

## **Learning Materials of Akidah Akhlak in Student Character Forming at MTs Negeri Samarinda**

### **Materi Pembelajaran Akidah Akhlak dalam Pembentukan Karakter Siswa di MTs Negeri Samarinda**

**Sabran**

UIN Sultan Aji Muhammad Idris Samarinda  
sabrab1604@gmail.com

#### **Abstract**

One of the subjects in this madrasa is Akidah Akhlak, through this subject, there is a great hope that it can grow and even increase students' faith and piety which is illustrated through various commendable behaviors. The character of students can indirectly be formed through learning Akidah Akhlak through the insights given by the teacher inside or outside the classroom. Broadly speaking, the purpose of the study was to determine the effect of moral aqidah learning materials on the character formation of students at MTS Negeri Samarinda.

This type of research is quantitative, with a causal associative approach. In taking samples using the probability random sampling technique (random samples). As for determining the number using Isaac and Michael's formula, the total population is 286 students with a significance level of 5%, it is known that the number of samples is 158 students.

A simple regression analysis shows that the constant coefficient value is 25.22, which means that the character size (Y) is 25.22 if the variable Akidah Akhlak learning material (X) is zero. Furthermore, the regression coefficient value positive value of 0.723 this value is between the value range 0.60 to 0.799, and is included in the strong category. In the partial test results (t-test) the account value is 15.154 > t table 2.350 with a significance value of 0.00 < 0,01. Based on the results of the coefficient of determination obtained R Square value of 0.595. This shows that 59.5% of the character formation variable (Y) is influenced by the Akidah Akhlak learning material (X), while the remaining 40.5% is influenced by other variables

**Keywords:** *Learning, Akidah Akhlak, Character*

#### **Abstrak**

Salah satu mata pelajaran yang ada di madrasah ini ialah Akidah Akhlak, melalui mata pelajaran ini sangat besar harapan agar bisa menumbuhkan bahkan meningkatkan iman dan takwa siswa yang tergambar melalui berbagai tingkah laku terpuji. Karakter siswa secara tidak langsung bisa terbentuk melalui pembelajaran Akidah Akhlak melalui wawasan yang diberikan guru di dalam ataupun diluar kelas. Secara garis besar tujuan penelitian adalah untuk mengetahui pengaruh materi pembelajaran akidah akhlak terhadap pembentukan karakter siswa di MTS Negeri Samarinda.

Jeni penelitian ini ialah kuantitatif, dengan pendekatan asosiatif kausal. Dalam mengambil sampel menggunakan teknik *probability random sampling* (sampel acak). Adapun dalam menentukan jumlah menggunakan rumus *Isaac* dan *Michael*, Jumlah populasi yaitu sebanyak 286 siswa dengan tingkat signifikansi sebesar 5%, maka diketahui jumlah sampel sebanyak 158 siswa.

Dari analisis regresi sederhana menunjukkan bahwa didapat nilai koefisien konstanta sebesar 25,22 yang berarti bahwa besar karakter (Y) yaitu sebesar 25,22 jika variabel materi pembelajaran Akidah Akhlak (X) adalah nol. Selanjutnya diperoleh nilai koefisien regresi bernilai positif sebesar 0,723 nilai ini berada diantara rentang nilai 0,60 hingga 0,799 termasuk

dalam kategori kuat, Pada hasil uji parsial (Uji t) didapat nilai  $t_{\text{statistics}}$  sebesar  $15.154 > t_{\text{table } 2,350}$  dengan nilai signifikansi sebesar  $0,00 < 0,01$ . Berdasarkan hasil koefisien determinasi diperoleh nilai *R Square* sebesar 0,595. Hal ini menunjukkan bahwa 59,5% variabel pembentukan karakter (Y) dipengaruhi oleh materi pembelajaran Akidah Akhlak (X), sedangkan sisanya sebesar 40,5% dipengaruhi oleh variabel lain.

