The Relationship between Islamic Religious Education Learning Outcomes and Commendation on Students

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ABSTRACT---In this study aims to discuss and find out the relationship between PAI learning outcomes and commendable morals in grade IX students of Nurussalam Karawang Islamic Middle School. The research method used in this study is a quantitative research method with the type of correlation research. The population is all 120 Nurussalam Islamic Junior High School students and the sample is class IX students in the 2018/2019 academic year Nurussalam Islamic Junior High School, amounting to 60 people. The technique of collecting data uses the instrument of learning outcomes and the questionnaire of the laudable character of class IX students in 2018/2019 Islamic Nurussalam Middle School. Based on the results of the study showed a significant relationship between PAI learning outcomes with commendable morals in class IX students of Nurussalam Islamic Middle School, Karawang District with a strong closeness. This shows with the acquisition of the value of tcount is 7.966. The value of table with N = 60 at the error level of 5% is 2.002. Tcount> t table then Ho is rejected and Ha is accepted.

Keywords: PAI Learning Outcomes, Praised Morals

I. INTRODUCTION

In education there is an evaluation of learning, which aims to measure the extent of the success learning that has been done, the success obtained in a learning process is usually marked by the results achieved by students. In the implementation of learning in school teachers have an role in efforts to add and enhance the knowledge, skills and attitudes of students to achieve the expected learning outcomes. There are three domains in education that must be developed in to obtain the expected learning outcomes, namely the cognitive, psychomotor and affective These three domains will greatly influence developments in the learning process and students'

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attitudes. The three domains mentioned earlier will be obtained by students if they want to study

seriously. Even according to Dimyati and Mudjiono, (2009: 10) "learning is a set of cognitive processes that change the nature of environmental stimulation, passing information processing, new capabilities" with the learning process carried out by students is expected to obtain learning outcomes which later is expected to improve mental abilities and knowledge, also learning or knowledge obtained by students are certainly expected to bring changes towards better, changes in attitudes and morals. Particularly in Islamic Religious Education, the benchmarks of success aside from including cognitive aspects, but more emphasis on the aspects of good on students, because morals certainly greatly affect the quality of one's life, where character is always used as a benchmark for someone good or bad, in the school environment of students how to have good character through various knowledge given related to good attitude / character. Schools, teachers and parents hope that with students getting good knowledge of Islamic will have an impact on good behavior / morals in their daily lives. According to Toto Suryana, et (1996: 148-150) "Islamic Religious Education (PAI) is a field of study in which there is a lot of material about instilling moral values, development and self-control in students. "Islamic values contain the rules of God which include rules governing human relations with God, human relations with humans, and human relations with nature as a whole". PAI's field of study in schools aims to make students have a deeper and deeper understanding of religion. The obtained is certainly not only limited to knowledge but students can practice it in everyday life. Knowledge / learning outcomes about Islamic Education should have a very supportive link to students' commendable morals. In the sense of someone (student) who has good knowledge / achievements in his religious education, they will always show good behavior / character, both at school, at home and in the community. The main goal is that through the knowledge of PAI, it be able to shape the morals of students to be better in accordance with the rules or laws of the

religion and shape students to become the next generation who are intelligent and of good

But sometimes there are students who have good knowledge but their behavior is not good, so

on the information that has been mentioned also to form students into the next generation of

intelligent and noble nation in accordance with national education, the authors conduct research

the relationship between learning outcomes of cognitive aspects of education. The religion of

is commendably commended on the ninth grade students of Nurussalam Islamic Middle School,

Karawang. Researchers intend to conduct research in this place because students have different

morals so the learning outcomes obtained are different, especially in the field of PAI studies.

1. Understanding Learning Outcomes

Hamalik (in Kurniasih, 2018: 32) says that learning is "a form of growth or change in a person expressed in ways of acting based on the blessing of knowledge and practice", while Sumartono Rahman, 2014: 158) argues that " learning outcomes is a value that shows the highest results in learning achieved according to the ability of children to do something at a certain time ". that occur because of experiences that have been deliberately planned and planned before learning. While Bloom (1956) (in Kurniasih, 2018: 48) "suggests that learning outcomes include three domains, namely the cognitive, affective, and psychomotor domains".

