



## The Effect of Aqidah Akhlak Learning on Student Learning Outcomes on the Material of Husnudzan, Tawadhu', Tasamuh, and Ta'awun

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**Received: 10/08/2024**

**Accepted: 10/09/2024**

**Published: 01/10/2024**

### Abstrak

Penelitian ini dilatarbelakangi oleh proses pembelajaran yang mencakup tujuan, metode, media pembelajaran, dan komponen lainnya, tetapi masih belum meningkatkan hasil belajar siswa. Ada sebagian siswa yang sudah mahir dalam pembelajaran. Tetapi sebagian lainnya masih pasif dan juga masih rendah nilai hasil belajarnya. Hal tersebut tentunya belum memenuhi ketentuan KKM (Kriteria Ketuntasan Minimal) yang telah ditetapkan sekolah. Tujuan penelitian ini untuk mengetahui pembelajaran Aqidah Akhlak, hasil belajar siswa dan seberapa besar pengaruh pembelajaran Aqidah Akhlak terhadap hasil belajar siswa pada materi husnudzan, tawadhu', tasamuh, dan ta'awun. Jenis penelitian skripsi ini adalah deskriptif kuantitatif, dengan desain one shot case study. Teknik pengambilan data yang digunakan adalah observasi, angket, tes, wawancara, dan dokumentasi. Analisis data dimulai dari prosentase, uji korelasi product moment, koefisien determinasi dan uji signifikansi. Hasil penelitian menunjukkan bahwa (1) hasil pembelajaran Aqidah Akhlak termasuk kategori cukup dengan nilai 85%. (2) hasil belajar siswa termasuk dalam kategori cukup dengan nilai mean 81. (3) hasil analisis uji t hasil t hitung = 2,367  $\geq$  t tabel = 1,684 artinya data signifikan.

**Kata Kunci:** Aqidah Akhlak, Hasil Belajar, Pendidikan Islam.

### Abstract

*This research is motivated by the learning process which includes goals, methods, learning media, and other components, but still has not improved student learning outcomes. There are some students who are proficient in learning. But others are still passive and also still have low learning outcomes. This certainly has not met the KKM (Minimum Completeness Criteria) set by the school. The purpose of this study was to determine Aqidah Akhlak learning, student learning outcomes and how much influence Aqidah Akhlak learning has on student learning outcomes on the material of husnudzan, tawadhu', tasamuh, and ta'awun. This type of thesis research is descriptive quantitative, with a one shot case study design. The data collection techniques used are observation, questionnaires, tests, interviews, and documentation. Data analysis starts from the percentage, product moment correlation test, coefficient of determination and significance test. The results showed that (1) the learning outcomes of Aqidah Akhlak were included in the sufficient category with a value of 85%. (2) the results of student learning outcomes are included in the sufficient category with a mean value of 81. (3) the results of the t test analysis of the results of t count = 2.367  $\geq$  t table = 1.684 means that the data is significant.*

**Keywords:** Aqidah Akhlak, Learning Outcomes, Islamic Education.

### Introduction

Learning is essentially a process, namely the process of regulating, organizing the environment around students so that it can foster and encourage students to carry out the learning process. Learning is also said to be a process of

providing guidance or assistance to students in the learning process (Pane & Darwis Dasopang, 2017).

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is the process of interaction between educators and

students and learning resources that take place in a learning environment. Meanwhile, according to Hermawan, learning is a two-way process, where teaching is carried out by a teacher as an educator while learning is carried out by students or students (Hermawan, 2014).

Aqidah Akhlak learning is an effort made consciously to be able to prepare students to believe in the oneness of Allah SWT. Aqidah Akhlak learning is a lesson that is devoted to conveying the teachings of Islam relating to aqidah and morals in fostering the morals of students. Therefore, it is necessary to make various efforts in the learning process in realizing these goals. Aqidah Akhlak learning is basically a form of instilling aqidah and moral values to students from an early age, which will benefit students later, of course, for the happiness of life in this world and in the hereafter. This will shape students' attitudes and behavior about the good and bad things that should not be done as Muslims. This shows that aqidah is the main foundation in the formation of morals in humans (Syarif, 2022).