**Keywords:** *Pembelajaran, Akidah Akhlak, Karakter*

## **Introduction**

The Talking about akidah is an essential and fundamental thing in Islam. Akidah is the basis for perfecting the Muslim faith because faith guides all Muslim actions. Akidah is a sign of a person's Islamic perfection in terms of worship, muammara, and deeds. Akidah believes in words that can bring peace and comfort to the soul. Akidah is also closely related to morality, which comes from the word "khuluqun", the plural form of "khuluq". Morals are attitudes, behavior, or behavior, good or bad.

In Islam, education is one of the needs whose attitude is absolute to be fulfilled. The goal is to create prosperity in the world and the hereafter. Even in Islam, seeking knowledge is one of the must (mandatory) done by a Muslim, without exception whether male or female, as the hadith of the Prophet Muhammad SAW "From Anas bin Malik he said: Rasulullah SAW said: Seeking knowledge is an obligation for every individual Muslim." (H.R Ibn Majah). Therefore, education gives humans the knowledge to carry out their lives. Therefore, efforts are needed to shape character, one of which is through the school environment, to provide students that whatever is done will be held accountable later. Allah says in QS. An-Nahl verse 93, "If Allah willed, He would have made you one people (only). However, He misleads and guides whom He wills (based on his readiness to receive guidance). You will be asked about what you do."

Character means character or attitude, or it can also be interpreted as a character that makes a difference between one person and another (Suyadi, 2013). Someone with good character is someone who has good character, character, or morals. Given the urgency of the characteristics themselves, it is the educational institutions' responsibility to instill them in students, one of which is the learning process (Zubaedi, 2012). One is through learning the moral akidah, because the character must have a clear foundation so that the foundation is none other than religion (Abdul Majid & Dian Andayani, 2012). On the other hand, a person's glory also lies in his character. Through excellent character, a person can live a perfect life as well.

In fact, until now, there have been behaviors from students that still need to be improved, for example, using dirty words, not paying attention to the teacher when explaining lessons, or further violating school rules. Therefore, it is essential for the role of learning morals in schools to shape students' character. So that the challenge in learning the moral creed is more dominant in how to apply it, not just giving understanding but far from what efforts are being made to form the student's personality, so that students have a

high level of faith or piety, decorated with noble character when he is anywhere. (Suryawati, 2016)

A school that upholds religious values is MTS Negeri Samarinda, in line with the vision of the madrasa, namely "The creation of superior madrasas in quality with science and technology insight based on IMTAQ". As for one of the subjects in this madrasa, Akidah Akhlak, through this subject, there is a great hope that it can grow and even increase students' faith and piety which is illustrated through various commendable behaviors. Students' character can indirectly be formed through the learning of Akidah Akhlak through the insights given by the teacher inside or outside the classroom. So that there is a significant influence on the learning achievement of Akidah Akhlak in fostering character, even more so in realizing students who have noble character. So it can be concluded that moral akidah learning is needed for character formation, where through this learning, students are taught to achieve happiness in life in the world and the hereafter.

### **1. Akidah Akhlak Teaching**

Law no. 20 of 2003 explained that what is meant by learning is an activity that consists of students and educators in the learning environment. Learning is an activity carried out by educators, especially teachers, to develop students' potential to master the material provided. According to Chatib, learning is a stage of transferring knowledge from teachers to students (Munif Chatib, 2015). Learning is an activity in the context of the transfer of knowledge at a level of education to provide knowledge for students, especially to understand the lessons given.

Akidah is a belief in a word that can bring peace or comfort to the soul. According to Azzam, akidah is faith pledged verbally, justified by the heart, and practiced by the body (Abdullah Azzam, 2004). Aqeedah concerns the belief in one's heart over Allah through the tongue by saying two sentences of the creed, evidenced by pious practices. So that a conclusion is drawn that akidah is a matter that is believed in the heart that is not the least mixed with doubt and can provide peace of mind for Muslims who believe in it.

