



Contribution of islamic education learning to improving the quality of student character

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ABSTRACT

The process of learning activities is now increasingly varied and developing following advances in various fields of science, but not all teachers are willing or able to utilize these various learning methods. This problem occurs especially in the fields of social and religious sciences which are mostly guided by textbook texts without any initiative by teachers to develop contextually during the learning process, so that the essence of the learning material cannot be understood by students. Apart from that, technological advances have given rise to moral problems that are at an alarming level. This issue is related to Islamic religious education learning activities and their implications for the quality of student character, so evaluation is needed in the form of research and assessment as material for reflection on the results of implementing the PAI learning process on the quality of student character. This research aims to analyze the relationship and influence of PAI learning with improving the quality of student character. The research approach uses correlational quantitative methods. The population is 99 students in class XI at SMK Muhammadiyah 1 Wates. Sampling used saturated sampling, and questionnaires as data collection techniques. The data analysis techniques use descriptive and inferential. Descriptive analysis techniques include frequency analysis and cross tables, while inferential analysis techniques include correlation analysis and simple linear regression. The research results show that the contribution of PAI learning to improving the quality of students' character is positive and significant, and the correlation coefficient value is 0.542 in the medium category. The influence of PAI learning on the quality of students' character is 29.4%.

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Introduction

The dynamics of the development of the educational curriculum that applies to educational institutions always experience pros and cons regardless of the good intentions and objectives of implementing the curriculum. Before the reform era, the education curriculum in Indonesia prioritized cognitive aspects over other aspects. Even in its application, students are used as passive objects in learning activities that must be ready to receive any material provided by educators. After the reform era, the education process policy in Indonesia began to be improved with the education decentralization policy that gave flexibility to each educational institution to manage and develop the educational process in accordance with the conditions of the region where the educational institution is located. However, there are still many problems encountered in the field, especially after the era of

education curriculum reform in force in Indonesia has undergone several changes, causing the ineffective implementation process in each educational institution (Fitriani et al., 2020). Starting from the 1994 curriculum, competency-based curriculum, education unit-level curriculum, 2013 curriculum to the latest independent learning curriculum, programs launched by the government through the Ministry of Education and Culture certainly face many challenges and problems. Starting from the era of the 2013 curriculum, religious and ethical education which became one of the flagship programs of the 2013 curriculum has increasingly attracted public attention due to a decline in character among students who have only been required to master the subject matter optimally without being accompanied by an increase in the quality of good attitudes and behavior (Efendy & Irmwaddah, 2022). After almost a decade of implementation of the 2013 curriculum, the government through the Ministry of Education and Culture launched improvements from the previous curriculum in the form of an independent learning curriculum. The independent learning curriculum will gradually begin to be implemented at the beginning of the 2022/2023 academic year in more than 140 thousand educational institutions from primary to secondary levels. The independent learning curriculum is expected to be able to achieve an ideal learning process, especially in collaboration with instilling character values and religious education to form the profile of Pancasila students. However, in the trial of its application, there are still many shortcomings in several aspects of educational standards such as content standards, process standards, facilities and infrastructure standards, assessment standards, and educator standards (Susilowati, 2022).

Currently, the process of learning activities is increasingly varied and developing following advances in various fields of science, especially those that support and support the ease of delivery of learning materials. However, not all educators are willing or able to take advantage of these diverse learning methods (K & Akilah, 2020). Not a few educators who still maintain conventional learning methods that seem monotonous so that the essence of learning material is less understandable by students (Rohmah, 2016). This problem occurs especially in the field of social and religious sciences which are mostly guided by textbook texts without any initiative by educators to develop contextually during the learning activity process. Many other factors affect the effectiveness of achieving learning objectives both from inside and outside the educational institution such as the environment of school residents including principals, teachers, and employees as well as the community environment around the educational institution and the surrounding environment where students live (Lubis, 2022). Moreover The rapid advancement of technology adds challenges in curriculum implementation because the use of technology is not always in line with the goals to be achieved by these educational activities. Even these technological advances can cause new problems regarding morals/ The morals of the nation's next generation are at an alarming level (Akhyar et al., 2023). This is proven based on the results of research conducted by the Research and Development Agency of the Ministry of Religious Affairs of the Republic of Indonesia in 2021 through a national survey for secondary education. The results of the five dimensions of character values, namely religiosity, independence, nationalism, mutual assistance, and integrity, only the nationalism dimension is higher than the 2020 survey. As for the value of other dimensions, it decreased from the previous year, even the independence dimension plummeted the most. This is due to the Covid-19 pandemic which requires learning activities to be carried out remotely or online so that the achievement of character values becomes less effective (Murtadlo et al., 2021). The latest research in 2022 conducted by the Corruption Eradication Commission on the Education Integrity Assessment Survey, one of which assesses the character index of students from secondary to higher education, the results are quite concerning. From this study, a value of 69.56 or was at level 2 of the total number of 4 levels. At level 2, it is concluded that integrity behavior that is part of the character values of students has not become a thorough habituation (Kedeputan Pendidikan dan Peran Serta Masyarakat Komisi Pemberantasan Korupsi (KPK), 2022). With the results of this survey, further exploration of problems is needed which can then be found the best solution regarding various aspects of the educational process, especially related to

