

Comparative study of akidah akhlak learning achievement between special and regular class viii students at madrasah tsanawiyah muhammadiyah batur

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ABSTRACT

Education is a crucial factor in a country's progress and a fundamental right of every citizen. It helps individuals develop intellectual, emotional, and spiritual intelligence while shaping their personality and maturity. In accordance with Law No. 2 of 1989, education aims to enhance the quality of human resources through learning that encompasses cognitive, affective, and psychomotor aspects. Islam also emphasizes the importance of seeking knowledge, as stated in the Qur'an and Hadith. Education is not only intended to improve academic achievement but also to cultivate good morals. At Madrasah Tsanawiyah Muhammadiyah Batur Banjarnegara, the Merdeka Curriculum is implemented in two programs: a special program focusing on Quran memorization and a regular program emphasizing academics. The special program includes additional curriculum content, but the heavier workload may hinder students' focus. The effectiveness of this additional curriculum still needs evaluation to better meet students' needs. The Akidah Akhlak education at the madrasah aims to instill religious values and shape students' character. In terms of academic achievement, the learning approach in the special and regular programs impacts students' performance differently. Students in the special program tend to excel due to more intensive academic support, while students in the regular program often face challenges in achieving optimal academic performance. This study aims to analyze the academic achievement of eighth-grade students in Akidah Akhlak at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, in the 2024/2025 academic year, both in the special and regular programs, and to compare the differences in academic achievement between the two programs. The research adopts a quantitative approach with a descriptive comparative research design. The population consists of 109 students, and the sample is selected using proportionate stratified random sampling, resulting in 46 students. Data collection methods include observation and documentation. Data analysis is conducted using statistical hypothesis testing with an independent sample t-test. Based on the analysis results, the following conclusions are drawn: 1) The academic achievement of eighth-grade students in the special program at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, shows that 13% (3 students) fall into the good category, 74% (17 students) in the fair category, and 13% (3 students) in the poor category. Thus, most students in the special program fall into the fair category, with an average score of 61.34, rounded to 61. 2) The academic achievement of eighth-grade students in the regular program shows that 17.3% (4 students) are in the good category, 56.6% (13 students) in the fair category, and 26.1% (6 students) in the poor category. Thus, most students in the regular program fall into the fair category, with an average score of 57.8, rounded to 58. 3)

There is no significant difference in academic achievement between eighth-grade students in the special and regular programs at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, in the 2024/2025 academic year. This conclusion is based on hypothesis testing, which, at a 5% significance level, accepts H_0 and rejects H_a . This is evidenced by the independent t-test, where the calculated t-value is 1.480 and the critical t-value is 2.014 ($1.480 < 2.014$).

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Introduction

Education is a crucial factor in supporting progress and development in various countries. Every citizen has the right to education, which is a self-development process for individuals to live and contribute to society (Aqiyuddin, 2015). Through education, each individual can develop intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ), as well as their skills and potential. The learning process also plays an important role in shaping a person's personality and maturity (Faiqatul et al., 2019).

As regulated in Law Number 2 of 1989, Article 4 on the goals of national education, it is emphasized that education is also a means to improve the quality and quantity of human resources towards a better direction. The quality of Indonesia's human resources is reflected in the collective aspirations of the nation and remains the primary focus of the goals of national education. According to Yaumi and Fatimah, the goals of national education encompass cognitive abilities (knowledge), affective aspects (social and religious values), and psychomotor skills (health and skills). Therefore, a comprehensive learning approach is necessary to achieve all aspects of success in teaching and learning activities in schools (Yaumi & Fatimah, 2014). In Surah Al-Alaq, verses 1-5, Allah SWT says:

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفَرَأَ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: "(1) Read in the name of your Lord who created. (2) He created man from a clot. (3) Read, and your Lord is the Most Generous. (4) Who taught by the pen. (5) He taught man what he did not know." (Q.S. Al-Alaq: 1-5) (Al-Qur'an and its translation, 2010).

The first verses revealed to Earth underscore the importance of learning and education as an obligation. This indicates that Allah commands humans to acquire new knowledge, which can be obtained through reading. Reading is not only about understanding text but also about understanding the feelings and emotions of others, whether through observing nature and the environment or through literature.

Reading and learning are the primary means of acquiring knowledge, and this is also emphasized in a Hadith of the Prophet, which states that seeking knowledge is an obligation for every Muslim, as narrated by Ibn Majah No. 224:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning: "Seeking knowledge is obligatory upon every Muslim." (HR. Ibn Majah: 224).