Akhlak comes from the word "khuluq" plural "khuluqun" which means behavior, character/temperament, and character possessed. Morals also mean an attitude that can present good or bad behavior (Mohammad Daud Ali, 2011). Meanwhile, according to Zubaedi, morality is the science of manners, so it is closely related to human behavior that leads to good or even lousy behavior under applicable norms (Zubaedi, 2012). So morality is a behavior or trait that reflects a good deed or vice versa.

Akidah Akhlak learning is learning that invites students to become human beings who can control themselves and direct their behavior according to what is taught by Islamic law and increase faith in Allah SWT. From the explanation above, it is concluded that Akidah Akhlak learning is a process of transferring knowledge from teachers to students to direct students to become human beings who have good character in line with the provisions of the Shari'a.

The scope of learning moral beliefs is Ilahiyat, Probuwat, Ruhaniyat, and Sam'iyat. While the purpose of learning moral beliefs in students: a) So that students have the knowledge and true confidence in matters that are obligatory in the faith, as well as being able to appreciate and even practice behavior that is in line with the Qur'an and Sunnah, b) So that students able to appreciate and have the desire in oneself to practice faith in a good and faithful way and to avoid various wrong and forbidden morals, for the sake of maintaining a good relationship with the creator, with oneself or the environment. While the function of learning the moral creed itself is as follows: a) Providing knowledge and guidance so that students have the correct belief about belief in God, angels, and God's books, b) Guiding so that students can appreciate and want to carry out the teachings of Sharia, especially those related to morals. Then as for the types of morals, among others: a) Mahmudah Morality (Praiseworthy Morality) consists of Endeavor, Tawakal, Gratitude, Patience, and Qona'ah. b) Morality Mazmumah (Reprehensible Morality) consists of Ananias, Despair, Gadab, and Greed.

## 2. Character

Character is a set of values that form the basis for behaving or behaving. *Character* is also a temperament or trait that characterizes a person (Ramayulis, 2012). According to Samami, character is the primary value possessed by an individual and is reflected in daily actions as a characteristic that distinguishes him from others (Mushlas Samami, 2016). A person is said to have good character when he can take responsibility for the decisions that have been made. The conclusion is that character is the nature/character, morals, and character as a feature in a person as a differentiator between himself and others.

While the values of character education for the nation's children, namely Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, National Spirit, Love for the homeland, Appreciate achievement, Friendly or communicative, Love peace, Love reading, environmental care, social care, and responsibility. The values in character education come from several sources: Religion, Pancasila, Culture, and The goals of national education. Various elements can foster character in a person: Family, Educational Institutions, and Organizations. Then there are five primary objectives of holding character education: a) Creating people who have morals. b) Creating intelligent human beings and being able to reason. c) Creating humans who have high creativity or innovation. d) Creating optimistic people. e) Creating people who have a confident attitude. f) Creating human beings who have the spirit of patriotism.

Based on the various descriptions above, in this study, a framework of thought was developed, namely:



With the hypotheses formulated in this study, namely: Ha: Akidah Akhlak learning materials affect students' character formation at MTS Negeri Samarinda, and H0:

Akidah Akhlak learning materials do not affect students' character formation at MTS Negeri Samarinda.

## Methods

This type of research is quantitative, with a causal associative approach. Quantitative research is research that, in its analysis, puts forward data in the form of numbers to obtain various information. The student population in grade 8 MTS Negeri Samarinda is nine classes (four male classes and five female classes) as many as 286 students. In taking samples using the probability random sampling technique (random sample). As for determining the number of samples in this study, using Isaac and Michael's formula, where sampling was based on the total population of 286 students with a significance level of 5%, it is known that the number of samples was 158 students.