learning Islamic religious education to achieve the quality of character of students who not only have good knowledge and skills but also have spiritual attitudes and behaviors that are in accordance with the good values of Islam.

From the problems discussed earlier, the urgency of this research is based on at least four points. *First*, the impact of the industrial era 5.0 has brought major changes in various areas of life, including education. Paradigm shifts in education are becoming more adaptive in accordance with the demands of stakeholders. In this context, research on the relationship between Islamic religious education learning and improving the quality of student character becomes very relevant to ensure effective and competitive learning in the industrial era 5.0. *Second*, the lack of application of learning methods. There are still a number of educators who continue to use monotonous conventional learning methods, which can cause students to have difficulty understanding the essence of learning material so that it has an impact on student character. *Third*, changes in the educational curriculum. The process of repeated implementation of the education curriculum in Indonesia has caused challenges and problems, including in the formation of student character. This research is important to evaluate and understand the effectiveness of the implementation of the latest independent learning curriculum in instilling character values and Islamic religious education for students. *Fourth*, the role of technology in education. Technological advances provide their own challenges in curriculum implementation, including their impact on student character.

From various issues related to the process of Islamic religious education learning activities and their implications for the quality of student character, an evaluation is needed both in the form of research and assessment as material for reflection on the results of the application of the PAI learning process on the quality of student character to subsequently become a consideration or reference in improving the quality of PAI learning in order to achieve the quality of student character both outside and inside the student. The object of this research is at SMK Muhammadiyah 1 Wates which is a school oriented towards strengthening character education. Islamic Religious Education or PAI in Muhammadiyah schools is divided into several studies, namely Al-Islam, Kemuhammadiyah, and Arabic or referred to as ISMUBA. Thus, the researcher chose the research location at SMK Muhammadiyah 1 Wates with the aim of finding out whether there was a contribution from PAI learning to improving the quality of student character at SMK Muhammadiyah 1 Wates.

Research Methods

The research approach used by researchers is quantitative research methods with a type of data analysis in the form of correlational. The choice of quantitative research method is based on the reason for wanting to test a theory derived through a hypothesis, until in the end this research will reject or accept the hypothesis. The method used in this study is a type of research based on the level of explanation (level of explanation of the position of variables) used in this study, namely correlational research which aims to determine the relationship between two variables (Machali, 2017), between PAI learning (variable X) and improving the quality of student character (variable Y).

The population in this study is grade XI students at SMK Muhammadiyah 1 Wates with a total of 99 students, consisting of 30 students majoring in Engineering and Computer Network (TKJ), 23 students majoring in Accounting, 22 students majoring in Online Business and Marketing (BDP), and 24 students majoring in Office Management and Business Services (MPLB). The reason for choosing class XI is based on independent variables with dependence on this study, namely PAI learning with the quality of student character measured in grade XI students after receiving education for almost 2 years so that it can be used as further evaluation material for schools. Based on a population of 99 students, which is below 100, in this case all were used as research respondents (Alwi, 2015). Sampling using *saturated sampling* Because all members of the population were made respondents in this study with the aim of wanting to make generalizations with a small error rate (Amin et al., 2023).

