

Investigating the Impact of Hard Work on the Achievement of Islamic Education and Discipline:

Focus on the cognitive abilities of vocational high school students

Agus Jayadi, Gaguk Margon
Penelitian dan Evaluasi Pendidikan
Universitas Negeri Jakarta
Jakarta, Indonesia
agus.jayadi@rocketmail.com,
Gagukmargono62.gm@gmail.com

Suyono Suyono
Fakultas MIPA
Universitas Negeri Jakarta
Jakarta, Indonesia
suyono@unj.ac.id

Abstract—Islamic religious education (*PAI*) subjects are the main subjects in high school and have different characteristics from other subjects. However, there is very little research on *PAI* learning outcomes. The purpose of this study was to determine the effect of the character of discipline, and hard work on the results of learning Islamic religious education. This study uses a causal survey method. Respondents in this study amounted to 228 students at the State Vocational High School (*SMKN*) in West Nusa Tenggara Province. The analysis method uses path analysis techniques (path analysis). In previous studies found a number of factors that can affect student learning outcomes. The findings of this study reveal that the character of discipline and hard work are both factors that positively impact student learning outcomes in Islamic religious education (*PAI*) subjects. Thus the high and low learning outcomes of *PAI* can be influenced by factors of discipline and hard work. The results of this study will contribute to a school similar to the findings of the influence of the character of discipline, hard work and learning outcomes of *PAI*.

Keywords—characteristics of discipline; hard work; creativity on learning outcomes of Islam religious education

I. INTRODUCTION

Facing the life of Melinia, Islamic religious education is present as a counterweight to the order of life of a person to manage reason, mind and ethics, Islam is not only studied as a theory in the classroom, but rather the practice of good behavior in everyday life, understanding and practicing the contents of the teachings of Islam well is a manifestation of one's belief in God Almighty and can build the power of emotional enthusiasm and indirectly form a character [1-3].

Learning outcomes describe a person's knowledge, abilities, and skills after completing learning activities, in written / statement form, taking into account cognitive and affective aspects and psychomotor [4-9]. In line with the above opinion of Elisabeth Sitepu, said learning outcomes are an assessment of students' abilities and absorption in the form of numbers, and will give birth to changes in students [10]. Meanwhile Maher said that as a form of learning outcomes is the emergence of direct benefits as a form of recognition or accreditation of learning after learning in the classroom [11].

To achieve good learning outcomes, students are required to have the character of discipline that is inherent in them, with discipline students will be more organized and will minimize the useless time both at school and outside school. In addition to discipline, character of hard work, it will also become a benchmark in achieving better or higher student learning outcomes [12-19]. The character of discipline and hard work is often the cause of low student learning outcomes and the character is still interesting to be discussed by many researchers such as individual and situational factors: 1) students who still frequently wander during school hours due to weak application of discipline, 2) inappropriate behavior in class, 3) often denied the teacher, 4) did not pay attention when the teacher explained the material, 5) interfered with other students, damaged school facilities, and cheated, 3) pressure from peers and a non-conducive environment, 4) still low motivation of students in doing assignments given by the teacher, 5) is affected by an environment that is not educational so students are lazy to study or school. Whereas situational often starts from teacher competence, parental influence, methodology and curriculum. The same thing was said by Baamphatlha Dinama, et. Al. They observed the development of religious education with the adoption of a multi-religion based curriculum with an interpretive approach [20-22]. They found that the existence of this curriculum had an impact on the low performance of teachers and decreased student learning outcomes, they considered that the curriculums lacked pedagogical content and knowledge and inadequate assessment demands. In addition, success in learning can be disrupted if there are factors that arise from the family environment and school environment factors that are not conducive [23,24].

Many previous studies have examined hard work but the direction of the research is more to the readiness of students to face employment, as well as discipline. In several journals, many researchers also examine the character of hard work and discipline related to learning outcomes but they focus more on general subjects, such as; matematika, physics and others. This study identifies the learning outcomes of Islamic religious education which involve the affective and psychomotor aspects, through the planting of character of discipline, creativity and hard work. Where students not only understand

the theory but more on practice in their daily lives, both at school and outside school. To support this, students need to get used to discipline and hard work.

