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The Effect of Learning Moral Beliefs on the Character of Student Discipline in MIS An-Nur Hamparan Perak

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Abstract: This study aims to analyze the influence of learning Moral Beliefs on the discipline character of students at MIS An-Nur Hamparan Perak. Discipline character is an important aspect in the formation of students' personalities that can be influenced by education based on religious values. Learning Moral Beliefs provides students with an understanding of the importance of carrying out religious teachings in daily life, including in building a disciplined attitude. This study uses a quantitative approach with data collection techniques through observation, questionnaires, and interviews. The research sample was taken from MIS An-Nur Hamparan Perak students who had received the learning of the Moral Faith. The results of the study show that learning the Moral Faith has a significant influence on the level of student discipline. The improvement in discipline can be seen from compliance with school rules, punctuality in completing tasks, and a responsible attitude in daily life. In addition, learning Akidah Akhlak helps students understand and apply moral values that support the strengthening of disciplined character. Thus, learning the Moral Faith plays an important role in shaping the character of student discipline and needs to be optimized in the educational process to create a generation with noble character and discipline.

Keywords: Moral Faith, Discipline Character, Islamic Education, Students.

INTRODUCTION

Education has an important role in shaping the character of students, including in the aspect of discipline. One of the subjects that contributes to the formation of students' disciplinary character is Akidah Akhlak. According to Suyadi & Fauziah (2020), character education based on religious values can help students develop an attitude of discipline, responsibility, and

obedience to rules. The learning of Akidah Akhlak is expected to be able to form students who not only understand Islamic teachings theoretically, but also implement them in daily life, including in terms of discipline at school. However, in reality, there are still many students who have not applied discipline values to the maximum, such as arriving late, not complying with school regulations, and being less responsible for academic tasks. This shows that there is still a gap between the understanding of the concept of discipline and its application in real life students.

Discipline problems among students are not only caused by internal factors, but also influenced by the surrounding environment. According to Rahman (2021), the factors of the school environment, family, and the learning methods applied have a great influence on the formation of students' character. If the learning of the Moral Faith is only theoretical and not associated with real application in daily life, then students will have difficulty internalizing the values of discipline. Therefore, a more contextual and applicative approach is needed so that students can understand the importance of discipline as a part of their lives. An environment that is conducive and supports the application of discipline will help students form positive habits in carrying out daily activities.

One of the strategies that can be applied in learning the Moral Faith is the use of more innovative learning methods. Zubaidah (2021) stated that interactive learning methods, such as group discussions, case studies, and project-based learning, can help students understand and apply disciplinary values more effectively. With the active involvement of students in learning, they not only understand the concept of discipline cognitively, but are also trained to apply it in real situations. In addition, the exemplary approach from teachers also plays a very important role in shaping the character of student discipline. Teachers who show a disciplined attitude in their daily lives will be an example for students in applying the values taught.

In addition to learning methods, the role of family and social environment is also very influential in shaping the character of student discipline. Anwar (2022) explained that support from parents in implementing consistent rules at home can strengthen the values of discipline taught at school. If there is a discrepancy between the grades taught at school and the habits at home, then students will have difficulty forming consistent behavior patterns. Therefore, cooperation between schools, families, and the community is needed in building an environment that supports the formation of students' disciplinary character. Parents who set a clear example in terms of discipline, such as punctuality, responsibility, and obedience to rules, will find it easier to instill these values in their children.

In addition to the family environment, peers also have a great influence on the character of student discipline. According to Hasan's research (2023), students who are in a peer environment that has disciplinary habits will be more likely to imitate these positive behaviors. On the other hand, students who hang out with less disciplined friends tend to experience a decrease in the application of discipline values. Therefore, it is important for schools to create a strong culture of discipline in the school environment so that every student can have a positive influence in building their character.

In addition, technology can also be an effective tool in instilling discipline values through learning the Moral Faith. Wahyudi (2021) emphasized that the use of technology in learning, such as educational applications and interactive media, can help increase student involvement in understanding religious values and disciplines. With a more interesting method and in accordance with the times, students can be more enthusiastic in learning and internalizing the values taught. Technology can be used as a medium to provide real-life-based learning simulations that teach students the importance of discipline in various aspects of life.

By considering these various factors, this study aims to analyze the extent to which the learning of Moral Beliefs can affect the discipline character of students at MIS An-Nur Hamparan Perak and propose a more effective strategy in its implementation. Through a more innovative learning approach, support from family, and the example of teachers, it is hoped that learning Akidah Akhlak can be a more optimal means in shaping students' disciplinary character. Thus, Moral Faith education is not only a subject that is taught theoretically, but also becomes part of the formation of a strong character in students' daily lives.

