

Implementation of aqidah akhlak learning in improving students' discipline at mts islamiyah bindu in oku regency

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ABSTRACT

This study aims to describe the implementation of Aqidah Akhlak learning in forming students' discipline attitudes at MTs Islamiyah Bindu, OKU Regency. The research approach used is descriptive qualitative, with data collection techniques through observation, in-depth interviews, and documentation. The results of the study indicate that Aqidah Akhlak learning is carried out contextually by integrating the values of faith and morals into students' daily lives. Teachers act as facilitators and role models in instilling discipline values through reflective and experience-based learning methods. Changes in students' discipline behavior can be seen from increased compliance with madrasah regulations, time discipline, and responsibility for tasks. Supporting factors for the success of this implementation include teacher role models, school religious culture, and the habituation of religious activities. However, external challenges such as the influence of the family environment and digital media become obstacles in strengthening the values taught. In conclusion, Aqidah Akhlak learning is effective in forming student discipline if supported by a conducive learning environment and the involvement of various parties.

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Introduction

Education plays a central role in shaping the character of students, including instilling values of discipline. In the context of national education, the objectives of education as stipulated in Law No. 20 of 2003 Article 3 are to develop the potential of students to become people who are faithful, pious, have noble character, and possess intelligence and skills. This objective explicitly highlights the importance of strengthening character values, one of which is a disciplined attitude, through the educational process in both formal and non-formal settings (Tilaar, 2004; Gunawan, 2017).

In Islamic educational institutions such as madrasahs, the study of Aqidah Akhlak plays a strategic role in shaping individuals who are faithful and of noble character. Aqidah as the foundation of faith and akhlak as the manifestation of real behavior in daily life are two main aspects in producing students who are not only intellectually intelligent but also excel in character (Marzuki, 2017). Discipline is one of the important aspects of character that can be shaped through systematic and contextual learning of Aqidah and Akhlak (Lickona, 2019; Widodo, 2022).

However, reality shows that violations of disciplinary values are still commonly found in school or madrasah environments. Phenomena such as student tardiness, violations of school rules,

improper attire, and inappropriate use of electronic devices are concrete examples of low levels of student discipline. This indicates that disciplinary values have not been fully internalized by students (Mutohar, 2016). Therefore, a comprehensive approach to education is needed, especially through Aqidah Akhlak learning, to build self-awareness and intrinsic behavior control (Hidayat, 2020; Abdullah, 2021).

Various studies show that Aqidah Akhlak education contributes positively to improving student discipline. Sari et al., (2019), in their study at MTs Darul A'mal, stated that integrative and contextual Aqidah Akhlak learning strategies can improve student compliance with school rules. This learning emphasizes teacher role modeling and reflection on Aqidah values in daily life. Similarly, Susi (2021) in their study at MTs Nurul Muhtadin stated that Aqidah Akhlak learning contributes 21.9% to the improvement of students' disciplinary attitudes. This indicates that the dimension of religiosity influences the formation of more consistent and self-aware disciplinary behavior (Rokhman, 2013; Ma'arif, 2019).

Additionally, research by Sulaiman (2021) emphasizes that the internalization of Aqidah Akhlak values through a value-based learning approach has proven effective in instilling moral awareness and social responsibility in madrasah students. The reflective and contextual learning process allows students to relate religious material to their real-life experiences, which ultimately shapes a more responsible attitude, including in terms of discipline (Nucci, 2014; Muslim, 2020).

Method

This study uses a descriptive qualitative approach. A qualitative approach was chosen because it is suitable for understanding social phenomena in depth, particularly those related to the implementation of Aqidah Akhlak learning in improving student discipline (Poth, 2018). The descriptive method allows researchers to describe reality systematically, factually, and accurately according to the context being studied (Biklen, 2007; Sugiyono, 2019).

The research location was at MTs Islamiyah Bindu in OKU District, with research subjects including the school principal, Aqidah Akhlak teachers, and students. Informants were selected using purposive sampling, which is the determination of research subjects based on specific considerations according to data needs (Patton, 2015).

