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THE INFLUENCE OF LEARNING ABILITY AND MORALITY ON STUDENTS' WORSHIP DISCIPLINE IN STATE ELEMENTARY MADRASAH IN PONOROGO

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ABSTRACT

Learning of Akidah Akhlak gradually and holistically is directed at preparing students to have true and solid beliefs, noble morals to guide students to become good individuals spiritually and socially. Good indicators in spiritual and social include: always praying to Allah SWT, discipline in carrying out worship (*thaharah*, prayer, fasting), always grateful, *ikhthiar*, surrendering, protecting the environment, respecting others, responsibility, honesty, caring, self-confidence, and discipline.

The purpose of this research is (1) to determine the significance of the effect of Akidah Akhlak learning on students' social attitudes. (2) to determine the significance of the effect of Akidah Akhlak learning on students' worship discipline. (3) to find out how significant the effect of Akidah Akhlak learning is on the social attitudes and worship discipline of students at MIN in Ponorogo. This research uses a quantitative approach using sampling techniques *Cluster Random Sampling*. Data collection was carried out by distributing questionnaires, observation and documentation. Data analysis assisted by the program *SPSS.25* with simple linear regression formulas and multiple linear regression.

The results of the analysis show: (1) Learning Aqidah Akhlak has a significant effect of 22.3% on the social attitudes of students at MIN in Ponorogo. (2) Learning Aqidah Akhlak has a significant effect of 35.5% on the worship discipline of students at MIN in Ponorogo. (3) Learning Aqidah Akhlak has a significant effect of 40% on the social attitudes and worship discipline of students at MIN in Ponorogo..

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1. INTRODUCTION

Moral and creed education will gradually shape children into individuals who are good spiritually and socially (Religion, 2022: 39).

Indicators of a child having good spirituality include : always praying before and after activities, being disciplined in carrying out religious duties, saying hello, always being grateful, always striving and submitting , protecting the environment, and respecting others (tolerance). Meanwhile, indicators of good social skills include: discipline, honesty, self-confidence, caring, and responsibility (Ahmad, 2021).

A random initial observation of all students at a state Islamic elementary school in Ponorogo was conducted by researchers. Problems with religious discipline and poor social attitudes were found in several students. One of the phenomena that can be proven is that students wake up late and therefore miss prayers. Some people also oversleep and some don't even do it, don't memorize the prayer readings , and rarely pray. congregation in the mosque , not performing the 5 daily prayers in an orderly manner, having reached puberty but not fasting during the month of Ramadan , not yet fluent in reading the Qur'an , lying, not carrying out the mandate given, being impolite to teachers, littering, etc. Why does this phenomenon still occur? even though from an early age students have been equipped with knowledge about religion and ethics both in the school and family environment. Thus, the object of research that is of interest to researchers is "The Influence of Aqidah Akhlak Learning on Social Attitudes and Discipline of Students' Worship in MIN throughout Ponorogo in 2023/2024.

In line with the background of the problem that has been explained, this research will answer several research questions as follows:

1. How significant is the influence of learning about faith and morals on the social attitudes of students at MIN throughout Ponorogo?
2. How significant is the influence of learning about faith and morals on students' religious discipline at MIN throughout Ponorogo?
3. How significant is the influence of learning about faith and morals on the social attitudes and discipline of worship of students at MIN throughout Ponorogo?

In accordance with the formulation of the problem that has been proposed, the researcher has the aim of describing and analyzing in depth:

1. The significance of the influence of Aqidah Akhlak learning on students' social attitudes.
2. The significance of the influence of Aqidah and Akhlak learning on students' worship discipline.
3. The significance of the influence of Aqidah and Akhlak learning on students' social attitudes and worship discipline.

The teaching of faith and morals aims to instill strong faith and develop noble morals in students, enabling them to live according to the teachings of Islam. In other words, faith and moral education integrates religious knowledge with the development of a faithful and pious student personality (Raafi'udin , 2002: 21).

The process in education involves various stages, starting from planning, implementation to evaluation of learning (Amri, 2022: 150). Factors that can influence the learning of faith and morals are as follows: Teacher factors: teacher education and experience in teaching faith and morals, Student factors: student motivation and interest in learning faith and morals, Facility factors: adequate supporting facilities and infrastructure for the learning of faith and morals, Environmental factors: a child-friendly,

healthy, clean and Islamic environment. (Syarifuddin, 2013: 93)

attitude is a person's behavior that is determined by his awareness to participate in social life (activities carried out together). Attitude social includes values such as responsible responsible , caring , honesty , trust self , and discipline (Mastuti, 2008: 13)

Students' social attitudes are formed from a combination of two factors: personal factors (the ability to select and process external information) and environmental factors (external influences such as social media, peers, and educational institutions). According to Ahmadi, educational institutions have a mandate to develop students' personalities and social attitudes to align with the institution's vision and mission. Fostering and developing students' social attitudes can be done through habituation and learning, one of which is learning about faith and morals (Lestari, 2015: 45).