The data collection technique in this study used a closed questionnaire, and the scale used was the Likert scale. After the data is collected, researchers input data into SPSS (*Statistical*

Product and Service Solution) to score, tabulate, group data based on variables, and present data for each variable studied. Then the instrument test was carried out, namely by conducting a validity test with the rules of probability values of $0.00 < 0.05$ and declared valid all both X and Y variables. Furthermore, reliability tests were carried out in this study with the results of variable X 0.866 and variable Y 0.892 with good category reliable rules (Machali, 2017). After that, a basic assumption test was carried out with a normality test categorized as normal data because of the significance value of $0.200 > 0.05$ and a linearity test with linear data because of the significance value of $0.00 < 0.05$ (Machali, 2017). Next, calculations are carried out to test the hypothesis that has been proposed whether it is accepted or rejected. If the hypothesis is accepted, correlation analysis and simple linear regression are continued as data analysis techniques.

Results and Discussion

1. Frequency Level Category Research Variables

The data table below illustrates the percentage level of two variable categories, namely PAI learning and Student Character Quality from all respondents in this study totaling 99 students. The PAI learning variable showed low category results with a percentage rate of 68.7% (68 students) while the student character quality variable was obtained in a high category with a percentage rate of 54.5% (54 students).

Table 1. Frequency Level Category Research Variables

No.	Variable	Category	
1.	PAI Learning (X)	Height = 31 students (31.3%)	Low = 68 students (68.7%)
2.	Student Character Quality (Y)	Height = 54 students (54.5%)	Low = 45 students (45.5%)

After looking at the category-level overview for each variable, then a descriptive data analysis was carried out grouped by class. From the research sample data, it was concluded that the learning level of PAI class XI at SMK Muhammadiyah 1 Wates in general was still in the low category in all classes. The details are class XI TKJ has a low category percentage rate of 66.7% (20 students out of a total of 30 students), class XI Accounting has a low category percentage rate of 52.2% (12 students out of a total of 23 students), class XI BDP has a low category percentage rate of 81.8% (18 students out of a total of 22 students), and class XI MPLB has a low category percentage rate of 75% (18 students out of a total of 24 students).

Table 2. PAI Learning Category Level Frequency (X)
 Class * PAI Crosstabulation Learning Level

		PAI Learning Level		
		Low	Tall	Total
Class XI TKJ	Count	20	10	30
	% within Kelas	66,7%	33,3%	100,0%
XI Accounting	Count	12	11	23
	% within Kelas	52,2%	47,8%	100,0%
XI BDP	Count	18	4	22
	% within Kelas	81,8%	18,2%	100,0%
XI MPLB	Count	18	6	24
	% within Kelas	75,0%	25,0%	100,0%
Total	Count	68	31	99
	% within Kelas	68,7%	31,3%	100,0%

The table below describes the level of character quality of grade XI students at SMK Muhammadiyah 1 Wates. From a total sample of 45 students with a low level of character quality of students, as many as 14 students (46.7%) came from class XI TKJ, 9 students (39.1%) came from class XI Accounting, 13 students (59.1%) came from class XI BDP, and 9 students (37.5%) came from class XI MPLB. As for the total sample of 54 students with a high

level of character quality of students, as many as 16 students (53.3%) came from class XI TKJ, 14 students (60.9%) came from class XI Accounting, 9 students (40.9%) came from class XI BDP, and 15 students (62.5%) came from class XI MPLB. From these results, it can be concluded that from the four classes / majors, the majority of the character quality level of grade XI students at SMK Muhammadiyah 1 Wates is included in the high category except for class XI BDP which is in the low category.

Table 3. Frequency of Student Character Quality Category Level (Y)
Class * Crosstabulation Student Character Quality Level

		Quality Level of Student Character		
		Low	Tall	Total
Class XI TKJ	Count	14	16	30
	% within Kelas	46,7%	53,3%	100,0%
XI Accounting	Count	9	14	23
	% within Kelas	39,1%	60,9%	100,0%
XI BDP	Count	13	9	22
	% within Kelas	59,1%	40,9%	100,0%
XI MPLB	Count	9	15	24
	% within Kelas	37,5%	62,5%	100,0%
Total	Count	45	54	99
	% within Kelas	45,5%	54,5%	100,0%

Lickona provides a concept that character education is not limited to teachings about right and wrong, but also how character values are instilled through character education with habituation strategies so that students can better understand and feel right and wrong actions or attitudes through the process of direct application. Furthermore, Lickona explained three main elements in the concept of character education that he carried, namely knowing the good (*knowing the good*), loving kindness (*desiring the good*), and doing good (*doing the good*). Thomas Lickona explained that there are at least ten main elements or essential goodness in efforts to instill character values through the process of character education to students, namely wisdom, justice, fortitude, self-control, love, positive attitude, hard work, integrity, gratitude, and humility (Idris, 2018). By applying these ten elements in Islamic religious education learning, it will further facilitate the achievement of the quality of student character, namely by guiding students, setting examples, and shaping them to have good and virtuous behavior.