Data collection techniques using questionnaires. The weighted scores for the measurement of the questionnaire in this study were divided into two types for positive statements using alternative answers: Very Often (score 4), Often (score 3), Sometimes (score 2), and Never (score 1). Furthermore, negative statements use alternative answers: Never (score 4), Sometimes (score 3), Often (score 2), and Very often (score 1).

Research variables consist of independent and dependent variables. Independent Variables (X) is Akidah Akhlak Learning Materials, with indicators 1) Getting used to commendable behavior (Ikhtiar, Tawakkal, Gratitude, Patience, Qona'ah), 2) Avoiding despicable behavior (Ananiyah, Desperate, Gadab, Greed, ). Dependent Variable (Y) is Character with Religious Indicators, Honesty, Tolerance, Discipline, Hard Work, independence, Curiosity, Friendly or communication, Love to read, Care for the environment, and Responsibility.

The instrument test is the initial stage that must be carried out after the data from the questionnaire is collected, which consists of a validity test (conducted by the Pearson Product Moment Correlation test with SPSS with the criteria that if  $r_{\text{statistics}} > r_{\text{table}}$  then the questionnaire item is valid, and vice versa). Then a reliability test is also carried out (this test is carried out by comparing the alpha value. If  $\alpha > 0.6$ , then the data is reliable and vice versa). Then the normality test was carried out (performed by Kolmogorov Smirnov. The condition is if  $\text{Sig} > 0.05$ , then the data is normal and vice versa). Moreover, the last one with linearity test (linearity test on SPSS using Dev From. Linearity with the condition that if the significance value  $< 0.05$ , then the data is linear). After all instrument tests were conducted, data analysis was carried out with Simple Linear Regression and Hypothesis Testing.

## Data Analysis

### 1. Respondent Characteristics

#### Age

**TABLE I**  
**Age of Respondent**

Age	Frequency
12 year	17
13 year	127
14 year	14
Total	158

*Source: data processed, September 2022*

Characteristics of respondents based on gender, it is known that the respondents who were scattered in this study were 75 male students and 83 female students.

#### Gender

**TABLE II**  
**Gender of Respondent**

Gender	Frequency
Boy	75
Girl	83
Total	158 siswa

*Source: data processed, September 2022*

Characteristics of respondents based on gender, it is known that the respondents who were scattered in this study were 75 male students and 83 female students.

#### Class

**TABLE III**  
**Respondent Classes**

Class	Jumlah
8.1 Boy	22
8.2 Boy	27
8.3 Boy	26
8.6 Girl	30
8.7 Girl	27
8.8 Girl	26
Total	158

*Source: data processed, September 2022*

Characteristics of respondents based on class origin, it is known that the respondents scattered in this study came from class 8.1, as many as 22 students; from class 8.2 as many as 27 students; from class 8.3, as many as 26 students, from class 8.6 as many as 30 students, from class 8.7 as many as 27 students and from class 8.8 as many as 26 students.

## 2. Instrument Test

### Validity Test

In measuring the validity of the statement items (questionnaires), the Pearson Product Moment Correlation test with IBM SPSS 26 was conducted, with the test criteria if  $r_{\text{statistic}} > r_{\text{table}}$ . The questionnaire item is valid, and vice versa.

As for determining the value of  $r_{\text{table}}$  with the number of respondents as many as 158 students with a significance level of 1% (0.01), with the formula:

$$\begin{aligned} df &= (N - 2) \\ &= (158 \text{ respondent} - 2) \\ &= 156 \end{aligned}$$

Based on the above calculation, the  $r_{\text{table}}$  value is 0.204. The results of the validity test can be seen in table VII below:

**TABLE IV**  
**VALIDITY TEST RESULT X (Akidah Akhlak Learning Materials)**

Indicators	Item	$R_{\text{statistic}}$	$R_{\text{table}}$	Description
	X1	0.592	0.204	Valid
	X2	0.617	0.204	Valid
	X3	0.444	0.204	Valid
	X4	0.382	0.204	Valid
	X5	0.446	0.204	Valid
	X6	0.606	0.204	Valid
	X7	0.467	0.204	Valid
	X8	0.636	0.204	Valid
Akidah	X9	0.533	0.204	Valid
Akhlak	X10	0.367	0.204	Valid
Learning	X11	0.556	0.204	Valid
Material	X12	0.437	0.204	Valid
(X)	X13	0.362	0.204	Valid
	X14	0.369	0.204	Valid
	X15	0.483	0.204	Valid
	X16	0.346	0.204	Valid
	X17	0.485	0.204	Valid
	X18	0.444	0.204	Valid
	X19	0.490	0.204	Valid
	X20	0.248	0.204	Valid
	X21	0.233	0.204	Valid
	X22	0.432	0.204	Valid
	X23	0.347	0.204	Valid

Source: data processed, September 202

Based on the table, it is known that each statement item from the Akidah Akhlak learning material variable can be said to be valid because the value of  $r_{\text{statistic}} > \text{nilai } r_{\text{table}}$  value.

**TABLE V**  
**VALIDITY TEST RESULT Y (Character Bulding)**

Indicators	Item	R <sub>statistic</sub>	R <sub>table</sub>	Description
Character Building (Y)	Y1	0.397	0.204	Valid
	Y2	0.175	0.204	Invalid
	Y3	0.547	0.204	Valid
	Y4	0.406	0.204	Valid
	Y5	0.363	0.204	Valid
	Y6	0.265	0.204	Valid
	Y7	0.207	0.204	Valid
	Y8	0.431	0.204	Valid
	Y9	0.433	0.204	Valid
	Y10	0.610	0.204	Valid
	Y11	0.586	0.204	Valid
	Y12	0.431	0.204	Valid
	Y13	0.561	0.204	Valid
	Y14	0.559	0.204	Valid
	Y15	0.420	0.204	Valid
	Y16	0.506	0.204	Valid
	Y17	0.467	0.204	Valid
	Y18	0.350	0.204	Valid
	Y19	0.438	0.204	Valid
	Y20	0.265	0.204	Valid
	Y21	0.366	0.204	Valid
	Y22	0.714	0.204	Valid
	Y23	0.603	0.204	Valid
	Y24	0.564	0.204	Valid

Source: data processed, September 2022

Based on the table, it is known that each statement item from the character formation variable can be said to be valid because the value of  $r_{\text{statistic}} > \text{nilai } r_{\text{table}}$ .

#### Reliability Test

The The reliability test was carried out by looking at the value of Cronbach's Alpha. The condition is that if the alpha value  $> 0.6$  then the data is reliable and vice versa. The test results can be seen in table VI below:

**TABLE VI**  
**REALIBILITY TEST**

Variabel	Cronbach's Alpha	N of item	Alpha	Description
X	0,816	23	0,60	Reliable
Y	0,829	24	0,60	Reliable

Source: data processed, September 2022



Based on table VI, it is known that the Cronbach's Alpha value in the Akidah Akhlak learning material variable (X) is 0.816 and the character formation variable (Y) is 0.829. Where all items > from 0.60. So it can be concluded that the questionnaire instrument is reliable.

### Normality Test

Normality test was carried out through Kolmogorov Smirnov. The conditions are: If the value of Sig > 0.05 then the data is normal and vice versa. The results of the normality test can be seen in table VII:

TABLE VII  
 NORMALITY TEST

		Unstandardized Residual
<b>N</b>		<b>158</b>
<b>Normal Parameters<sup>a,b</sup></b>	<b>Mean</b>	<b>.0000000</b>
	<b>Std. Deviation</b>	<b>4.52737311</b>
<b>Most Extreme Differences</b>	<b>Absolute</b>	<b>.049</b>
	<b>Positive</b>	<b>.049</b>
	<b>Negative</b>	<b>-.046</b>
<b>Test Statistic</b>		<b>.049</b>
<b>Asymp. Sig. (2-tailed)</b>		<b>.200<sup>c,d</sup></b>

a. Test distribution is Normal.