Based on the information that has been mentioned from several experts it can be concluded that the learning outcome is a picture or measurement of the extent to which the ability that can be achieved

2. Islamic Education

formation of the main personality". Meanwhile, according to Ki Hajar Dewantara (in Hasbullah,

2005: 4) "Education is the guidance in the life of growing children, while the purpose of

is to guide the natural forces that exist in these children, so that they as humans and as members

society can achieve safety and happiness as high as possible ". Whatever is meant by Islamic

Religious Education

According to Drajat, (2000: 86). "Education through the teachings of the Islamic religion, namely

in the form of guidance and care for students so that after completion of education he can

understand, live and practice the teachings of the Islamic religion that has been believed in its

entirety, and make the teachings of the Islamic religion as a view of his life for the safety and

prosperity of life in the world and in the hereafter ". From the above opinion it can be concluded

that Islamic religious education is a process of physical and spiritual guidance based on Islamic

teachings and carried out with awareness to develop children's potential towards maximum

3. Commendable Morals

In the Big Indonesian Dictionary, (2013: 923) Morals according to the language "means behavior and character" The definition of morality in terms can be seen from several definitions have been given by scholars, including: Ibn Miskawayh (in Yunidar, 2018: 186) said that morals "traits embedded in the soul that encourage it to do actions without doing thought and The Imam al-Ghazali (in Yunidar, 2018: 186) says rather broadly that morals are "Attributes embedded in the soul that give rise to various kinds of actions easily and easily, without the need thought and consideration". Based on the above definition, it can be concluded that morals are that have been ingrained in a person as well as the urge to do an act without having to do the and consideration beforehand so that it can be done with full ease.

Cultivation of good character through Islamic religious education has set the pattern of human life

both in relation to God and interact with others. For this reason Religion as a bastion of students'

self-defense in facing various challenges, presumably to foster noble character in children, by

fostering religious education will save children from dangerous things so as not to fall into the abyss

of social deviation. For example using drugs, stealing, gambling, making riots, etc. Morals consist

of morals (morals mazmumah) and noble morals (morals morals). Noble or laudable character is an

act, attitude and behavior that is in accordance with the norms and rules that apply both according

to religious law and state law. While despicable morals, namely an act committed that is not in

accordance with religious norms and laws, all forms of actions that come out of the established rules.

RESEARCH METHODOLOGY

This research uses quantitative research methods with the type of correlation research. In this study

consists of two variables, namely learning outcomes are variables (X) as independent variables and

praiseworthy in the form of variables (Y) as the dependent variable. The research was carried out in

Nurussalam Islamic Middle School, while the population was all students and grade IX students of

Nurussalam Islamic Middle School, amounting to 120 students in the 2019 school year. The

collection of data used an instrument of learning outcomes and the questionnaire was laudable.

Before the question and questionnaire instruments were used to collect research data, validity and
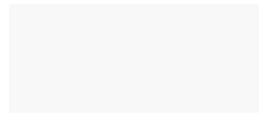
Set interval distance = highest score

lowest score Number of interval classes

$= \underline{100\text{-}52}$

$= 12$

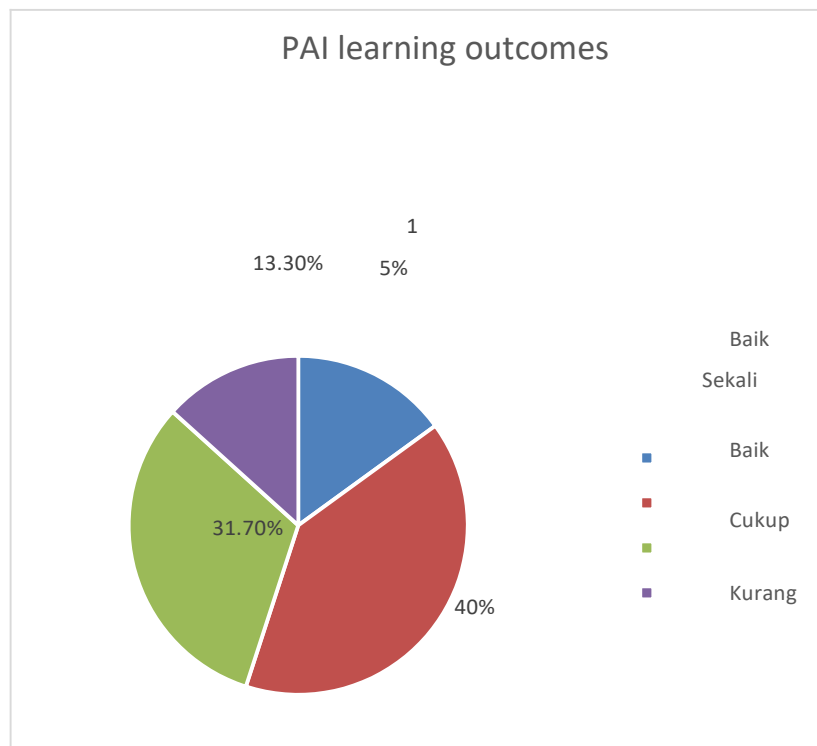presented in the table with the calculation guidelines, namely:

Middle School can be con... s: excellent category as r... good category as much as 4%, enough category is 31.7% and less category is 13.3%. While the average classical learning outcomes is equal to 79,84 included in either category. For more details, you can see in the diagram below:

Interval	Percentage	Frequency	Percentage
91-100	Very well	9	15%
78-90	Well	24	40
65-77	Enough	19	31,7%
52-64	Less	8	13,3%
amount		60	100%
Average		79,84	

Information:

Percentage = Frequency x 100% Number of

Respondents

Gambar 1. Diagram lingkaran Hasil Belajar PAI

To obtain the commendable moral questionnaire data, the researchers distributed questionnaires filled out by Shiva class IX Nurussalam Islamic Middle School, totaling 60 students. The questionnaire aims to measure the students' good character as an independent variable (Y). Commendable character as an independent variable consists of 3 indicators, namely praiseworthy character towards Allah SWT, laudable character towards fellow human beings, laudable towards the environment. Based on the results of the trial instrument of 30 items obtained 25 questions and 5 invalid questions. While the results of instrument reliability were obtained r

= 0.815. After comparing with rtable 0.254, rcount> rtable is obtained. From the data of the moral variable of grade IX students of Nurussalam Islamic Middle School from a sample of 60 children, the highest score was 100 while the lowest score was 61, the average score was 77.43 the standard deviation was 11.18. The results showed that the Praised Morals in grade IX of Nurussalam Islamic Middle School as a whole were quite good. While the results of the moral calculation are as follows:

Table 2 Distribution of Commendable Variable

Answers			
Interval Skor	**Criteria**	**Frecuency**	**Precentage**
94-104	Baik Sekali	9	15%
83-93	Baik	5	8,3%
72-82	Cukup	26	43,4%
61-71	Kurang	20	33,3%
Amount		60	100%
Average		77, 43	

Based on the results of table 2 of the laudable character of grade IX students of Islamic Middle

School Nurussalm Karawang it can be concluded that: excellent category is 15%, good category

8.3%, adequate category is 43.4% and category is less 33.3%. While the average classical

outcomes of 77.43 included in the category quite well. For more details, you can see in the

below:

Figure 2. Image of the Praised Moral Diagram

To find out whether or not there is a relationship between PAI learning outcomes and laudable

behavior, a hypothesis test was performed which in this study was analyzed using the Simple

Correlation T Test with the help of Microsoft Excel 2013. The criterion for knowing whether to

accept or reject a hypothesis is to look at the acquisition price of r or count with rtable at the 5%

significance level. If the count ≥ rtable is at the significance level of 5%, then Ha is accepted and

Ho is rejected. Hypothesis test results can be seen in the following table.

t count it >= t table , there is a significant hub variable x with

respect to y

7,966	>	2,002	there is a significant hub variable x with respect to y

SIMPLE CORRELATION TEST Test T

0,722   then the level of correlation is

strong

Based on the results of a simple correlation analysis T test with the help of Microsoft Excel 2013

obtained tcount of 7.966. The value of table with the number of N = 60 at the error level of 5% is

2.002. Data acquisition can be seen from the price of t is known that $7.966 \geq 2.002$ or t arithmetic $\geq$

ttable, then it can be known and concluded that Ho is rejected and Ha is accepted.

There is a significant relationship between PAI learning outcomes and students' good character so

that they have a strong enough close relationship. Thus the better the students' good character, the

better the learning outcomes they get.

CONCLUSION

Based on the results of the study it can be concluded that the results of the study show that there is

a significant relationship between the PAI learning outcomes and commendable morals in grade IX

students of Nurussalam Islamic Middle School in Karawang District with strong closeness. This

shows with the acquisition of the value of tcount is 7.966. The value of table with N = 60 at the error

level of 5% is 2.002. Tcount> t table then Ho is rejected and Ha is accepted.

RECOMMENDATION

With great humility and does not reduce respect. Researchers intend to provide constructive advice

with the aim of providing solutions to moral problems in students in the home, school and

community environment.

1. The first suggestion is intended for students to be able to practice and apply to their daily lives the

material that PAI lessons have been obtained through learning activities at school for students so

that students are expected to be able to change their behavior / morals towards better.

2. The second suggestion for institutions, namely schools to try to meet the needs of teaching and

learning facilities and infrastructure that support students so they feel more comfortable and more

motivated when doing learning.

3. The third suggestion is for parents to teach continuously motivation and work together with

institutions and the environment to provide knowledge and understanding and provide good

examples to their children, especially regarding the morals / behavior of students.

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