Aqidah and Akhlak education is based on verses of the Qur'an and hadiths of the apostle, and provides good examples that must be followed and learned. As one of the words of Allah SWT, namely Q.S An-Nahl verse 90. This verse is generally regarded as a verse containing three basic concepts of goodness and its opposite, namely three basic concepts of badness. Al-Maraghi defines six words in this verse, namely al-'adl (equality of everything without reducing it), al-ihsan (repaying evil with good), al-ita which is juxtaposed with al-qurba' (giving relatives their rights in the form of kindness and friendship), al-fahsya (everything that is considered bad), al-munkar (something rejected by reason), and al-baghy (hostility to others).

Al-Maraghi suggests that this verse has a connection with the previous verse explaining that the Qur'an is an explanation, guidance, mercy, and good news for people who surrender to Allah SWT. This verse then accompanies it with instructions in the Qur'an for them. The first clue is the command to be just and do good. Through these commands and prohibitions he teaches and guides you about matters related to virtue and vice so that you can take valuable lessons (Aulassyahied, 2022).

Learning outcomes are determined by the learning process. Factors that affect learning outcomes are several things. According to Slameto, the factors that affect learning outcomes

can be classified into two parts, namely internal factors and external factors. The success of the learning process and the achievement of learning outcomes, according to him, is determined by four factors, namely (a) cleanliness of heart; (b) perseverance; (c) understanding of goals, (d) relationships between materials (Slameto, 2015).

Learning outcomes are the abilities obtained by students through learning activities. In another sense, learning outcomes are patterns of action, values, notions, attitudes, appreciation, and skills. Learning itself is a process of a person trying to obtain a relatively permanent form of behavior change. Learning outcomes according to Benyamin Bloom in (Sudjana, 2014) states that learning outcomes are divided into three, namely: cognitive domain, affective domain, and psychomotor domain.

According to Rusmono (2017) states that learning outcomes are changes in individual behavior which include cognitive, affective, and psychomotor domains. These changes in behavior are obtained after students complete their learning program through interaction with various learning resources and the learning environment. According to Sinar, learning outcomes are the results of a person after they have completed learning from a number of subjects as evidenced by test results in the form of learning outcomes (Sinar, 2018).

Based on the facts in the field, the results of observations at MTs Al-Hidayah Guppi Kota Cirebon, show that the madrasah has Aqidah Akhlak subjects. In the subject of Aqidah Akhlak, it is explained about faith in Allah SWT, faith in the angels of Allah, faith in the books of Allah, faith in the messengers of Allah, faith in the doomsday or the last day, and faith in the qadha-qadhar of Allah. Likewise, studying morals, both morals to Allah SWT, morals to fellow humans, and the surrounding environment. Basically, after the Aqidah Akhlak learning process, students gain knowledge and apply it in their daily lives. However, the reality that exists is that students at MTs Al-Hidayah Guppi Kota Cirebon when learning Aqidah Akhlak students tend to be passive, there are students who are still impolite, there are students who joke with their classmates, students feel bored in learning, lack of interaction in learning, and result in learning outcomes from Aqidah Akhlak subjects that are low or below KKM (Minimum Completeness Criteria).

Various problems above, researchers suggest solutions to these problems by using

Benyamin Bloom's theory. In this theory, students not only tend to learn the cognitive aspects but also the affective aspects and psychomotor aspects. Therefore, researchers are interested in conducting research on "The Effect of Aqidah Akhlak Learning on Student Learning Outcomes on Husnudzan, Tawadhu', Tasamuh, and Ta'awun Class VIII Material at MTs Al-Hidayah Guppi Kota Cirebon".