The obligation of learning and education for citizens aims to improve the quality of education and support the enhancement of student achievements, not only academically but also in terms of moral character. The learning process requires evaluation, which serves as a benchmark for students' maximum achievements after they undergo assessments of their learning activities over a certain period. Once the material is deemed sufficient, teachers can conduct tests to assess

learning achievements. Learning achievements hold significant importance in education as they are indicators of a student's success in completing their studies. In the context of education, learning achievements encompass the results attained or accomplished by students. The final grades given by teachers in report cards reflect the progress or learning achievements of students over a specific period (Slameto, 2018). Meanwhile, Muhibbin Syah defines learning achievement as the attainment of students' understanding of school subjects, reflected in the form of scores obtained from tests in various subjects (Syah, 2017: 91).

Factors influencing learning outcomes include internal aspects such as health, interest, talent, intelligence, motivation, and students' learning styles. On the other hand, external factors such as the school environment, community, and family also play a role in determining students' academic achievements, which in turn affect the overall quality of the school.

To improve the quality of education, Madrasah Tsanawiyah Muhammadiyah Batur in Banjarnegara Regency implements the Competency-Based Merdeka Curriculum, which emphasizes flexible learning and Pancasila values, with a focus on authentic learning and assessment to achieve competencies in attitudes, knowledge, and skills. The school also develops two educational programs: a special program and a regular program. The special program focuses on tahfidz (Quran memorization) for students without neglecting their academic studies, while the regular program is a general class that focuses more on academics but still includes tahfidz classes, albeit less intensively.

The special program, also known as the tahfidz class at Madrasah Tsanawiyah Muhammadiyah Batur in Banjarnegara Regency, provides an additional curriculum, with a limited number of students per class. Meanwhile, the regular program uses the Merdeka Curriculum but without the additional elements found in the special program, and it accommodates a larger number of students. Although the approaches differ, both programs share a similar vision and mission in producing graduates who excel and are competitive in both religious and global aspects, in line with the educational goals expected by all stakeholders. However, despite the additional curriculum for tahfidz students, this can sometimes disrupt their focus during the learning process due to the heavier workload. Moreover, the effectiveness of the additional curriculum has not been fully adapted to the student's needs, resulting in suboptimal outcomes.

Akidah Akhlak (Faith and Morals) is one of the subjects taught in schools, particularly in Madrasah Tsanawiyah, Madrasah Aliyah, and SLTA. This subject has unique characteristics compared to others, as its primary focus is on the development of the affective aspect. The main goal of this subject is for students to recognize, understand, contemplate, observe, and apply the concepts of faith and morals in their daily lives. Akidah refers to belief in Allah SWT, particularly in the context of Islam, while akhlak reflects a person's attitude and behavior as a manifestation of their faith. If one's faith is strong, their morals will also be good (Ahdar et al., 2024).

Akidah Akhlak education is one of the methods to instill values of goodness and religion in students, as well as to shape their character. The goal of this education is for students to develop good character by Islamic teachings, both in their relationship with Allah SWT, themselves, others, nature and the environment, and their nation and homeland (Jannah, 2020). When viewed from the perspective of learning achievements, which include understanding Akidah (faith) and Akhlak (morals) among students, the differences in learning approaches between students in the special program and those in the regular program become relevant in this context.

Thus, understanding learning achievements in Akidah Akhlak is not solely about academic accomplishments but also about how students demonstrate attitudes and values reflected in their daily lives. This application is significantly influenced by the differences in learning approaches between students in the special and regular programs. Additionally, the academic achievements of regular program students are often lower compared to those in the special program, which is

attributed to variations in learning approaches and the academic support received by each group of students.

This research introduces a novel aspect that distinguishes it from previous studies, such as the research conducted by Yusnika Rinada on the comparison of learning outcomes in Islamic Religious Education and Character Education between boarding school and non-boarding school students at SMP IT Al-Fityan School Aceh, and the research by Abdul Khaliq Dwi Panji on learning achievements between special and regular program students at MTs Negeri 1 Surakarta in 2016. This study offers novelty by specifically focusing on the subject of Akidah Akhlak and comparing the effectiveness of the learning systems in special and regular classes at Madrasah Tsanawiyah Muhammadiyah Batur, thereby providing a more contextual contribution to the study of Islamic education.

