THE EFFECT OF ISLAMIC RELIGIOUS EDUCATION ON THE FORMATION OF GOOD MORALS IN STUDENTS OF MA SINAR HARAPAN

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ABSTRACT
This study aims to determine the effect of Islamic Religious Education on the formation of noble morals in students at MA Sinar Harapan Talang Padang Tanggamus, Lampung. The background of this study is based on the importance of religious education in forming students' character and morals amidst the challenges of the globalization era. The approach used is quantitative with descriptive methods and simple linear regression analysis techniques. The research sample consisted of 113 grade XI students selected using the total sampling technique. The results of the analysis showed that there was a positive and significant influence between the variables of Islamic Religious Education (X) on the Formation of Noble Morals (Y). The coefficient of determination (R^2) value was 0.409 or 40.9%, Islamic Religious Education contributed 40.9% to the formation of noble morals in students. The rest was influenced by other factors outside the variables studied. Thus, it can be concluded that Islamic Religious Education has an important role in forming noble morals in students.
Keywords: Islamic Religious Education, Noble Morals, Regression, Students

INTRODUCTION

Education is a structured and continuous process in developing individual potential to become a believing, pious, and noble human being. In Law No. 20 of 2003, national education is mandated to shape the character of a dignified and civilized nation. Therefore, education is not only about transferring knowledge, but also shaping the personality of students in accordance with national and Islamic values. Islamic Religious Education has a strategic position in shaping the morals of students. Not only instilling religious understanding, this education also fosters spiritual and moral awareness, which is reflected in daily behavior. In an Islamic perspective, education includes cognitive, affective, and psychomotor aspects that complement each other to create a kaffah Muslim person (Daradjat, 2011:197).

In the midst of rapid development and digitalization, moral challenges are increasingly complex. Deviant behavior such as promiscuity, drug abuse, and juvenile delinquency are problems that need to be addressed through a comprehensive and character education approach. Data from BNN and KPAI show high cases of juvenile delinquency, bullying, and drug abuse among the younger generation (KPAI, 2019; BNN, 2018). This phenomenon shows the urgency of forming good morals as a top priority in education. Good manners reflect the noble values of Islam such as honesty, responsibility, and compassion that must be instilled from an early age through habituation, example, and spiritual strengthening (Mulyana, 2013:26-31). Rasulullah SAW himself was sent to perfect morals, as he said: "Innamā bu'itstu liutammima makārimal akhlāq" (HR. al-Baihaqi).

The educational environment, including family, school, and society, plays an important role in the formation of morals. However, the lack of control and role models from the surrounding environment is one of the factors in the weak internalization of moral values among students (Djamarah, 2015:280). Therefore, synergy between teachers, parents, and the environment is needed so that Islamic values can be applied in a real way. One of the institutions that is the focus of

this research is MA Sinar Harapan Talang Padang, Tanggamus, Lampung. Based on initial observations, it was found that although students have understood religious teachings in theory, the practice of their morals has not been maximized. There is still a gap between understanding and implementation, which indicates the need for a more intensive and collaborative educational approach.

This research also refers to previous studies that show a significant influence between religious education and the formation of student morals. Research by Akko & Muhaemin (2018), Nurpajar (2020), and Mahmudah & Hidayat (2022) concluded that Islamic Religious Education has a positive impact on the behavior of students, although in the context of different levels and objects. Based on the background, challenges, and field findings, this study aims to further analyze the effect of Islamic Religious Education on the formation of students' good character at MA Sinar Harapan Talang Padang. This research is expected to make theoretical and practical contributions to strengthening character education based on Islamic values.

METHODS

This research uses a quantitative approach with descriptive regression method. This approach was chosen because it aims to test the influence between variables, namely between Islamic Religious Education as an independent variable on the formation of Good Morals as the dependent variable. The regression method is used to predict and measure the strength of the relationship between variables through statistically processed quantitative data (Sugiyono, 2019: 316).

The research was conducted at MA Sinar Harapan, Talang Padang, Tanggamus, Lampung, with a population of all grade XI students totaling 113 people. The sampling technique used was total sampling, so that the entire population was used as a research sample. Data were collected through observation techniques and closed questionnaires. Observation was used to observe the condition of students' morals, while questionnaires were used to obtain quantitative data on students' perceptions of Islamic Religious Education and their morals. The questionnaire was prepared based on indicators of each research variable.