2. Contribution of PAI Learning to Improving the Quality of Student Character

Islamic religious education learning focuses on character building and ethics based on Islamic religious teachings (Mudrik, 2023). The concept of morality and ethical values in Islam, such as honesty, justice, compassion, and responsibility, can be a strong theoretical basis to explain the relationship between Islamic religious learning and improving the quality of student character. Islamic religious education in schools is the main pillar of character education, this is because religious education teaches the importance of moral cultivation starting from religious awareness in children (Ainiyah, 2013). Strong Islamic religious learning can help students internalize Islamic values and teachings and strengthen their religious identity, which in turn can contribute to improving the quality of student character (Hermawan, 2020).

To determine the relationship and influence of PAI learning on the quality of student character is carried out through pearson correlation analysis and linear regression due to the results of research data in the form of interval scales.

Table 4. Results of Pearson Correlation Analysis

		PAI Learning	Improving the Quality of Student Character
PAI Learning	Pearson Correlation	1	,542**

	Sig. (1-tailed)		,000
	N	99	99
Improving the Quality of Student Character	Pearson	,542**	1
	Correlation		
	Sig. (1-tailed)	,000	
	N	99	99

** . Correlation is significant at the 0.01 level (1-tailed).

From the table above, it is known that the value of the pearson correlation coefficient is 0.542 so that the relationship between PAI learning variables and the quality of student character is in the medium category and positive values show a unidirectional relationship between these two variables, meaning that if the value of variable X increases, then the value of variable Y will also increase and vice versa. The significance value obtained at 0.000 less than 0.05 means that H_0 is rejected and H_a is accepted. Thus, the relationship between these two variables is significant.

Table 5. Results of Coefficient of Determination Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,542a	,294	,286	7,63760

a. Predictors: (Constant), Pembelajaran PAI

From table 5. *The Summary model* obtained an R value or pearson correlation value of 0.542 indicating that the relationship between PAI learning and the quality of student character is in the medium category. The *R Square* value of 0.294 can be interpreted that the variability of PAI learning contributes up to 29.4% in predicting the quality of student character while the remaining 70.6% is contributed by other variables.

Table 6. ANOVA Analysis Results

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	2352,615	1	2352,615	40,331	,000b
	Residual	5658,294	97	58,333		
	Total	8010,909	98			

a. Dependent Variable: Improving the Quality of Student Character
 b. Predictors: (Constant), PAI Learning

Table 6. ANOVA can be used to determine whether the relationship between the independent variable (X) and the dependent variable (Y) is linear or not so whether the independent variable can be used to predict the value of the dependent variable or not. The p-value or significance of 0.000 is less than 0.05 which means significant. With these results, it can be concluded that the relationship between PAI learning and the quality of student character is linear so that to find out the magnitude of the influence can be seen using a linear regression equation model.

Table 7. Results of Regression Model Equation Coefficient Analysis

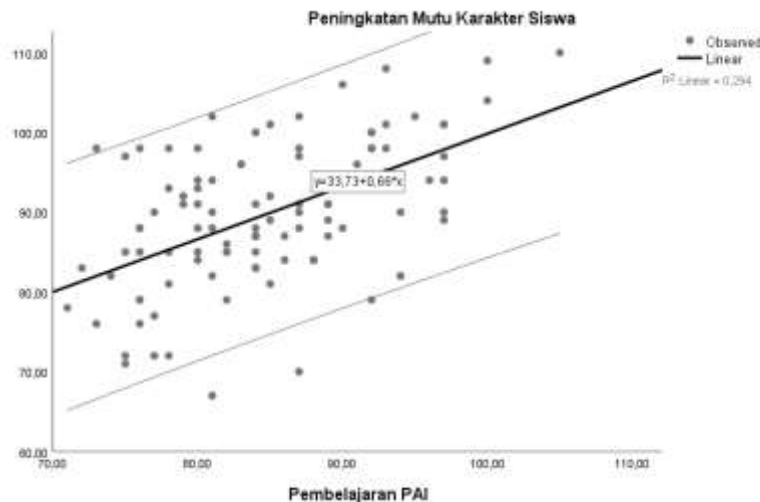
Coefficient						
Model	Unstandardized Coefficients		Standardized Coefficients		T	Say.
	B	Std. Error	Beta			
1 (Constant)	33,730	8,846			3,813	,000
PAI Learning	,661	,104	,542		6,351	,000