Learning achievement is a combination of two words: achievement and learning. According to the Indonesian Dictionary, the achievement is the result that has been accomplished (Depdiknas, 2022). The word "prestasi" originates from the Dutch word "prestatie," which in Indonesian means "achievement" or "result of effort." In English, achievement comes from the word "to achieve," which means to accomplish (Rosyid, 2019).

Hafiz states that achievement is the result attained through the efforts of individuals or groups in creating, working on, or producing something. This result is obtained through hard work and continuous effort to achieve progress or improve the quality of available resources (Hafiz, 2018: 3). Djamarah emphasizes that the outcome of an activity carried out willingly and obtained through persistent effort, whether individually or collectively in a specific endeavor, defines achievement (Djamarah, 2015). Meanwhile, Arifin argues that achievement in Indonesian refers to an effort (Arifin, 2016). In my view, achievement is the result attained due to the learning activities undertaken.

Etymologically, the term "akidah" comes from the Arabic word "aqada ya'qidu-aqdan," which means a bond, agreement, or something firm. It is called so because it binds and serves as the foundation or anchor for everything. In technical terms, it refers to faith or belief. Terminologically, akidah refers to the fundamental principles of belief or the convictions held in the heart of a Muslim, derived from Islamic teachings, which every Muslim is obliged to uphold as a binding source of belief (Shubhie, 2023).

According to T.M. Hasbi Asy-Shiddieqy, akidah (faith) must permeate the heart with complete satisfaction, becoming a strong bond with the soul that cannot be shaken by any doubt or challenge (Wage, 2016). Hassan al-Banna, in describing faith, states that faith seeks a heart that provides tranquility to the soul. He also describes akidah as something that supports the heart, brings peace to the soul, and keeps the heart away from doubt and confusion (Sutikno, 2013).

Furthermore, Imam Al-Ghazali, in his book *Ihya' Ulum Al-Din*, as quoted by Liesa Aviva Shine (2017), defines akhlak (morals) as requiring two conditions: 1. The action must be constant, meaning it is repeatedly performed in the same form so that it becomes a habit. 2. The constant action must arise naturally as a reflection of one's soul, judgment, and thoughts, without external pressure or coercion. Meanwhile, Ibrahim Anis defines akhlak as a trait ingrained within a person, from which various actions—good or bad—emerge without the need for deliberation or thought (Ilyas, 2024).

From the definitions presented above, it can be concluded that akidah is a deeply held and firm belief in one's conscience. It is not merely an intellectual understanding but also a strong inner conviction that is not easily shaken by doubt or challenges. Akidah represents the fundamental principles of belief in Islam that every Muslim must hold firmly, reflecting daily behavior and providing peace of mind and inner tranquility.

Akidah and akhlak are always paired as inseparable entities. This is because, before performing any moral action, a person must first have an intention in their heart (akidah). The stronger one's akidah, the better their akhlak will be in daily life. Conversely, the weaker one's akidah, the poorer their akhlak will be in practice.

Akhlak is the realization and actualization of one's akidah. Etymologically, akhlak comes from the Arabic word *khuluqun* or *al-khulqu*, which linguistically means character, temperament, behavior, or nature (Muhammad, 2019). Essentially, *khulq* (character) is a condition or trait that has deeply rooted itself in the soul and becomes part of one's personality, from which various actions arise spontaneously and effortlessly, without pretense or deliberate thought (Subhie, 2023).

Akidah Akhlak is one component of Islamic Religious Education that studies Islamic faith, particularly focusing on understanding *iman* (faith), *islam* (submission), and *ihsan* (excellence in worship), the obligatory, permissible, and impossible attributes of Allah SWT, praiseworthy morals toward Allah, blameworthy morals toward Allah SWT, the *Asmaul Husna* (Names of Allah), and faith in the angels of Allah SWT (Ariyati et al., 2024).

Based on the background and theoretical review presented, this research formulates the following problems: (1) How is the learning achievement in Akidah Akhlak for Grade VIII special program students at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, in the 2024/2025 academic year?. (2) How is the learning achievement in Akidah Akhlak for Grade VIII regular program students at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, in the 2024/2025 academic year?. (3) What are the differences in learning achievement in Akidah Akhlak between Grade VIII special program students and Grade VIII regular program students at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, in the 2024/2025 academic year?

