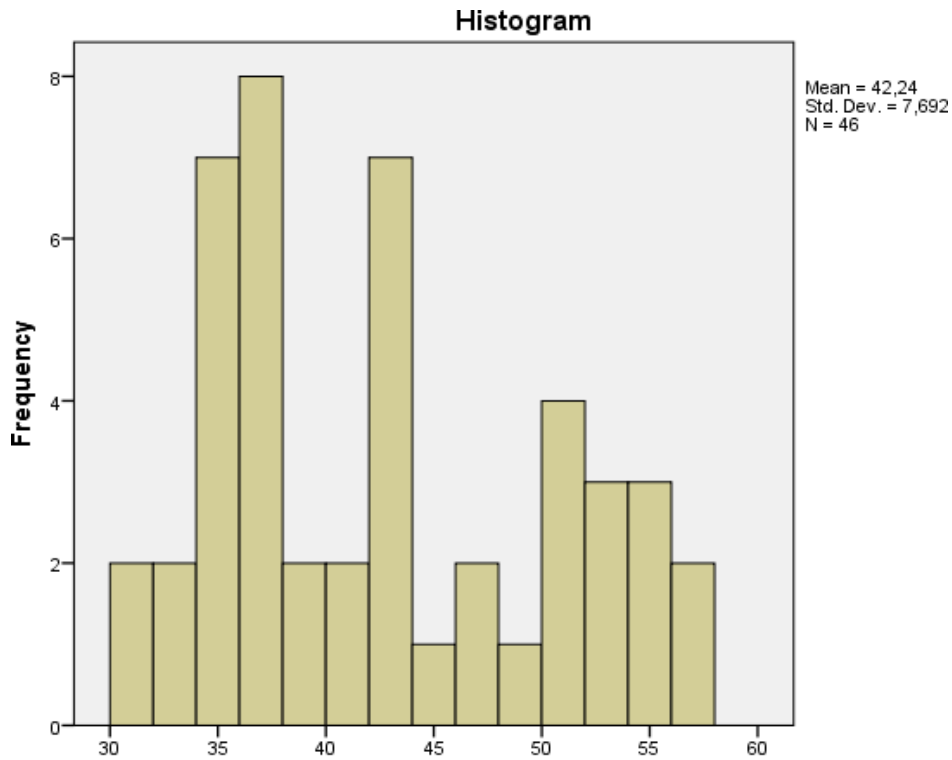
Descriptive Statistics				
	N	Mean	Std. Deviation	Variance
Character Building Religious Students	46	42.24	7,692	59,164
Valid N (listwise)	46			

Based on the SPSS calculation output above, it can be seen that the average (mean) value of students' religious character formation is 42.24, which is included in the "moderate" category, namely in the interval 40-59, a variance value of 59.164 and a standard deviation value of 7.692 are also obtained. The frequency distribution of students' religious character formation can be seen in the following table :

Table 4. Frequency Distribution of Students' Religious Character Formation of Students' Religious Character

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	2	4.3	4.3	4.3
	32	1	2.2	2.2	6.5
	33	1	2.2	2.2	8.7
	34	4	8.7	8.7	17.4
	35	3	6.5	6.5	23.9
	37	8	17.4	17.4	41.3
	38	2	4.3	4.3	45.7
	40	1	2.2	2.2	47.8
	41	1	2.2	2.2	50.0
	42	1	2.2	2.2	52.2
	43	6	13.0	13.0	65.2
	44	1	2.2	2.2	67.4
	47	2	4.3	4.3	71.7
	49	1	2.2	2.2	73.9
	50	2	4.3	4.3	78.3
51	2	4.3	4.3	82.6	
52	2	4.3	4.3	87.0	

Based on the	53	1	2.2	2.2	89.1
	54	3	6.5	6.5	95.7
	57	2	4.3	4.3	100.0
	Total	46	100.0	100.0	



Pembentukan Karakter Religius Siswa

frequency distribution above, a histogram diagram can be made as follows:

Research results and discussion of the influence of Islamic religious education learning on the formation of religious character in class VIII students at Muhammadiyah Simpang Empat Middle School

To determine the effect of Islamic religious education on the development of religious character in eighth-grade students at Muhammadiyah Simpang Empat Middle School, data analysis was necessary. In this study, the researcher used the product-moment correlation coefficient and the coefficient of determination. The results of the product-moment correlation using IBM SPSS 23.0 are as follows:

Table 5. Correlation Analysis Results

Correlations		
	Islamic Education Learning	Formation Religious Character Student

Formation Students ' Religious Character	Pearson Correlation	,850 **	1
	Sig. (2- tailed)	,000	
	N	46	46
**. Correlation is significant at the 0.01 level (2- tailed).			
Islamic Education Learning	Pearson Correlation	1	,850 **
	Sig. (2- tailed)		,000
	N	46	46

Based on the SPSS calculation output above, the calculated r value is 0.850. If the calculated r value is compared with the table r value, with a significance level of 95% or $\alpha = 0.05$ and $df = 46 - 2 = 44$ so that the table r value is 0.297, then there is a calculated r value $\geq r$ table, namely $0.850 \geq 0.297$. This means that H_0 is rejected and H_a is accepted, which states that there is a significant influence between Islamic religious education learning on the formation of religious character in class VIII students at SMP Muhammadiyah Simpang Empat with a significance level of the "very high" category.

The coefficient of determination is used to calculate the extent of the influence of Islamic religious education on the formation of religious character in eighth-grade students at Muhammadiyah Simpang Empat Middle School. The coefficient can be calculated using the formula:

$$\begin{aligned}
 KD &= r^2 \times 100\% \\
 &= (0.850)^2 \times 100\% \\
 &= 0.7225 \times 100\% \\
 &= 72.25\%
 \end{aligned}$$

The results above show that 72.25 % of Islamic religious education learning influences the formation of religious character in class VIII students at SMP Muhammadiyah Simpang Empat, while the remaining 27.75% is the influence of other factors outside the research problem.

Conclusion

Based on the results of data analysis and discussion, this study can be scientifically concluded that the learning of Islamic Religious Education in class VIII of Muhammadiyah Simpang Empat Middle School is still in the low category, with an average score of 35.20, the highest score of 55, the lowest score of 21, a variance of 85.005, and a standard deviation of 9.220. Meanwhile, the formation of students' religious character in the same class is classified as moderate, with an average score of 42.24, the highest score of 57, the lowest score of 31, a variance of 59.164, and a standard deviation of 7.692.

The results of the study also showed a significant influence between Islamic Religious Education learning on the formation of students' religious character. Based on the hypothesis test with product moment correlation, the r_{xy} value was obtained at 0.850, which is included in the "very high" category and is greater than r_{table} at a significance level of 5%, namely 0.297 ($0.850 \geq 0.297$), so the research hypothesis is accepted. The coefficient of determination shows that 72.25% of religious character formation is influenced by Islamic Religious Education learning, while 27.75% is influenced by other factors outside this study.

Thus, it can be concluded that although Islamic Religious Education learning is still relatively low, its role significantly contributes to the formation of students' religious character. This underscores the importance of improving the quality of Islamic Religious Education learning to maximize the development of students' religiosity and character comprehensively within the school environment.

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