Discipline, according to Aritonang, is a reflection of a person's maturity, namely the ability to take responsibility for their actions through applicable regulations. Meanwhile, Prijodarminto defines discipline as the result of the internalization of moral values reflected in daily behavior. Muhlisin defines discipline as a pleasant work environment where each individual feels motivated to carry out tasks in accordance with applicable regulations (Arifin, 2012: 110).

According to scholars, the essence of worship is a manifestation of a servant's efforts to draw closer to the Creator. This action involves all aspects of life, both physical and spiritual.

Referring to the explanation above, the author concludes that discipline in worship is a strong personal commitment to carry out all religious commands

regularly and devoutly. This discipline is based on an awareness of one's obligations as a religious person and the hope of gaining God's approval .

Systematically, according to Islamic law, there are two types of worship, namely *mahdhoh worship*. and *ghoiru worship mahdhoh* (Yudanta, 2018: 259 - 279) . The scope of learning worship at Madrasah Ibtidaiyah includes introducing and making students understand the procedures for carrying out the pillars of Islam, properly and correctly, such as the procedures for purification/ablution , performing prayer , fasting, etc. (Yudanta, 2018: 279).

Discipline in worship encompasses the obligation to perform worship, accuracy in carrying out worship procedures, and punctuality in worship timing. The obligation to worship represents the readiness and commitment to carry out religious duties conscientiously. Adherence to worship procedures means performing all acts of worship according to the rules of worship. Punctuality in worship timing means knowing the times for worship as prescribed by Islamic law (Hasan, 2012: 80).

2. METHODS

This study aims to analyze the impact of Aqidah Akhlak learning on students' social attitudes and learning discipline in MIN throughout Ponorogo. The approach used in finding and testing the data is quantitative . Students at MIN throughout Ponorogo in the 2023/2024 academic year were used as a population with a total of 2,435. The population study This very widespread throughout regency Ponorogo , for determine sample

study researchers using technique *Cluster Random Sampling* .

After consider various matter researchers will take sample as much as 10% of the total members subject *cluster* , so $10\% \times 584 = 58.4$ or 59 people. Of the 59 people will taken from 2 regions , namely 30 student from the village area and 29 students from region i city .

questionnaire technique was used to collect data on the variables of student religious discipline and social attitudes, while data for the variables of faith and moral learning were collected through documentation and observation at school. These data were then processed using simple regression analysis and multiple regression analysis.

3. RESULTS AND DISCUSSION

Based on the results of statistical tests on the learning of aqidah akhlak on students' social attitudes, the calculated $F_{(16.381)} > F_{table (4.01)}$ was obtained so that the researcher accepted H_1 . It can be interpreted that the learning of Aqidah Akhlak has a significant influence on the social attitudes of students in MIN throughout Ponorogo. The determinant coefficient obtained was 0.223, meaning that the learning of aqidah akhlak had an influence of 22.3% on the social attitudes of students in MIN throughout Ponorogo.

The results of the study support the hypothesis that the learning of faith and

morals has a significant influence of 0.355 on the discipline of worship in MIN throughout Ponorogo. The results of the statistical test prove this by obtaining $F_{count (31.321)} > F_{table (4.01)}$ and a coefficient of determination of 35.5%.

The results of the analysis obtained $F_{count (18.704)} > F_{table (4.01)}$ and a determination coefficient of 0.40, meaning that learning about faith and morals plays an important role in forming social attitudes and discipline in worshipping students together in MIN throughout Ponorogo with a percentage of 40%.

4. CONCLUSION

1. The teaching of faith and morals contributed 22.3% to the formation of good social attitudes in MIN students throughout Ponorogo. This is indicated by the calculated $F_{(16.381)} > F_{table (4.01)}$ and a coefficient of determination of 0.223 or 22.3%. Meanwhile, 72.7% was influenced by uncontrolled confounding .
2. The results of the study showed that 35.5% of the high level of religious discipline of MIN students in Ponorogo was influenced by the learning of Aqidah Akhlak. This was

indicated by the calculated $F_{(31.321)} > F_{table (4.01)}$ and a coefficient of determination of 0.355 or 35.5%. Meanwhile, 64.5% was influenced by variables not in the researcher's focus.

3. The teaching of Aqidah Akhlak has been shown to have a significant influence (40%) on improving students' social attitudes and religious discipline in MIN throughout Ponorogo. This is indicated by the calculated $F_{(18.704)} > F_{table (4.01)}$ and a coefficient of determination of 0.400 or 40%. While 60% is influenced by other factors not considered in the model.

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