Method

This study employs a quantitative approach. Sugiyono (2024) explains that quantitative research is a method based on the philosophy of positivism, used to study a specific population or sample, with data collection using research instruments, data analysis conducted quantitatively/statistically, and the objective of describing and testing predetermined hypotheses. The method used in this research is the comparative quantitative method. Comparative quantitative research is a research method aimed at determining whether there are differences between two or more groups in terms of the aspects or variables being studied (Sukmadinata, 2010). This research method can be divided into descriptive comparative or correlation comparative methods. Descriptive comparative focuses on comparing the same variables but in different samples (Silalahi, 2017).

This research was conducted at Madrasah Tsanawiyah Muhammadiyah, located at Jalan Gondang No. 35, Sumberejo I, Batur, Batur District, Banjarnegara Regency, Central Java 53456. The research population consists of 109 eighth-grade students, comprising 30 special program students and 79 regular program students. A total of 46 students were selected as the sample using the proportionate stratified random sampling technique. This technique was chosen to ensure proportional representation of both groups.

Data was collected using two main methods: (1) Observation, to examine the conditions and atmosphere of the teaching and learning activities at the school, reinforcing the accuracy of the data obtained, as well as documenting observed phenomena and issues occurring at the school; (2) Documentation, to obtain data on students' Akidah Akhlak learning achievement scores from the mid-semester report cards of eighth-grade students.

The data was analyzed using comparative statistical analysis, requiring the categorization of scores based on the mean and standard deviation. The data was then tested for normality using the Shapiro-Wilk test, which is conducted to determine whether the random distribution of a small

sample (not exceeding 50 samples) follows a normal distribution (Sugiyono, 2020). The data was also tested for homogeneity, which is a fundamental assumption in variance analysis (ANOVA) used to assess whether the data distribution is homogeneous by comparing the variances of the two groups. Subsequently, hypothesis testing was conducted to examine the alternative hypothesis (H_a), determining whether there is a significant difference between the average learning achievement of special and regular eighth-grade students. This was done using the Independent Sample t-test with the assistance of SPSS, with the testing criterion being that if the Sig value > 0.05 , the proposed hypothesis is accepted.

Result

The following is data on the learning achievement in Akidah Akhlak of grade VIII students in regular classes based on the odd semester PTS scores for the 2024/2025 school year

Table 1.1: PTS Score Data Table for Regular Class Students

Name	Score	Class
Ghufron Nurul Syaid	50	VIII B
Hafizy Herdian R	50	VIII B
Muhammad Satria Raja Kautsar	50	VIII B
Aziz	66	VIII B
Sarif Fajar Hibatulloh	63	VIII B
Zakarya Zada	66	VIII B
Abel Navisa Ramdan	66	VIII C
Bestari Javin Altaf	60	VIII C
Feby Aulia Adha	70	VIII C
Muhammad Aditya Maulana	63	VIII C
Muhammad Rendi Kurniawan	63	VIII C
Nafila Nur Aini	46	VIII C
Putra Ananda	60	VIII C
Solikhatun Nabila	61	VIII C
Vina Indamatus Silmi	62	VIII C
Adinda Elya Afriliana	53	VIII D
Annisa Ahsanil Jannah	56	VIII D
Kaasifa Darojah	50	VIII D
Keysha Fadhila Lutfia	60	VIII D
Listia Pratiwi	56	VIII D
Nisaul Kaifa Azizah	50	VIII D
Salfa Nur Meilani	56	VIII D
Zasqya Nada M	53	VIII D

In this study, the researcher included the collected data in the distribution table to facilitate calculations and facilitate the limitations that exist in data processing.

- 1) Calculate *the range*, $R = X_{\max} - X_{\min}$

$$\begin{aligned} X_{\max} &= 70 \\ X_{\min} &= 46 \\ R &= 70 - 46 \\ &= 24 \end{aligned}$$

- 2) Counting Many Classes, $K = 1 + 3.3 \log n$
 $K = 1 + 3.3 \log 23$
 $K = 1 + 3.3 \times 1.36$
 $K = 1 + 4.48$
 $K = 5.48$
 $K = 5$ (rounded)
- 3) Calculating the Length of the Class, $P = \frac{R}{K}$
 $P = \frac{24}{5}$
 $P = 4.8$
 $P = 5$ (rounded)

Table 1.2: Distribution Table of Frequency of Data on Learning Achievement in Akidah Akhlak of Regular Class Students