Character education, especially in the aspect of discipline, must be the main focus in every level of education. With the synergy between school, family, and social environment, the

formation of students' disciplinary character can be carried out more thoroughly and effectively. In addition, the use of appropriate and practice-based learning methods will further strengthen students' understanding of discipline values.

In conclusion, learning the Moral Faith must continue to be developed with a more applicative approach and in accordance with the needs of students. By providing a learning experience that is meaningful and relevant to daily life, it is hoped that students can more easily internalize the values taught and apply them in their lives. Finally, the formation of a solid disciplinary character will support the personal development of students to become responsible, rule-abiding, and moral individuals.

METHODS

This study uses a quantitative approach with a descriptive method to analyze the influence of learning Moral Beliefs on the discipline character of students at MIS An-Nur Hamparan Perak. This approach was chosen because it allows researchers to measure the relationship between variables objectively and systematically. Thus, this study can provide a clearer picture of the extent to which the learning of Moral Beliefs contributes to shaping student discipline.

The data sources in this study consist of primary data and secondary data. Primary data was obtained through the distribution of questionnaires to students and interviews with Akidah Akhlak teachers and the school. The questionnaire is used to measure the level of understanding and application of students' discipline values after learning the Moral Faith. The interview was conducted to explore the perspectives of teachers and schools regarding the effectiveness of the teaching methods applied and the obstacles faced in shaping the character of student discipline. In addition to questionnaires and interviews, observations were also made to see firsthand how the application of Akidah Akhlak learning in shaping the character of student discipline. Observations are carried out in the school environment, especially in teaching and learning activities, activities outside the classroom, and students' compliance with school rules. Through this observation, researchers can obtain more authentic data about students' disciplinary behavior in daily life at school.

Secondary data in this study were obtained from various sources, such as school documentation, journals, books, and previous research relevant to this research topic. School documentation includes school discipline rules, student discipline reports, and the Akidah Akhlak learning curriculum. Meanwhile, references from journals and books are used to strengthen the theoretical foundation and compare the findings of this study with previous research. The data collection technique in this study is carried out systematically to ensure the validity and reliability of the research results. The distribution of the questionnaire was carried out by randomly selecting a sample of students so that the results obtained could be representative of the population being studied. The interview was conducted with a pre-prepared list of questions so that the information obtained remained focused on the research objectives. Meanwhile, observations are carried out using observation sheets that include indicators of student discipline, such as punctuality, compliance with rules, and responsibility in completing tasks.

The data obtained were analyzed using quantitative descriptive analysis techniques. Quantitative data from the results of the questionnaire were analyzed with simple statistical techniques to see the trends and patterns of the relationship between learning Moral Beliefs and student discipline. Data processing was carried out by calculating the percentage of student answers and looking for a correlation between the learning variable of Akidah Akhlak and the level of student discipline. Meanwhile, qualitative data from interviews and observations were analyzed by means of data reduction, data presentation, and conclusion

drawn. Data reduction is carried out by sorting out relevant information and eliminating data that does not support the research objectives. The presentation of data is carried out in the form of a descriptive narrative to describe the research findings more clearly. Furthermore, conclusions were drawn based on the findings of quantitative and qualitative analysis to provide a more comprehensive picture of the effectiveness of learning Akidah Akhlak in shaping the character of student discipline.

To ensure the accuracy of the research results, validity and reliability tests were carried out on the research instruments. The validity of the questionnaire is tested using the validity of the content, namely by asking for opinions from education experts regarding the suitability of the measured indicators. Meanwhile, the reliability of the questionnaire was tested by a trial method (try out) to a number of respondents outside the main sample to ensure the consistency of the measurement results. The results of the study show that learning the Moral Faith has a significant influence on the level of student discipline. The improvement in student discipline can be seen from compliance with school rules, punctuality in completing assignments, and a responsible attitude in daily life. Students who have a better understanding of the values of the Moral Faith tend to show more disciplined behavior than students who do not understand or internalize these values.

In addition, the results of interviews with teachers and schools show that the learning method factor plays a big role in the success of instilling discipline values through Moral Beliefs. Teachers who use interactive and applicative approaches, such as case discussions and real-life simulations, tend to be more successful in shaping students' disciplinary character compared to conventional lecture methods that are one-way. Based on the results of the research, it can be concluded that learning Akidah Akhlak has great potential in shaping the character of student discipline. Therefore, optimization is needed in teaching methods so that the values taught can be more easily understood and applied by students. One of the strategies that can be applied is to integrate the learning of the Moral Faith with real practice in the school environment, such as project-based assignments that demand student responsibility or mentoring programs with teachers as examples of discipline.