a. Dependent Variable: Improving the Quality of Student Character

From the *table of coefficients*, a constant value (α) of 33.730 and a beta value (β) of 0.661 are obtained so that the regression equation model is as follows:

$$Y = \alpha + \beta X$$

$$Y = 33.730 + 0.661X$$



Graphics 1. Scatter Plot
The Relationship between PAI Learning and Improving Student Character Quality

The regression equation above can be used to explain the effect of the independent variable on the dependent variable provided that the significance value is less than 0.05. From the table, the constant value has a significance value of 0.000 less than 0.05 which means significant and the PAI learning variable has a significance value of 0.000 less than 0.05 which results are also significant. Thus, the regression equation model above can be used in predicting student character quality variables because the significance value of the implementation of instilling religious character values is significant.

From the regression equation model, it can be explained that when the PAI learning variable is 1 or low, the PAI learning variable can only be able to increase the value of the student character quality variable by 0.661 while if the PAI learning implementation variable is 2 or high, then the PAI learning variable is able to increase the value of the student character quality variable by 1.322 or by 100%.

Based on data analysis, the results of the study showed that there was a relationship between PAI learning and improving the quality of character of grade XI students at SMK Muhammadiyah 1 Wates. From the correlation analysis, a significance value of 0.000 was obtained less than 0.05 at a 95% confidence level. Therefore, these results show that the relationship between PAI learning and improving the quality of student character is significant while the level of relationship between these two variables is based on a correlation coefficient value of 0.542 which means it falls into the category of moderate relationships. The value of PAI's learning contribution to the quality of student character was 29.4%, while the remaining 70.6% was contributed by other variables that were not studied in this study.

Reflecting on the results of descriptive and inferential analysis of research data, PAI learning implemented to students in this case through the ISMUBA education program (Al-Islam, Kemuhammadiyah, and Arabic) is quite effective in influencing the improvement of student character quality. In other words, the low quality of student character is caused one of them by the low or ineffective learning of PAI carried out by the school. Vice versa, the high quality of student character is one of the factors is effective or high-quality PAI learning. This has been confirmed by several previous studies related to PAI learning and also the quality of student character. As has been explained by the results of various previous studies that the character of students of good quality or poor quality cannot be separated from character education implemented through PAI learning in Islamic educational institutions. This is in line with research conducted by Suhada et al, which explained that the character studied through students' moral behavior was influenced by the existence of Islamic religious education programs implemented in schools (Suhada et al., 2018). Furthermore, it has been discussed in Abdillah and Ismi's research that the success of developing students' character

or morals into good quality character is determined by learning PAI and Ethics subjects that are carried out effectively both materially and practically so that the impact can be felt directly by students themselves (Abdillah & Nurjannah, 2022). This is also confirmed by research conducted by Raidah, in essence to achieve the religious character of students in accordance with the objectives of education itself, the PAI learning process is needed by involving all school resources and support from various education stakeholders (Raidah, 2020).

Indeed, there are many factors, both internal and external, that affect the quality of student character to be high or low. In theory, PAI learning applied in educational institutions should be able to improve the quality of student character to be better than without character education manifested in PAI learning. However, in practice in every school there are many other causes that also affect the presence or absence of character quality improvement. Several factors that contribute to the presence or absence of improving character quality in the focus of this research include the highly competitive industrial era 5.0, the application of learning methods, changes in educational curriculum, the use of educational technology, a plural community environment, and educational integrity (Yuliana & Nuryana, 2022).