Data collection techniques were conducted through observation, interviews, and documentation. Observation was used to directly observe Aqidah Akhlak learning practices and student disciplinary behavior in the madrasah environment (Angrosino, 2007). In-depth interviews were conducted with teachers and students to obtain more detailed information regarding learning strategies and their impact on discipline (Brinkmann, 2015; Flick, 2018). Documentation was used to supplement the data through the review of archives, schedules, student discipline records, and learning documents (Bowen, 2009).

Data validity was tested using source and method triangulation techniques, which involved comparing data obtained from various sources and collection techniques (Denzin, 2012). This triangulation is important to ensure data validity and reduce potential research bias (Flick, 2018).

The collected data were analyzed using Miles and Huberman's interactive analysis model, which includes three stages: data reduction, data presentation, and conclusion drawing/verification (Saldaña, 2014). The analysis process was conducted simultaneously from the beginning of data collection to the final stage of the research, so that the research results could describe comprehensive findings (Yin, 2018; Saldaña, 2016).

Result

The implementation of Aqidah Akhlak learning at MTs Islamiyah Bindu in OKU Regency shows a systematic effort to instill values of faith and morals in students, particularly in shaping a disciplined attitude. Based on observations, interviews, and documentation, it was found that the learning process is conducted using a thematic approach that connects Aqidah Akhlak material with

students' daily lives. Teachers not only act as content deliverers but also as guides and role models (*uswah hasanah*) in shaping students' disciplined character through direct practice and meaningful content delivery.

The research results show that the implementation of Aqidah Akhlak learning at MTs Islamiyah Bindu in OKU District is carried out in a structured manner through planning, implementation, and evaluation. Teachers begin by developing lesson plans that include learning objectives, materials, methods, and evaluations. During the implementation stage, teachers use lectures, question-and-answer sessions, and role modeling to convey the values of faith and morality. Meanwhile, in the evaluation stage, teachers assess students' disciplinary attitudes through observation of daily behavior and disciplinary records (Mulyasa, 2013; Arifin, 2014).

Field data show that Aqidah Akhlak learning has a positive impact on improving students' disciplinary attitudes. This is evident from the decrease in tardiness, increased compliance with school rules, and increased awareness among students to perform their religious obligations on time. Thus, the values taught in Aqidah Akhlak learning can be internalized in students' actual behavior (Susi, 2021).

Changes in students' disciplinary attitudes began to appear in the form of increased compliance with madrasah rules, discipline in attendance and participation in learning activities, and improved ethics and manners in social interactions. Based on interviews with teachers, some students who were previously known to have poor discipline began to show positive changes after receiving intensive reinforcement of Aqidah Akhlak values. One teacher explained that students became more time-conscious, more responsible for their tasks, and reduced behaviors such as skipping school or using cell phones outside of regulations. This is in line with the results of Hartono and Susi (2021) research, which states that Aqidah Akhlak learning can increase student discipline by 21.9% through a values-based and exemplary approach.

However, the development of discipline through Aqidah Akhlak education does not proceed entirely without obstacles. External factors such as the influence of family environment, social media, and unsupportive peers pose significant challenges in reinforcing the values instilled at the madrasah. Some students come from families with minimal supervision, so the values of discipline taught at school are not reinforced at home. Additionally, access to uncontrolled digital content also serves as a source of disruption to the internalization of moral values (Hidayat, 2020).

Supporting factors for the successful implementation of Aqidah Akhlak learning in shaping student discipline include teacher role modeling, religious habits at madrasahs, and an emotional approach by teachers toward students. Teachers not only act as educators but also as motivators who can build emotional closeness with students, making the values taught easier to accept and practice. This finding is reinforced by the results of a study by (Sari et al., 2019), which states that teacher role modeling and interpersonal relationships with students have a significant contribution to the effectiveness of values and discipline learning.

