



The Relationship of Religious Character to Student Learning Outcomes in Elementary School

Arjusi¹, Rizki Alfiana²

¹Elementary School 76/I Sungai Buluh, Jambi, Indonesia

²Faculty of Teaching and Education, Universitas Jambi, Jambi, Indonesia

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ABSTRACT

Purpose of the study: This study aimed to describe the value of religious character on student learning outcomes in Islamic religious learning content in elementary schools.

Methodology: This type of research is qualitative descriptive research. This research was conducted at Elementary School 76/I Sungai Buluh with 15 students as research subjects obtained from a random sampling technique. The research instrument used in this study used observation and interview techniques with teachers and students.

Main Findings: The results of this study indicate that Islamic religious learning in elementary schools has a major influence. One of them is the implementation of religious character values in learning, which can impact student learning outcomes that lead to the affective domain. With Islamic learning, it is hoped that it will equip students with character values that can become a stronghold for themselves in facing the challenges of the times so that they remain faithful and firm in their beliefs.

Novelty/Originality of this study: Linking between affective and cognitive aspects is rarely done by other researchers. Therefore, the researcher took this part to complement the previous research.

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Corresponding Author:

Rizki Alfiana,

Faculty of Teaching and Education, Universitas Jambi, Jambi Indonesia

Email: rizkialfiana@gmail.com

1. INTRODUCTION

Character education has an urgency in developing the character of the nation's children to create a generation that has a Pancasila spirit and is under noble values. Character education can be interpreted as a directed and planned conscious effort through a learning environment to develop the individual potential to have a good personality, be moral and ethical, and have a positive influence on nature and society [1]. Character education is a foundation for realizing the vision of national development, namely realizing a noble, moral, ethical, civilized, and cultured society under the Pancasila philosophy [2]. Implementation of strengthening character education aims to instill the values of building national character massively and effectively through educational institutions by prioritizing certain values which will be the focus of learning, understanding, and understanding [3]. Therefore, the implementation of character education at the basic education level can be done by integrating the content of character values into the learning content achieved through activities in learning.

All activities in learning activities can develop the character values of each learner. Learning that contains character education is a series of learning activities that occur inside and outside the classroom that seeks to make students know, realize or care about, internalize values, and make them behave [4]. Character education in learning is absolute and is considered capable of making students intelligent and with character [5].

Integrated character education in learning provides meaningful experiences for students because they understand, internalize, and actualize learning [6]. Character education can also be integrated into some learning in elementary schools.

One of the lessons in elementary schools that is integrated with character education is learning the Islamic religion. The learning content of Islamic Religious Education is a means that contributes to the cultivation and formation of character values following existing teachings and norms [7]. Islamic Religious Education is inseparable from character education because both have the same goal: to make students human beings with character, faith, and piety [8]. Islamic Religious Education learning activities aim to increase students' beliefs, understanding, appreciation, and practice to form a pious person [9]. For this reason, Islamic Religious Education is expected to be a means of developing and cultivating the character of students.

One of the characteristics that can be instilled and formed in learning Islamic Religious Education is religious character. Religious character is the attitude and behavior of obedience and obedience in carrying out the teachings of their religion and tolerance for implementing other religious worship [10]. Religious values are values related to God Almighty that are shown by individuals through their actions and words [11]. Religious character is needed by students in facing the changing times and the low morale of the nation as it is today [12]. Religious character values instilled or integrated into learning Islamic Religious Education can affect student learning outcomes.

Learning outcomes can be used to measure student achievement in achieving certain competencies, such as student achievement in practicing religious values. Learning outcomes must show changes in student behavior that are sedentary, functional, positive, and conscious [13]. All forms of learning activities must be arranged in such a way as to obtain maximum and optimal learning outcomes [14]. Bloom's Taxonomy theory states that student learning outcomes in the framework of the study are achieved through three domains, namely the cognitive, affective, and psychomotor domains [15]. Affective domain concerning attitude or character. Therefore, attitude or character can affect student learning outcomes.

Religious character is very important to be instilled in students in facing the challenges of changing times, leading to moral and moral decline. Based on previous research conducted by Hidayati & Haryati (2019), who examined the Role of Professional Teachers in Fostering the Religious Character of Students Based on Local Wisdom Values (Maja Labo Dahu) Sila State Elementary School in Bolo District, Bima Regency. In line with that, researchers also researched the Analysis of Religious Character Values on Student Learning Outcomes in Islamic Religion Learning Content in Elementary Schools.

Based on the background that has been described, this research aims to describe the value of religious character on student learning outcomes in the context of Islamic religious learning in elementary schools.