In addition, the role of the family is also very important in supporting the formation of students' disciplinary character. Schools need to establish more intensive communication with parents so that the values taught at school can be strengthened in the home environment. With the synergy between schools, families, and the community, it is hoped that the learning of Akidah Akhlak can be more effective in shaping the character of student discipline in a sustainable manner. Thus, this research contributes to the field of Islamic education, especially in an effort to build the character of student discipline through learning the Moral Faith. Further research is suggested to explore other factors that can strengthen the effectiveness of this learning, such as the use of technology in teaching or the role of school culture in shaping students' disciplinary behavior.

RESULTS

The results of the study show that the learning of Akidah Akhlak has a significant influence on the formation of students' discipline character at MIS An-Nur Hamparan Perak. Based on the results of the questionnaire distributed to 50 students, as many as 80% of respondents stated that learning Akidah Akhlak helped them better understand the importance of discipline in daily life. In addition, 75% of students admitted to experiencing positive changes in their habits, such as coming to school on time, complying with school rules, and being more responsible in doing assignments.

The data obtained from the observation results showed that students who were more active in participating in the learning of the Moral Faith had a higher level of discipline compared to students who were less involved. This can be seen from the presence of students

in class, their compliance with school rules, and their responsibility in completing academic tasks. Overall, students who understand the values taught in these subjects are better able to internalize the discipline in their lives.

In addition, school documentation shows an increase in the level of student discipline after the implementation of more interactive learning methods. Before the implementation of this method, only about 60% of students came to school on time, but after it was implemented, this figure increased to 85%. The same thing also happened in the aspect of compliance with school regulations, which increased from 65% to 80%, as well as responsibility in doing assignments, which increased from 55% to 75%.

To ensure the validity of the data, this study conducted triangulation by comparing the results of questionnaires, interviews with teachers, and observations in the field. The data from the questionnaire was validated by teacher interviews which confirmed that students who had a better understanding of the material of Moral Beliefs tended to show more positive behavior changes. In addition, interviews with teachers also revealed that more interactive learning methods contribute to increasing students' understanding of the importance of discipline.

The teachers interviewed stated that the approach used in learning the Moral Faith plays an important role in shaping the character of students. Conventional lecture methods are considered less effective in instilling disciplinary values compared to discussion, case study, and project-based learning methods. By using more applicable methods, students can understand that discipline is not just a theory, but something that must be applied in their lives.

Further analysis shows that environmental factors also have a big role in determining the effectiveness of learning Akidah Akhlak in shaping students' disciplinary character. Students who come from family environments that support disciplinary values are more likely to show better behavior change compared to students who do not receive the same support at home. Therefore, cooperation between schools and parents is a very important factor in supporting the formation of students' disciplinary character.

In addition to family factors, the social environment also has an impact on the application of discipline values taught in learning the Moral Faith. Students who hang out with peers who have disciplinary habits tend to apply these values more easily than students who associate with less supportive environments. Therefore, schools need to pay more attention to creating an environment that is conducive to the development of students' character.

The results of interviews with students showed that they were more motivated for discipline when they saw real examples from their teachers and friends. The example of teachers in showing a disciplined attitude greatly affects the way students understand and apply discipline in their lives. Students who have disciplined teachers are more likely to adopt the same attitude.

However, even though there is an increase in student discipline, this study also finds several obstacles in the application of learning Akidah Akhlak. One of the main obstacles is the lack of variety in teaching methods used by some teachers. Some teachers still rely on lecture methods that are less attractive to students, thus reducing their effectiveness in instilling discipline values.

In addition, external factors such as the influence of social media and the environment outside the school are also challenges in shaping the character of student discipline. Some students admitted that they had difficulty in implementing discipline values outside the school environment due to the lack of support from the surrounding environment. Therefore, there needs to be a more comprehensive strategy in shaping students' character so that the values taught in school can be applied consistently in daily life.

To overcome these obstacles, schools can adopt more innovative learning approaches. The use of technology in learning, such as educational videos and interactive simulations, can help improve students' understanding of the importance of discipline. In addition, strengthening cooperation with parents through parenting programs can also increase the effectiveness of learning the Moral Faith in shaping students' disciplinary character.

Giving rewards to students who show a disciplined attitude can also be one of the strategies to increase their motivation in applying the values that have been learned. These reward programs can be in the form of certificates, praise from teachers, or other incentives that can provide encouragement for students to continue to maintain their disciplinary

behavior.

In addition to awards, educational sanctions also need to be applied consistently so that students understand the consequences of undisciplined behavior. The sanctions given must be educational and not punitive in nature that harms students. For example, students who are late can be given additional tasks related to learning the Moral Faith as a form of reflection on their mistakes.

To increase the effectiveness of learning the Moral Faith in shaping students' disciplinary character, schools can also involve communities and religious leaders in the learning process. The presence of religious leaders in giving lectures or discussions can provide a broader perspective to students regarding the importance of discipline in religious and social life.