Furthermore, data analysis was carried out using simple linear regression techniques to see the direct effect of the Islamic Religious Education variable on the formation of good morals. This analysis process involves the stages of data processing, validity testing, reliability testing, and hypothesis testing with the help of statistical tools. The results of the analysis are used to answer the formulation of the problem and test the hypothesis that has been formulated previously. With this systematic approach, it is hoped that objective conclusions can be obtained and scientifically justified (Sugiyono, 2019:22).

RESULT AND DISCUSSION

Data Description

Islamic Religious Education Variable

Data regarding the value of Islamic Religious Education is data obtained directly from filling out research instruments measured using a questionnaire consisting of 7 statement items that have been tested for validity and reliability. The sample tested amounted to 113 respondents using a

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questionnaire that has 4 alternative answers where the highest value is 4 and the lowest is 1. The results of the respondent's questionnaire can be seen in the table below:

Table 1

Islamic Religious Education questionnaire results

No	Skor	No	Skor	No	Skor	No	Skor	No	Skor	No	Skor
1	25	21	25	41	26	61	17	81	22	101	20
2	25	22	27	42	25	62	23	82	22	102	26
3	24	23	23	43	25	63	28	83	26	103	26
4	24	24	22	44	26	64	24	84	23	104	22
5	23	25	20	45	27	65	28	85	18	105	26
6	26	26	21	46	25	66	26	86	25	106	26
7	26	27	26	47	23	67	24	87	25	107	26
8	22	28	20	48	24	68	27	88	26	108	27
9	23	29	24	49	27	69	27	89	27	109	21
10	21	30	24	50	27	70	26	90	26	110	17
11	12	31	26	51	24	71	23	91	25	111	23
12	26	32	26	52	20	72	25	92	25	112	23
13	20	33	22	53	26	73	23	93	26	113	19
14	24	34	26	54	26	74	24	94	27		
15	18	35	23	55	22	75	27	95	25		
16	21	36	18	56	26	76	17	96	23		
17	24	37	25	57	26	77	26	97	24		
18	23	38	25	58	26	78	27	98	22		
19	26	39	26	59	27	79	12	99	23		
20	25	40	27	60	21	80	26	100	24		

Furthermore, researchers will find out the score of the Islamic Religious Education variable or the independent variable (X) by using the SPSS application with the following results:

Tabel 2

Results of Calculation of Islamic Religious Education Variables

Nilai PAI		
N	Valid	113
	Missing	0
Mean		23.88
Std. Error of Mean		.284
Median		25.00
Mode		26
Std. Deviation		3.014
Variance		9.085
Minimum		12
Maximum		28
Sum		2699

From the results of calculations using the SPSS application, the minimum value is 12, the maximum value is 28, the mean or average is 23.88 and the standard deviation is 3.014.

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Tabel 3

Distribution Results of Islamic Religious Education Variables

		Frequency	Percent	Valid Percent	Cumulative Percent
Nilai PAI					
Valid	12	2	1.8	1.8	1.8
	17	3	2.7	2.7	4.4
	18	3	2.7	2.7	7.1
	19	1	.9	.9	8.0
	20	5	4.4	4.4	12.4
	21	5	4.4	4.4	16.8
	22	8	7.1	7.1	23.9
	23	14	12.4	12.4	36.3
	24	13	11.5	11.5	47.8
	25	15	13.3	13.3	61.1
	26	29	25.7	25.7	86.7
	27	13	11.5	11.5	98.2
	28	2	1.8	1.8	100.0
	Total	113	100.0	100.0	

Based on the two tables above, the minimum value of PAI variable is 12 with a distribution of 1.8%, the maximum value of PAI variable is 28 with a distribution of 1.8%, with an average or mean value of 23.88, while the value that often appears is 26 with a distribution of 25.7%. Furthermore, researchers classified and categorized the questionnaire data of PAI results in the frequency distribution table by determining the interval class using the following formula:

Interval = (Maximum Number-Minimum Number)/Category

= (28-12)/4= 16/4=4

After finding the interval class, then the researcher determines the number of frequencies. Can be seen in the table below:

Table 4

Distribution Frecuency Religious Education Variables

Kategori	Interval	F	%
Sangat Baik	23 – 28	70	61,9
Baik	20 – 23	34	30,1
Kurang	16 – 19	7	6,2
Sangat Kurang	12 – 15	2	1,8
Jumlah		**113**	**100**

Based on the results of the descriptive analysis table above on variable X (Islamic Religious Education), it can be seen that there are 70 respondents categorized as very good with a percentage of 61.9%, 34 respondents categorized as good with a percentage of 30.1%, 7 respondents categorized as less with a percentage of 6.2%, and 2 respondents categorized as very less with a percentage of 1.8%.