A conducive madrasah environment also supports the formation of student discipline. Clear rules, supervision from homeroom teachers and guidance counselors, and a consistently applied religious culture create a positive educational atmosphere. At MTs Islamiyah Bindu, the culture of congregational prayer, reading the Qur'an before lessons, and other religious activities such as commemorating Islamic holidays serve as means to instill moral values in students' daily practices. Such an environment reflects the importance of the hidden curriculum in character education, which is implemented through habit formation and role modeling (Ghofir, 2008).

In general, the results of this study confirm that Aqidah Akhlak learning is a strategic medium in shaping students' disciplinary attitudes if it is carried out in a planned, consistent manner and supported by a supportive environment. The internalization of Aqidah and Akhlak values through reflective methods, contextual approaches, and spiritual reinforcement has proven effective in building students' self-awareness of the importance of disciplinary attitudes as part of the manifestation of faith. This aligns with the concept of value-based education, where education is not only aimed at intellectual development but also at building a morally and spiritually resilient personality (Widodo, 2022).

Discussion

The findings of this study are in line with character education theory, which states that instilling moral values through religious education contributes significantly to the formation of discipline (Lickona, 2019). Aqidah Akhlak education, if taught contextually and emphasizing teacher role modeling, can internalize the value of discipline in students. Teacher role modeling is a dominant factor in the process of behavior formation (Bandura, 1986; Nucci, 2014).

The results of this study are also consistent with Rokhman (2013) findings, which show that the integration of religious values in learning encourages the emergence of disciplined and responsible behavior. Similarly, Ma'arif (2019) emphasizes that moral education in madrasahs serves as an instrument for internalizing moral values into students' daily habits.

Additionally, the role of the school environment and parental support are also important factors in fostering discipline. Schools with clear rules, a strong religious culture, and consistent enforcement of rules are more successful in instilling discipline in students (Gunawan, 2017; Widodo, 2022). Parental support in providing supervision and setting an example at home further strengthens the process of internalizing the values students acquire at madrasahs (Taylor, 2000; Abdullah, 2021).

Furthermore, this study reinforces the view that value-based education is highly effective in shaping students' moral and social attitudes (Muslim, 2020). In this context, Aqidah Akhlak learning is not only understood as the transfer of religious knowledge but also as a process of habit formation, character development, and continuous discipline cultivation (Nucci, 2014; Hidayat, 2020).

Thus, the results of this study prove that the implementation of Aqidah Akhlak learning can be a strategic instrument in improving students' disciplinary attitudes. This supports the character education framework in Indonesia, which places the dimension of religiosity as the main foundation for shaping students' behavior (Tilaar, 2004; Marzuki, 2017).

These findings make an important contribution to the discourse on value-based learning in madrasahs and can serve as a basis for developing more contextual and integrative character education policies. Moving forward, broader involvement from parents and the community is needed to support the formation of student character, particularly in terms of discipline, so that value education efforts in madrasahs can be sustained and have a stronger impact.

Conclusion

This study shows that the implementation of Aqidah Akhlak learning at MTs Islamiyah Bindu, OKU Regency, plays an important role in improving students' discipline. The learning process is carried out through systematic planning, implementation, and evaluation stages. Teachers develop appropriate lesson plans, implement learning through lectures, question and answer sessions, and role modeling, and then evaluate the results by observing students' behavior in their daily lives. The research findings confirm that Aqidah Akhlak education not only serves as a medium for conveying religious knowledge but also as an instrument for character development, particularly in terms of discipline. Students showed positive changes in the form of increased compliance with school rules, awareness in performing worship on time, and a decrease in disciplinary violations. Thus, it can be concluded that the implementation of Aqidah Akhlak learning contributes significantly to the development of students' discipline. Teachers play a central role as role models, facilitators, and supervisors in the process of internalizing the values of Aqidah and Akhlak. The success of this education is also influenced by a religious school environment and parental support at home. Therefore, continuity between education at the madrasah and habits at home is necessary to foster stronger and more sustainable discipline in students.

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