Based on the table, the Asymp value is obtained. Sig of 0.200 > 0.05, so it is said that the residual data is normally distributed.

### Linearity Test

Linearity testing is done by comparing the value of Deviation From Linearity. The condition is: if the sig value > 0.05 then there is a linear relationship and vice versa. The following are the results of linearity testing in table VIII:

TABLE VIII  
 LINIERITY TEST

Variable	Dev. From	Linierity
	F	Sig
Akidah Akhlak Learning (X)	.883	.649

Source: data processed, September 2022

Based on table VIII, it is known that the value of sig. Deviation from Linearity variable learning material Akidah Akhlak (X) is 0.649 > 0.05. It is concluded that there is a linear relationship between the variables X to Y.

## Discussion

### 1. Linier Regression

This regression analysis is an analysis in which there is only one independent variable and one dependent variable in order to be able to estimate how much influence it has. The results of the regression analysis can be seen in table IX below:

TABLE IX  
Linier Regression

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.221	3.316		7.605	.000
	Materi Pelajaran Akidah akhalk	.723	.048	.772	15.154	.000

Source: data processed, September 2022

Based on the output in table XIV above, the following regression equation is obtained:

$$Y = 25,22 + 0,723X + e$$

Based on the simple linear regression above, it can be identified as follows:

1. The constant coefficient value is 25.22, meaning the character size (Y) is 25.22 if the variable Akidah Akhlak learning material (X) is zero.
2. The regression coefficient value is positive at 0.723. This value is between the value range of 0.60 to 0.799, which is included in the strong category, so it can be concluded that there is a strong influence between the Akidah Akhlak Learning and Student Character variables. This shows that if the Akidah Akhlak learning material increases by 1 unit, it will increase the character by 0.723 and vice versa.

### 2. Hypothesis Test

A partial test (t-test) is carried out to test the truth of the hypothesis. The t-test is a test to see the effect of the independent variable on the dependent. The results of the t-test can be seen in table X below:

TABLE X  
T-test (PARTIAL)

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.221	3.316		7.605	.000
	Materi Pelajaran Akidah akhalk	.723	.048	.772	15.154	.000

Source: data processed, September 2022

Based on the results of the t-test in table X above, then:

Determining the formulation of the hypothesis

Ha: Akidah Akhlak learning materials affect students' character formation at MTS Negeri Samarinda.

H0: Akidah Akhlak learning materials do not affect students' character formation at MTS Negeri Samarinda.

Determine  $\alpha$  level ( $\alpha$ )

( $\alpha = 1\% = 0,01$ )

Define test criteria

Ha rejected (H0 accepted) if  $t_{\text{statistics}} < t_{\text{table}}$  or  $\text{Sig} > \alpha$  (0,01)

Ha accepted (H0 rejected) if  $t_{\text{statistics}} > t_{\text{table}}$  or  $\text{Sig} \leq \alpha$  (0,01)

Define t statistics

Based on the test, the t statistic value of the material variable Learning Akidah Akhlak (X) is 15,154 with a sig value of 0.00.

Determine the value of t table, with the formula:

$$\begin{aligned} Df &= t (\alpha/1 : N - k - 1) \\ &= t (0,01/1: 158 - 2 - 1) \\ &= t (0,01: 155) \end{aligned}$$

Based on the statistics above, with a significance level of 1% (0.01), the t table value is 2.350.

Compare  $t_{\text{statistics}}$  with  $t_{\text{table}}$  or Sig with  $\alpha = 0,01$ .

The variable of Akidah Akhlak learning material (X) a value of  $t_{\text{statistics}}$  is 15.154 >  $t_{\text{table}}$  2,350 with a significance value of 0,00 < 0,01, so Ha accepted and H0 rejected.