## Method

This research uses a quantitative experimental method with a one shot case study design. The research data in this study is in the form of a group given treatment (treatment), and then observed (O). The result (treatment is the independent variable, and the result is the dependent variable). This study uses data collection techniques in the form of observation, questionnaires, tests, interviews, and documentation.

This research was obtained from primary data sources and secondary data sources. Primary data is the first data source. Primary data as a data source that directly provides data to data collectors. (Sugiono, 2019). In research data obtained from questionnaires or questionnaires and interviews with VIII grade students and Aqidah Akhlak subject teachers. While secondary data is obtained data obtained through collecting or processing data obtained in the form of books, journals, articles, related to government reports, and so on. (Tersiana, 2018). Secondary data in this study were obtained from books, journals, documentation, and official archives from MTs A-Hidayah Guppi Kota Cirebon related to this study.

The data that researchers collect from respondents using an instrument in the form of a questionnaire containing 25 written statements to respondents. To find the effect between variables X and Y, researchers used product moment correlation, significance test, and coefficient of determination to determine how much influence variable X (Aqidah Akhlak learning) has on variable Y (student learning outcomes).

The population in this study were students at MTs Al-Hidayah Guppi Kota Cirebon in the 2022-2023 school year, totaling 85 students. The sample in this study was determined by purposive sampling technique. The purposive sampling technique is a sampling technique with certain considerations (Sugiono, 2019). The sample of

this study was in class VIII which amounted to 38 students.

## Result and Discussion

### 1. Learning Aqidah Akhlak Class VIII at MTs Al-Hidayah Guppi Kota Cirebon

Researchers used a questionnaire instrument to examine Aqidah Akhlak learning. Each student was given a questionnaire, each of which received 25 statements. The statements are compiled based on indicators and research points based on the variables studied.

Processing regarding learning Aqidah Akhlak Class VIII, researchers classified the scores obtained from the questionnaire which were calculated by looking at the questionnaire interpretation guide and analyzed with all the data that had been collected and then analyzed using the descriptive analysis method, namely explaining the data obtained using percentage calculations or can be called relative frequency.

Table 1. Grade VIII Aqidah Akhlak Learning

Average	Interval	Interpretation
85 %	75%-100%	Good
	55 %-75%	Fair
	40 %-54 %	Bad
	0-39%	So Bad

Based on the average recapitulation of the X variable questionnaire, it can be concluded that the learning of Aqidah Akhlak Students at MTs Al-Hidayah Guppi Kota Cirebon is included in the good category with a value of 85% because it is in the interval 75% - 100%. This means that the Aqidah Akhlak teacher has implemented Aqidah Akhlak learning well.

### 2. Student learning outcomes in the Aqidah Akhlak class VIII subject at MTs Al-Hidayah Guppi Kota Cirebon

Researchers used test instruments and interviews in examining student learning outcomes. Each student was given a test question related to the material husnudzan, tawadhu', tasamuh, and ta'awun, each student getting 20 statements. As well as 9 questions for students and 3 questions for Aqidah Akhlak subject teachers related to learning outcomes on affective aspects. Statements and questions are compiled based on indicators and research points based on the variables studied.

Processing regarding student learning outcomes, researchers classify the scores obtained from the questionnaire which are calculated by looking at the questionnaire interpretation guide and analyzed with all the data that has been successfully collected will be analyzed using the descriptive analysis method, namely explaining the data obtained using percentage calculations or can be called

Table 2. Data on excel Aqidah Akhlak UH scores Class VIII

Statistics	Score
Mean	81,8
Median	80
Mode	80
Max	95
Min	65

Based on the data on the average student score above, which is 81, it can be concluded that students' digital literacy is in the good category. This means that students at MTs Al-Hidayah Guppi Kota Cirebon have been categorized well.

3. The Effect of Aqidah Akhlak Learning on Student Learning Outcomes on the Material of Husnudzan, Tawadhu', Tasamuh, and Ta'awun class VIII at MTs Al-Hidayah Guppi Kota Cirebon.