Morals Variable

Data regarding the value of morals is data obtained directly from filling out the research instrument which is measured using a questionnaire consisting of 14 statement items that have been tested for validity and reliability. The sample tested amounted to 113 respondents using a questionnaire that has 4 alternative answers where the highest value is 4 and the lowest is 1. The results of the respondent's questionnaire can be seen in the table below:

Table 5

Results Questioner Morals

No	Skor	No	Skor	No	Skor	No	Skor	No	Skor	No	Skor
1	44	21	49	41	48	61	45	81	42	101	49
2	45	22	43	42	50	62	33	82	49	102	52
3	45	23	44	43	48	63	54	83	47	103	46
4	50	24	41	44	52	64	45	84	49	104	40
5	43	25	43	45	53	65	54	85	34	105	53
6	46	26	42	46	48	66	46	86	50	106	50
7	47	27	42	47	51	67	44	87	43	107	38
8	36	28	39	48	49	68	53	88	43	108	49
9	48	29	40	49	49	69	48	89	52	109	40
10	35	30	43	50	51	70	45	90	48	110	45
11	22	31	47	51	46	71	31	91	50	111	33
12	48	32	44	52	49	72	46	92	48	112	54
13	38	33	49	53	52	73	43	93	52	113	45
14	43	34	47	54	46	74	52	94	53		
15	47	35	49	55	40	75	47	95	48		
16	31	36	34	56	53	76	42	96	51		
17	43	37	50	57	50	77	53	97	49		
18	47	38	43	58	38	78	50	98	49		
19	48	39	43	59	49	79	30	99	51		
20	50	40	52	60	40	80	44	100	46		

Furthermore, researchers will find out the score of the moral variable or the dependent variable (Y) using the SPSS application with the following results:

Table 6

Calculation Results Morals Variable

Nilai Akhlak		
N	Valid	113
	Missing	0
Mean		45.62
Std. Error of Mean		.555
Median		47.00
Mode		49
Std. Deviation		5.897
Variance		34.774
Minimum		22
Maximum		54
Sum		5155

From the results of calculations using the SPSS application, the minimum value is 22, the maximum value is 54, the mean or average is 45.62 and the standard deviation is 5.897.

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Table 7
Result Distribution Variable Morals

		Frequency	Percent	Valid Percent	Cumulative Percent
Nilai Akhlak					
Valid	22	1	.9	.9	.9
	30	1	.9	.9	1.8
	31	2	1.8	1.8	3.5
	33	2	1.8	1.8	5.3
	34	2	1.8	1.8	7.1
	35	1	.9	.9	8.0
	36	1	.9	.9	8.8
	38	3	2.7	2.7	11.5
	39	1	.9	.9	12.4
	40	5	4.4	4.4	16.8
	41	1	.9	.9	17.7
	42	4	3.5	3.5	21.2
	43	11	9.7	9.7	31.0
	44	5	4.4	4.4	35.4
	45	7	6.2	6.2	41.6
	46	7	6.2	6.2	47.8
	47	7	6.2	6.2	54.0
	48	10	8.8	8.8	62.8
	49	13	11.5	11.5	74.3
	50	9	8.0	8.0	82.3
	51	4	3.5	3.5	85.8
	52	7	6.2	6.2	92.0
	53	6	5.3	5.3	97.3
	54	3	2.7	2.7	100.0
	Total	113	100.0	100.0	

Based on the two tables above, the minimum value of the moral variable is 22 with a distribution of 0.9%, the maximum value of the PAI variable is 54 with a distribution of 2.7%, with an average or mean value of 45.62, while the value that often appears is 49 with a distribution of 11.5%. Furthermore, researchers classified and categorized the questionnaire data of the moral results in the frequency distribution table by determining the interval class using the following formula: Interval = (Maximum Number-Minimum Number)/Category = (54-22)/4= 32/4=8

After finding the interval class, then the researcher determines the number of frequencies. Can be seen in the table below:

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Table 8
Distribution Frecuency Morals

Kategori	Interval	F	%
Sangat Baik	46 – 54	65	57,5
Baik	38 – 45	37	32,7
Kurang	30 - 37	10	8,8
Sangat Kurang	22 - 29	1	0,9
Jumlah		**113**	**100**

Based on the results of the descriptive analysis table above on variable Y (Akhlak), it can be seen that there are 65 respondents categorized as very good with a percentage of 57.5%, 37 respondents categorized as good with a percentage of 32.7%, 10 respondents categorized as less with a percentage of 8.8%, and 1 respondent categorized as very less with a percentage of 0.9%.