Making conclusions

Based on the calculated  $t_{\text{statistic}}$  15,154 >  $t_{\text{table}}$  2,350, it is concluded that there is an influence of Akidah Akhlak (X) learning material on the formation of student character in MTS Negeri Samarinda.

### 3. The coefficient of determination

The coefficient of determination is a test conducted to see how much influence the independent variable contributes to the dependent variable. The results of the coefficient of determination can be seen in the table below:

TABLE XI  
 THE COEFFICIENT OF DETERMINATION

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772 <sup>a</sup>	.595	.593	4.54186

Source: data processed, September 2022

Based on the output value in table XI above, the R Square value is 0.595. It means that 59.5% of the character formation variable (Y) is influenced by the Akidah Akhlak

learning material (X), and the remaining 40.5% is influenced by other variables not discussed in this study.

The regression analysis results show that the constant coefficient value is 25.22, meaning that the character size (Y) is 25.22 if the Akidah Akhlak learning material (X) is zero. Furthermore, the positive value of the regression coefficient is 0.723. This value is between the value range of 0.60 to 0.799, which is included in the strong category. It means that there is a strong influence between the variables of Akidah Akhlak Learning and Student Character. Furthermore, the results of the partial test (t-test) obtained a  $t_{\text{statistic}}$  value of 15,154 >  $t_{\text{table}}$  2,350 with a significance value of 0.00 < 0.01, and the decision was drawn to accept  $H_a$  and reject  $H_0$ . So it was concluded that the learning material of Akidah Akhlak affected the character formation of students at MTS Negeri Samarinda.

Akidah Akhlak learning is learning that directs students to become human beings with good character in line with the provisions of the Shari'a. The most dominant character shown by students in this study is the attitude of tawakkal, where students pray before starting learning activities. In this case, the teacher usually directs students to pray before starting the lesson. Therefore, students always get used to it. Moreover, the most dominant character shown by students in this study is a religious character, where students always do the Zuhur prayer in congregation at school. It is also by the school's rules that students are required to do the Zuhur prayer in the congregation. However, in terms of morals, the least shown by students is effort, where only a few students read the material to be taught before the lesson begins. Furthermore, when viewed in terms of character, the least shown by students is the attitude of liking to read, where there are only a few students who like to take advantage of their break time to read books in the library.

Based on the coefficient of determination results, an R Square value of 0.595 was obtained. It shows that 59.5% of the character-building variable (Y) is influenced by Akidah Akhlak (X) learning material. In comparison, the remaining 40.5% is influenced by other variables not discussed in this study, such as environmental, genetic, parents, family, cultural factors, and others.

## **Conclusion**

Based on the tests conducted regarding the Effect of Moral Akhlaq Learning Materials on the Character Building of Students at MTS Negeri Samarinda, a conclusion can be drawn, namely:

The results of simple regression analysis show that the constant coefficient value is 25.22, which means that the character size (Y) is 25.22 if the variable Akidah Akhlak learning material (X) is zero. Furthermore, the positive value of the regression coefficient is 0.723. This value is between the range of values from 0.60 to 0.799, which is included in the strong category, so it can be concluded that there is a strong influence between the Akidah Akhlak Learning and Student Character variables.

Based on the results of the partial test (t test) obtained, the value of  $t_{\text{statistics}}$  is 15.154 >  $t_{\text{table}}$  2,350 with a significance value of 0.00 < 0.01, then the decision is

drawn accept  $H_a$  and reject  $H_0$ . So it was concluded that the Akhlak Akidah learning material affected students' character formation at MTS Negeri Samarinda.

Based on the results of the coefficient of determination obtained R Square value of 0.595. It shows that 59.5% of the character formation variable (Y) is influenced by the Akidah Akhlak learning material (X). In comparison, the remaining 40.5% is influenced by other variables not discussed in this study, such as environmental factors, genetic and environmental factors, parents or family, cultural factors, and others.

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