Researchers used several data analysis techniques to determine whether there was a relationship between Aqidah Akhlak learning (Variable X) on the learning outcomes of MTs Al-Hidayah Guppi Kota students (Variable Y). Then the author presents both variable data obtained from the results of questionnaires and learning tests on 38 students as respondents, and then will be correlated using the product moment correlation formula. The product moment correlation formula with the results obtained of 0.367 is included in the positive correlation category which is categorized as weak or low. So it can be interpreted that there is a relationship between the product moment correlation calculation, namely Aqidah Akhlak learning (Variable X) with the learning outcomes of MTs Al-Hidayah Guppi Kota students (Variable Y).

Furthermore, the data was tested for the significance of the product moment correlation using t count. To see the t table price, it is based on the degree of freedom (dk) or degree of freedom (df), which is n-2. The t table value can

be seen in the t distribution table. with the significance level ( $\alpha$ ) set at 0.05 (5%). While testing is done using a two-party / directional test (sig 2-tailed), the t table price is obtained 1.684. Based on the results of the analysis, it was obtained that  $r_{count} = 2.367$  and  $r_{table} = 1.684$ . So, it can be concluded that the value of  $2.367 > 1.684$ , then if  $r_{count} > r_{table}$ ,  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a positive and significant relationship between Aqidah Akhlak learning on student learning outcomes on the material of husnudzan, tawadhu', tasamuh, and ta'awun at MTs Al-Hidayah Guppi Kota Cirebon. Thus the effect of Aqidah Akhlak learning (Variable X) on student learning outcomes (Variable Y) at MTs Al-Hidayah Guppi Kota Cirebon is significant.

Then to see how much influence Aqidah Akhlak learning has on student learning outcomes in Aqidah Akhlak subjects at MTs Al-Hidayah Guppi Kota Cirebon using the coefficient of determination test with a percentage of 13.47% and the remaining 86.53% is influenced by other factors not examined by researchers such as environmental factors outside the school. Based on the results of the above analysis, it is proven that there is an influence between Aqidah Akhlak learning in student learning outcomes on the material of husndzan, tawadhu', tasamuh, and ta'awun at MTs Al-Hidayah Guppi Kota Cirebon.

## Conclusion

Based on the results of the recapitulation of the Aqidah Akhlak learning questionnaire at MTs Al-Hidayah Guppi Kota Cirebon, a value of 85% was obtained, thus learning Aqidah Akhlak at MTs Al-Hidayah Guppi Kota Cirebon was included in the good category. The learning outcomes of 8th grade Aqidah Akhlak students at MTs Al-Hidayah Guppi Kota Cirebon are sourced from Daily Tests (UH) with 38 respondents there are 7 students who scored 0-76, so they did not meet the KKM, while the KKM value at MTs Al-Hidayah Guppi Kota Cirebon is 76. Thus the learning outcomes of class VIII students have a mean of 81.8 which is categorized as good. As well as on the affective aspect after this learning students can apply in their daily lives. Based on the results of data analysis obtained using the product moment correlation formula, namely that the acquisition of a product moment correlation of 0.367 is included in the weak or low category between the

implementation of Aqidah Akhlak learning on student learning outcomes. Then the researchers used the product moment correlation significance test using t count. The results of the analysis obtained  $t_{count} = 2.367 > t_{table} 1.684$ , then  $H_0$  is rejected and  $H_a$  is accepted. The amount of influence of Aqidah Akhlak on student learning outcomes at MTs Al-Hidayah Guppi Kota

Cirebon is 13.47% and the remaining 86.53% is influenced by other factors not examined by researchers. Thus it can be concluded that there is a significant influence of Aqidah Akhlak learning on student learning outcomes on the material of husnudzan, tawadhu', tasamuh, and ta'awun at MTs Al-Hidayah Guppi Kota Cirebon.

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