Analysis Requirement Test
Test Normality

Table 9
Test Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		113
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.70045885
Most Extreme Differences	Absolute	.079
	Positive	.041
	Negative	-.079
Test Statistic		.079
Asymp. Sig. (2-tailed)		.080[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the results of the Kolmogorov-smirnov statistical normality test above, it can be seen that the significance value is 0.08. This result proves that the result value is greater than the standard value, namely 0.08> 0.05. So it can be concluded that the data used is normally distributed.
Test Homogenity

Table 10
Test Homogenity

Test of Homogeneity of Variances			
Nilai Kuesioner			
Levene Statistic	df1	df2	Sig.
1.235	3	109	.301

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Based on the SPSS output above, it is known that the significance value of the homogeneity test is 0.301> 0.05, so the variants of class data groups A, B, C, and D are normally distributed or can be called homogeneous. Because the data is homogeneous, the prerequisite test is fulfilled. Thus, the data obtained in this study can proceed to further data analysis.

Test Hipotesis

Table 11
Results Test Regretion

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.402	3.563		4.884	.000
	Nilai PAI	1.181	.148	.604	7.981	.000
a. Dependent Variable: Nilai Akhlak						

Based on the regression test results above, the results obtained are a constant value of 17.402, a coefficient value of 1.181 and a significance value of 0.000. With this it can be seen the influence between variable X and variable Y based on the decision-making rules which if the significance value <0.05 then there is an influence, and also with a simple linear regression equation $Y = a + bX$, where the value of a = 17.402, b = 0.224, so Y = 17.0402 + 0.224. Based on the explanation above, it can be concluded that Islamic Religious Education affects the Moral Formation of Students of Madrasah Aliyah Sinar Harapan Talang Padang Tanggamus Lampung with a significance value of 0.000. Therefore the author can determine that Ho is rejected and Ha is accepted.

CONCLUSION

The research that has been conducted at Madrasah Aliyah MA Sinar Harapan Talang Padang Tanggamus Lampung aims to answer the problems found by researchers in previous observations. Researchers try to test 2 variables, namely Islamic Religious Education which is the independent variable (X) and Student Morals which is the dependent variable (Y). This research was conducted on grade XI students of Madrasah Aliyah MA Sinar Harapan Talang Padang Tanggamus Lampung with a total of 113 respondents (total sampling). Data collection techniques and instruments in this study used questionnaires, documentation, and observations. The data was then collected and tested for data analysis requirements in the form of normality tests and homogeneity tests. After meeting the data analysis requirements test, the next step is to test the proposed research hypothesis.

The test results of the PAI variable using the SPSS application obtained data, namely: the minimum value of the PAI variable is 12 with a distribution of 1.8%, the maximum value of the PAI variable is 28 with a distribution of 1.8%, the value of the PAI variable that often appears is 26 with a distribution of 25.7%, the mean or average of the PAI variable is 23.88 and the standard deviation of the PAI variable is 3.014. The researcher then grouped the respondents based on the PAI value into 4 categories with the following distribution: there were 70 respondents categorized as very good with a percentage of 61.9%, 34 respondents categorized as good with a percentage of 30.1%, 7

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respondents categorized as less with a percentage of 6.2%, and 2 respondents categorized as very less with a percentage of 1.8%. The test results of the Akhlak variable using the SPSS application obtained data, namely: the minimum value of the Akhlak variable is 22 with a distribution of 0.9%, the maximum value of the Akhlak variable is 54 with a distribution of 2.7%, the value of the Akhlak variable that often appears is 49 with a distribution of 11.5%, the mean or average of the Akhlak variable is 45.62 and the standard deviation of the Akhlak variable is 5.987. The researcher then grouped the respondents based on the Akhlak value into 4 categories with the following distribution: there were 65 respondents categorized as very good with a percentage of 57.5%, 37 respondents categorized as good with a percentage of 32.7%, 10 respondents categorized as less with a percentage of 8.8%, and 1 respondent categorized as very less with a percentage of 0.9%.

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