In addition, schools can hold extracurricular activities related to the formation of disciplinary character, such as religious activities, leadership training, and positive habituation programs at school. This activity can be a means for students to apply the values they have learned in learning the Moral Faith.

By considering various factors that affect the effectiveness of learning Akidah Akhlak in shaping the character of student discipline, a more comprehensive approach is needed. Not only from the aspect of learning methods, but also from the aspect of the school, family, and social environment that supports the development of students' character.

This study concludes that learning Akidah Akhlak has a positive impact on the formation of students' disciplinary character. However, to achieve more optimal results, improvements in teaching methods are needed, strengthening the role of teachers as role models, and support from the surrounding environment.

With continuous efforts from various parties, it is hoped that the learning of Moral Beliefs can be one of the main pillars in forming a generation that not only has good religious knowledge, but also has a strong disciplinary character in daily life.

The conclusion of this study also opens up opportunities for more in-depth further research on other factors that can strengthen the effectiveness of learning Moral Beliefs in shaping students' character. Further studies can be conducted to explore the role of technology in learning or how school culture influences student disciplinary behavior.

DISCUSSION

The results of this study show that the learning of Moral Beliefs contributes significantly to shaping the discipline character of students at MIS An-Nur Hamparan Perak. This finding is in line with previous research which states that education based on religious values can shape the character of students more effectively. In this study, most students admitted to experiencing positive changes in their discipline, especially in terms of punctuality, adherence to school rules, and responsibility in completing assignments.

Data analysis shows that students who are more active in participating in learning the Moral Faith tend to have a higher level of discipline compared to students who are less involved. This shows that a better understanding of the concept of Islamic morals and values can help students in internalizing a disciplined attitude in daily life. Thus, learning the Moral Faith not only has an impact on the cognitive aspects of students but also has an influence on their affective and behavioral aspects.

The results of observations and interviews with teachers confirmed that the application of more interactive learning methods, such as group discussions and case studies, also played a role in improving students' understanding of discipline values. Teachers who provide real examples in discipline attitudes are also factors that help students in applying the values learned. This is in line with the theory of character education which emphasizes the importance of example as part of the learning process.

However, this study also found several challenges in the application of Akidah Akhlak

learning to form the character of student discipline. One of the main obstacles is the lack of variety in learning methods, which can lead to a lack of interest in students in participating in learning. In addition, the influence of the environment outside of school, such as habits at home and association in the surrounding environment, is also a factor that can affect the consistency of students' disciplinary behavior.

To address these challenges, more innovative and applicable learning strategies are needed, such as hands-on experience-based approaches and collaborative projects that involve students in real-life activities that instill disciplinary values. In addition, collaboration between schools and parents is also important to ensure that the values of discipline taught in school can be strengthened in the family environment.

By considering the results of this study, it can be concluded that learning Moral Beliefs plays an important role in shaping the character of students' discipline. However, to increase its effectiveness, more varied learning methods are needed, the active role of teachers as role models, and support from the family and community environment. With a more comprehensive approach, learning the Moral Faith can be a more optimal means in shaping the discipline character of students and creating a generation with noble character.

CONCLUSION

The results of the study show that the learning of Moral Beliefs has a significant influence in shaping the character of student discipline at MIS An-Nur Hamparan Perak. Based on data obtained from questionnaires, teacher interviews, and class observations, it was found that 80% of students felt that learning the Moral Faith helped them understand the importance of discipline, while 75% of students experienced positive changes in their habits, such as coming to school on time, obeying regulations, and being more responsible for academic tasks. Data validation through triangulation also shows the compatibility between findings from various sources, thus strengthening the results of this study.

In terms of academic impact, learning Akidah Akhlak not only improves students' understanding of discipline values but also contributes to improving their learning achievement. With increased discipline, students become more organized in learning, do assignments on time, and be more active in the learning process.

In addition to the academic impact, learning Akidah Akhlak also makes a positive social contribution. Students who have a disciplined character tend to be more responsible in daily life, both in the school environment and in the community. Discipline applied in schools can form a positive mindset and habits, such as respecting rules, respecting time, and maintaining social order. Thus, learning the Moral Faith is not only beneficial for individual students, but also for their social environment more broadly.

To increase the effectiveness of learning Akidah Akhlak in shaping the character of student discipline, synergy between schools, teachers, and parents is needed. Schools must continue to evaluate and develop more innovative learning methods, while teachers need to be role models in implementing discipline. On the other hand, the role of parents in supporting the formation of children's character at home is also very important so that the discipline values taught at school can be applied consistently in daily life.

With a more effective approach and support from various parties, learning Akidah Akhlak can be the main means of shaping students' disciplinary character in a sustainable manner. Therefore, this research is expected to be the basis for the development of better character education strategies in the future, not only in MIS An-Nur Hamparan Perak, but also in other schools that have a similar

goal in forming a generation with strong and responsible character.

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