Frequency		Percentage	Percentage Validity	Cumulative Percentage
46-50	6	26,10%	26,10%	26,10%
51-55	2	8,70%	8,70%	34,80%
56-60	6	26,10%	26,10%	60,90%
61-65	5	21,80%	21,80%	82,70%
66-70	4	17,30%	17,30%	100%
Total	23	100%	100%	

- 1) Finding the *mean*, $\bar{X} = \frac{\sum fixi}{\sum fi}$
 $Mean = 57,8$
- 2) Finding the *median*, $Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$
 $Md = 60$
- 3) Finding the *modus*, $Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right)$
 $Mo = 50$
- 4) Finding the standard devitation, $S = \sqrt{\frac{\sum (X_1 - \bar{x})^2}{n}}$
 $S = 6,65$

Figure 1.1: Output view SPSS descriptive statistics regular class

		Descriptive Statistics			
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Achievement	23	46.00	70.00	57.8261	6.65140
Valid N (listwise)	23				

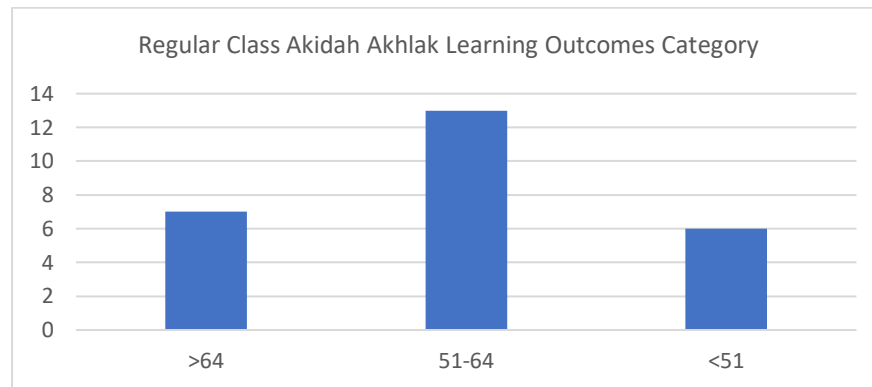
For the determination of the good, sufficient and insufficient categories are as follows:

- 1) Mean + 1.SD = 57.8 + 6.65
 = 64.45
- 2) Mean - 1.SD = 57.8 - 6.65
 = 51.15

Table 1.3: Achievement Categories of Akidah Akhlak Learning for Regular Classes

Score	Frequency	Percentage	Category
> 64	4	17,30%	Good
51 - 64	13	56,60%	Enough
< 51	6	26,10%	Less
Total	23	100%	

Figure 1.2 Regular Class Akidah Akhlak Learning Outcomes Category



A. Testing Requirements Analysis

1. Test Normality

In this study, using the *Shapiro Wilk* normality test was assisted by using the SPSS application to determine whether the data was normally distributed or not. The test criteria are:

- If the alpha value is 0.05, the data is considered to contribute normally.
- If the alpha value is less than 0.05, the data is considered not normally distributed.

A summary of the normality test results can be seen in the following table image:

Figure 1.3: Output view SPSS Shapiro Wilk Normality Test

		Tests of Normality		
		Shapiro-Wilk		
	Class	Statistics	Df	Sig.
Learning	Special Classes	.946	23	.244
Achievement	Regular Classes	.945	23	.232

a. Lilliefors Significance Correction

Based on the normality test above, a significance value greater than 0.05 was obtained, namely 0.24 for special classes and 0.23 for regular classes. $0.24 > 0.05$ and $0.23 > 0.05$ means that the data is normally distributed.

2. Homogeneity test

Figure 1.4: Output image view SPSS Homogeneity Test

		Levene Statistic	df1	DF2	Sig.
Learning Achievement	Based on Mean	.856	1	44	.360
	Based on Median	.723	1	44	.400
	Based on Median and with adjusted df	.723	1	37.495	.400
	Based on trimmed mean	.874	1	44	.355

Based on the results of the homogeneity test, the value of the probability of Akidah Akhlak learning is 0.35. If the probability is more than 0.05 then the data is considered homogeneous. However, if the probability value is less than 0.05 then the data is considered non-homogeneous. Since the p-value is 0.35 which is greater than 0.05, it can be concluded that the sample has homogeneous data or comes from a population with the same variance, so it can be continued with hypothesis testing with a t-test.