II. METHOD

This research is an ex post facto or correlational study, aiming to show the relationship between variables. The method used was a survey conducted at the Vocational School (SMKN) of Central Lombok Regency, West Nusa Tenggara (NTB), Indonesia, with its unit of analysis class 2 students. Population 528, while the sample number 228, using simple random sampling technique and using the formula Slovin. While the trial sample for this instrument was 170 respondents. This is what researchers use to avoid mistakes in the rules for standardizing instruments required 5 times the number of test items.

III. RESULTS

Based on figure 1, the regression obtained R² (R Square) is 0.117 or (11.7%). This shows that the percentage contribution of the influence of the independent variables of the character of discipline and hard work on the dependent variable learning outcomes is 11.7%. Or variations in the independent variables of the character of discipline and hard work used in the model are able to explain 11.7% variation in the dependent variable learning outcomes. While the remaining 88.3% is influenced or explained by other variables not included in this research model.

TABLE I. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 ^a	.117	.109	7.81678

In figure 2, shows the significance value of < 0.001 with an alpha value of 0.05. From these results it appears that the significance value < alpha, then Ho is rejected, meaning that there is a significant influence between the independent variables together on the dependent variable. So from this case it can be concluded that the character of discipline and character of hard work together influence the learning outcomes of Islamic religious education subjects.

TABLE II. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1818.281	2	909.140	14.879	.000 ^b
	Residual	13747.965	225	61.102		
	Total	15566.246	227			

Based on the output by using SPSS, a regression equation can be made about the variables studied as follows:

$$y = 43,957 + 0,318x_1 + 0,221x_2$$

From the equation, it can be concluded that each 1 unit increase of the X1 variable will increase 0.318 units of variable Y with the X2 value assumed constant. Likewise, on the contrary that every 1 unit increase of the X2 variable will

increase 0.221 units of variable Y with the X1 value assumed constant.

Partially obtained significance values for X1 and X2 are 0.001 and 0.002, respectively. Both have values smaller than alpha values (0.05). Thus it can be concluded that there is an influence between variables X1 on variable Y, as well as the variable X2 also has an influence on variable Y.

TABLE III. COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.957	6.845	-	6.422	.000
	X1	.318	.092	.224	3.444	.001
	X2	.221	.070	.205	3.154	.002

IV. DISCUSSION

For multiple regression analysis in this article, it shows that there is a positive relationship between the character of discipline and hard work with student learning outcomes in Islamic religious subjects. So that the proposed hypothesis is supported, meaning; 1). There is a positive relationship from the character of discipline to student learning outcomes. The results of this study are consistent with the results of previous studies, [13]. 2). There is a positive relationship between the character of hard work on student learning outcomes. The results of this study are also consistent with the results of previous studies, [17].

Thus the results of this study as a whole, indicate that the existence of the character of discipline and character of hard work is a very important consideration to be considered by students and must be possessed in learning activities, so that the learning outcomes can be higher. While the standard coefficients in multiple regression are used and examined to identify relative contributions in explaining learning outcomes and satisfaction. The biggest beta coefficient shows that the independent variables are the character of discipline and the character of hard work has the strongest contribution to the variables of learning outcomes.

Based on this, it shows that the character of discipline and the character of hard work are the most important predictors of learning outcomes. This shows that the character of the above character is important to be considered by students and teachers, parents.

V. CONCLUSION

Results of data analysis in this study, concluded that there is a positive relationship between the character of discipline and hard work, both manging-manging and individually toward student learning outcomes. The better the character of discipline and hard work that students have, the better their learning outcomes and vice versa. This research still requires a deeper study, especially in Islamic religious education subjects, so that for other researchers can study other variables to add insight and as problem solvers, especially in learning activities.

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