2. RESEARCH METHOD

This type of research used by researchers is to use quantitative research. Quantitative research is a type of research that uses data in the form of numbers and is analyzed using statistics. This research was conducted in Class III in Elementary School 76. The subjects in this study were 15 students who were obtained using a random sampling technique. Random sampling is a technique in which all individuals in the sample are given the same opportunity to be selected as sample members. The 2017 Lubab research [16] adopted the questionnaire grid, which consisted of 8 questions and 6 observation indicators with the grid below.

Table 1. Religious character questionnaire grid

Dimension	Indicator	Items
Commendable moral	Obedience in doing the tasks of the lesson	4
Faith	Pray before and after study	4
Worship	Obey the prayer service	2
	Total	10

Data analysis in this study uses descriptive statistics and inferential statistics. This study uses descriptive statistics using the maximum, minimum, mean, and standard deviation values. While inferential statistics

3. RESULTS AND DISCUSSION

Results

Religious education in schools is expected to be able to make a positive contribution in shaping the character of students to become citizens of faith and religion [17]. This religious character will be searched for in relation to student learning outcomes. The results that have been obtained from data collection have been carried

out through the dissemination of disciplinary characters. Following are the results of descriptive statistics calculated using the IBM Statistics SPSS 20 software.

Table 2. Descriptive Statistics of Religious Characters

Characteristic			Mean	Min	Max	Median	Standard Deviation	%
Interval	Category	Total						
83.0 – 84.0	Very not Good	1						6.67
85.0 – 86.0	Not Good	2						13.33
87.0 – 88.0	Enough	1	86.93	83	92	86	2.549	6.67
89.0 – 90.0	Good	9						60.0
91.0 – 92.0	Very Good	2						13.33
<i>Total</i>		15						100

Based on the table above, it can be concluded that the discipline character of students with an average in the good category with a total percentage of 60% of 9 students from a total sample of 15 students. It can be concluded that religious character is embedded in students. After carrying out descriptive statistical analysis, the researcher will carry out an assumption test, namely normality and linearity tests using IBM Statistics SPSS 20.

Table 3. Descriptive Statistics of Learning Outcome

Characteristic			Mean	Min	Max	Median	Standard Deviation	%
Interval	Category	Total						
0.0 – 20.0	Very not Good	0						0.0
20.1 – 40.0	Not Good	2						13.33
40.1 – 60.0	Enough	1	86.93	83	92	86	2.549	6.67
60.1 – 80.0	Good	10						66.67
81.0 – 100	Very Good	2						13.33
<i>Total</i>		15						100

Based on the table 3 above, it can be concluded that the learning outcome of students with an average in the good category with a total percentage of 66.67% of 10 students from a total sample of 15 students. It can be concluded that religious character is embedded in students. After carrying out descriptive statistical analysis, the researcher will carry out an assumption test, namely normality and linearity tests using IBM Statistics SPSS 20.

Table 4. Test for normality and linearity test

Uji Normalitas		Uji Linieritas	
Asymp. Sig. (2-tailed)	Std. Deviation	Sig.	Mean Square
.610	,99034404	0,994	,200

Based on the table 4 above, it can be seen that the data in this study are normally distributed with sig. >0.05. And the data is also linearly distributed with sig. >0.05. Then a hypothesis test was carried out, namely a correlation test using IBM Statistics SPSS 20.

Table 5. Correlation test

		Religious Character	Learning Outcome
Religious Character	Pearson Correlation	1	.338**
	Sig. (2-tailed)		.001
	N	15	15
Learning Outcome	Pearson Correlation	.338**	1
	Sig. (2-tailed)	.001	
	N	15	15

Based on the calculations with the correlation test above, it can be concluded that the character of discipline in students has a significant relationship to the social studies learning process in elementary schools. This can be seen with a sig value <0.05. Religious character can be an indicator of student learning outcomes in Islamic religious learning content. Student learning outcomes are influenced by two factors, namely internal factors and external factors of students [18].

The novelty in this research is to link religious character to student learning outcomes. In previous research that examined learning based on a religious approach to improving morals and learning outcomes, in

this case it can be concluded that Islamic religious learning has an urgency in its implementation, one of which is the impact on student learning outcomes. Therefore, this research will complement previous research.

The implication of this study is to describe the value of religious character on student learning outcomes in religious learning content. The learning outcomes lead to the affective domain, which will measure the extent to which religious character values can be attached and well instilled in students. Religious learning has many contributions in all aspects of education. Religious learning in elementary schools can also be used as a benchmark such as the implementation of character values in learning, student achievement, and so on.

4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that Islamic religious learning in elementary schools has a big influence. One of them is the implementation of religious character values in learning which can have an impact on student learning outcomes that lead to the affective domain. With Islamic learning, it is hoped that it will be able to equip students with character values that are able to become a stronghold for themselves in facing the challenges of the times so that they remain faithful and firm in their beliefs.

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