B. Hypothesis Testing

After fulfilling the prerequisite test for data analysis, the next step is to test the alternative hypothesis (H_a) which reads "There is a significant difference between the learning achievement in akidah akhlak of special grade VIII students and regular grade VIII students at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency for the 2024/2025 Academic Year". Testing this hypothesis was carried out using the Independent Sample t-test with the help of the SPSS application, with the test criteria if the Significance value is >0.05 , then the hypothesis proposed can be accepted.

Figure 1.5: Output view SPSS Independent Test results in Sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Significance One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	
Learning Achievement	Equal variances assumed	.856	.360	1.480	44	.073	.146	3.52174	2.38014	-1.27512 8.31859
	Equal variances not assumed.			1.480	39.892	.073	.147	3.52174	2.38014	-1.28911 8.33259

Hypothesis steps:

1. Hypothesis

H_a : There is a significant difference between the learning achievement in akidah akhlak special grade VIII students and regular grade VIII students at

Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency for the 2024/2025 Academic Year.

H₀ : There is no significant difference between the learning achievement in akidah akhlak of special grade VIII students and regular grade VIII students at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency for the 2024/2025 Academic Year.

2. Table t

$$T = \frac{a}{2}, df$$

$$df = n_1 = n_2 - nr$$

Information:

n₁ : Number of samples in group 1

n₂ : Number of samples in group 2

nr : the number of variables

$$df = 23 + 23 - 1$$

$$df = 45$$

If the researcher takes $\alpha = 5\%$ then the t-value of the table is 2.014

3. Tipping Point

H_a is rejected if t table > t count

H₀ is rejected if t counts > t table

4. T count = 1,480

$$T \text{ table} = 2,014$$

At the level of significance of 5% t table > t calculated, H₀ is accepted and H_a is rejected. This means that there is no significant difference between the learning achievement in akidah akhlak of special grade VIII students and regular grade VIII students at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency for the 2024/2025 Academic Year.

Discussion

This study compares the learning achievement in Aqidah Akhlak between special and regular classes at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, for the 2024/2025 academic year. To determine whether there is a significant difference between the two, the researcher used data from the Mid-Semester Assessment of the Odd Semester. This data was then tested for normality and homogeneity, leading to the conclusion that it follows a normal distribution and is homogeneous. In analyzing the learning achievement of Aqidah Akhlak in the special class, the researcher collected data through documentation, specifically from the Mid-Semester Assessment (PTS) of the 2024/2025 academic year.

From the categorization conducted, it was found that the learning achievement in Aqidah Akhlak in the special class includes 3 students (13%) in the good category, 17 students (74%) in the fair category, and 3 students (13%) in the poor category.

The special class (Tahfidz) emphasizes memorization of the Qur'an, which requires high discipline, consistency, and repetition. It develops cognitive skills as well as affective aspects such as patience, perseverance, and students' spirituality. Although its primary goal is to memorize the Qur'an, this class is usually designed to support other academic achievements, including learning Aqidah Akhlak.

Regarding learning achievement, the results of this study indicate that while some students succeeded in reaching the good category (13%), the majority (74%) fall into the fair category. This suggests the need to further optimize students' ability to internalize and apply Aqidah values. Special classes, which typically emphasize discipline and intensive learning, require more comprehensive learning strategies to ensure a balance between memorization, understanding, and

practicing moral values. Based on these findings, the analysis results can be used as a reflection to enhance learning approaches, supporting special class students in developing holistically in accordance with Islamic educational goals.

In analyzing the learning achievement of Aqidah Akhlak in the regular class, the researcher collected data through documentation, specifically from the Mid-Semester Assessment (PTS) of the 2024/2025 academic year. From the categorization conducted, it was found that learning achievement in Aqidah Akhlak in the regular class includes 4 students (17.3%) in the good category, 13 students (56.6%) in the fair category, and 6 students (26.1%) in the poor category.

Regular classes are those generally conducted in schools with a standardized system that applies routine teaching methods, following a standard schedule and general curriculum. The results of this study show that 26.1% of students fall into the poor category, indicating the importance of improving the quality of learning and providing additional support to students who require further guidance.

Based on the data analysis conducted, the average learning achievement score in Aqidah Akhlak for the special class is 61.34, while for the regular class, it is 57.8. From these results, it can be concluded that the learning achievement of students in the special class is better than that of students in the regular class.