The quality of character in the industrial era 5.0 cannot be understood statically because it is in accordance with the theory of moral development proposed by Lawrence Kohlberg that morals or character has several stages that are dynamic in nature in accordance with the stimulus of moral and ethical values taught through the learning process (Hasanah, 2019) which in this context is in the form of learning Islamic religious education. Although the essence of learning material about character is fixed, the effort that needs to be emphasized in this case is an effort to collaborate between educators and students because currently the position of educators and students both have an active role. So, learning objectives can be achieved effectively and efficiently.

In addition, the learning process of good quality Islamic religious education from the beginning to the end of teaching activities also has a considerable role in the formation of student character. This can run optimally if supported by all school residents and adequate educational facilities and infrastructure. Creating a conducive school atmosphere is no less important with the cooperation of the school with the community around the school to build a positive school culture in an effort to shape and develop the character of students with religious morals (Yuliana et al., 2021). As the theory of developing Islamic identity through the process of internalizing Islamic religious education learning materials can contribute to strengthening student character (Warsah, 2018). This is also supported by the presentation of the theory mentioned by Albert Bandura about social learning theory where education to shape and develop student character cannot be done instantly, but must go through a series of learning processes that include observation, imitation, and reinforcement in the process of learning activities (Mokoagow, 2022).

In today's digital era, PAI learning must be able to become a filter and bulwark to maintain character qualities based on Islamic religious norms. Therefore, as confirmed by Mezirow's theory that cognitive learning must be transformed into reflective learning. In this context, the ideal PAI learning is not only in the form of material presentation, but accompanied by student self-reflection of Islamic values and teachings that can help in transforming student character for the better and better (Rahmat et al., 2023).

As a result of comparison with the previous presentation, the PAI learning outcomes of grade XI students at SMK Muhammadiyah 1 Wates still need improvement because the research data shows low or ineffective levels in all classes that are the research sample with an average percentage effectiveness rate of only 31%. The implications of this ineffective PAI learning also have an impact on the level of quality of student character even though it is included in the high category but with an average percentage of only around 54.5% or half less. Therefore, this is a finding that can be used as material for evaluation and improvement in the future. This finding is supported by the theory of religious socialization (Hamid, 2018) that the development of student character is influenced by one of the socialization mechanisms and interactions during teaching and learning activities including PAI learning

that occurs in schools.

Conclusion

The contribution of PAI learning to improving the quality of students' character is positively and significantly correlated. The results obtained from a simple correlation analysis obtained a correlation coefficient score of 0.542 which means that the relationship between the two variables is included in the medium category. A positive correlation coefficient value indicates that the relationship between the two variables is unidirectional. If PAI learning is carried out effectively, the impact will be an improvement in the quality of student character. Likewise, if PAI learning runs less effectively, the quality of student character has not improved. The variability or ability of PAI learning variables in predicting the improvement of student character quality was 29.4% while the remaining 70.6% contribution was influenced by other variables that were not studied in this study. Based on the results of descriptive analysis, the assessment rate of PAI learning in grade XI students at SMK Muhammadiyah 1 Wates is in the low category with a percentage reaching 68.7% while the character quality of grade XI students at SMK Muhammadiyah 1 Wates is included in the high category with a percentage reaching 54.5%. With these results, the achievement of PAI learning on improving the quality of character of grade XI students at SMK Muhammadiyah 1 Wates still needs to be evaluated and improved and improved again based on the results of this study.

The survey of PAI learning evaluation results for grade XI students at SMK Muhammadiyah 1 Wates also still needs special attention. Because all classes that were respondents to this study, namely TKJ, Accounting, BDP, and MPLB classes showed low results. This of course also has an impact on the results of measuring the quality of student character that is less than optimal. The measurement results of research respondents in four classes obtained varying levels of character quality. Only the BDP class has a low level of student character quality while the other three classes, namely TKJ, Accounting, and MPLB have been included in the high category even though the percentage is still below 65% overall. From this information, it can be concluded that in addition to PAI learning, there are still many factors that affect the quality of student character. Therefore, a comprehensive assessment and evaluation program is needed involving all school personnel and education stakeholders to synergize together to carry out intensive cooperation and communication. This is done in order to realize the output of students who not only have academic abilities and competencies, but also have a religious Islamic character as a provision to face increasingly complex global challenges.

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