Hypothesis testing using an independent t-test, with data processing assisted by SPSS, revealed that the t-test results for a sample size of 46 resulted in a degree of freedom (df) of $(n_1 + n_2) - 1 = 46 - 1 = 45$. The calculated t-value (t-count) is 1.480, while the critical t-value (t-table) is 2.014. Since the t-table value is greater than the t-count value ($t\text{-table} > t\text{-count}$), the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. Therefore, it can be concluded that there is no significant difference in Aqidah Akhlak learning achievement between students in the special class and those in the regular class at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, for the 2024/2025 academic year.

In the theoretical framework previously discussed, according to Munadi (as cited in Rusman, 2019), factors influencing student learning achievement are divided into two categories: internal and external factors. Internal factors include the students' physical condition, where good health supports the learning process. External factors involve influences from outside the students, such as parents, schools, and society. Both factors play an essential role in ensuring a smooth learning process so that educational goals can be effectively achieved.

Student learning achievement is the result of a complex interaction between internal and external factors. Efforts to improve learning achievement should consider both factors in an integrated manner. Steps that can be taken include optimizing parenting styles at home, enhancing the quality of education in schools, and developing a community environment that supports student growth.

According to Jamil (2016), besides internal and external factors, other aspects also influence learning achievement, such as interest, intelligence, talent, and motivation. Interest in the subject matter encourages students to learn more effectively, highlighting the need for teachers to present engaging and relevant materials tailored to student characteristics. Intelligence affects students' ability to understand information, while talent represents an innate potential that needs to be nurtured for success in specific fields. Additionally, motivation—both intrinsic (internal drive) and extrinsic (external incentives such as rewards or grades)—plays a crucial role in maintaining enthusiasm for learning, especially when the subject matter does not align with students' interests.

Teaching methods can also impact student learning achievement; however, their effectiveness depends on various factors, such as students' interests, prior knowledge, and environmental support. This study reveals that both special and regular classes employ different approaches in teaching Aqidah Akhlak, but these differences are not significant enough to affect

students' Mid-Semester Assessment (PTS) scores. In other words, both classes demonstrate the same level of effectiveness in supporting students' understanding of Aqidah Akhlak's subject matter.

Based on the findings of this study, it can be concluded that the difference between special and regular classes does not have a significant impact on learning achievement. Moreover, these findings further reinforce theories about the role of students' internal factors and the support of families, schools, and society in the field of education.

Conclusion

The learning achievement in Aqidah Akhlak for the eighth-grade special class at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, is categorized as follows: 13% (3 students) in the good category, 74% (17 students) in the sufficient category, and 13% (3 students) in the poor category. Thus, the majority of students in the special class fall into the sufficient category, with an average score of 61.34, rounded to 61.

The learning achievement in Aqidah Akhlak for the eighth-grade regular class at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, is categorized as follows: 17.3% (4 students) in the good category, 56.6% (13 students) in the sufficient category, and 26.1% (6 students) in the poor category. Thus, the majority of students in the regular class fall into the sufficient category, with an average score of 57.8, rounded to 58.

There is no significant difference in the Aqidah Akhlak learning achievement between eighth-grade students in the special class and those in the regular class at Madrasah Tsanawiyah Muhammadiyah Batur, Banjarnegara Regency, for the 2024/2025 academic year. This conclusion is based on hypothesis testing calculations, which indicate that at a 5% significance level, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. This is evidenced by the independent t-test, which resulted in a calculated t-value of 1.480 and a critical t-value of 2.014 ($1.480 < 2.014$).

This study highlights that understanding the strengths and weaknesses of each class can enhance students' awareness and motivation in learning. Regular class students are encouraged to study harder, while special class students can expand their understanding beyond Quran memorization. However, this study has limitations, particularly in data collection, which took longer than planned due to the school's need for additional time to provide the data. Additionally, some analyzed documents required further interpretation, which extended the research duration.

Based on these findings, several recommendations are proposed: For Teachers, It is hoped that teachers optimize Aqidah Akhlak's learning in all classes, monitor students' progress, and maintain communication with parents. For Parents, Parents are encouraged to provide guidance and motivation so that children can apply Aqidah Akhlak knowledge in their daily lives. Students, Students should be more motivated in their studies, whether they are currently underperforming or already achieving good results, to maintain and improve their learning outcomes.

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