

**THE INFLUENCE OF STUDENT CHARACTER AND LEARNING STYLE
AGAINST LEARNING OUTCOMES OF ISLAMIC RELIGIOUS EDUCATION
DARUSSALAM ICT VOCATIONAL SCHOOL STUDENTS IN MEDAN**

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Abstract: This study aims to determine: (1) the character of students in SMK TIK Darussalam Medan in learning Islamic Religious Education; (2) student learning styles at SMK TIK Darussalam Medan in Islamic Religious Education learning; (3) the influence of students' character and learning styles on learning outcomes in Islamic Religious Education learning for students of SMK TIK Darussalam Medan. This thesis is prepared based on field data using quantitative research using associative methods. Associative research is research that aims to find the relationship between two or more variables. The nature of this research is causal correlation. This study uses a survey research strategy that uses structured questionnaires or interviews for data collection, focusing on generalizations. The results showed that: (1) there was a positive and significant influence between the character of students on PAI learning outcomes for class XII students of SMK TIK Darussalam Medan with $F_{count} = 25.81$, $F_{table} = 3.96$, so that $F_{count} > F_{table}$ ($25.81 > 3.96$); (2) there is a positive and significant influence between student learning styles on PAI learning outcomes for class XII students of SMK TIK Darussalam Medan with a price of $F_{count} = 24.32$ F_{table} value = 3.96 so that the value of $F_{count} > F_{table}$ ($24.32 > 3.96$); (3) there is a positive and significant effect between student character and learning style on PAI learning outcomes for class XII students of SMK TIK Darussalam Medan with $F_{reg} = 19.18$ and obtained $F_{5\%} = 3.32$ so $F_{reg} > F_{5\%}$ ($19.18 > 3.32$).

INTRODUCTION

The success or failure of a learning process can be marked by student learning outcomes. Student learning outcomes are a tangible manifestation of whether or not the basic competencies of a material are achieved. For this reason, the teacher always holds several tests after the presentation of the material is complete. From the results of this test which then becomes a benchmark for assessing whether or not students are able to understand the material. Learning outcomes are things that can be viewed from two sides, namely from the student side and from the teacher's side. From the student's perspective, learning outcomes are a benchmark for the development of student knowledge. This includes the cognitive, affective and psychomotor domains. Meanwhile, from the teacher's point of view, learning outcomes are a benchmark for achieving learning objectives and basic competencies that form the foundation of each material. So,

learning outcomes are the final product of the student learning process, and are the final evaluation of the teacher's teaching process.

Student learning outcomes cannot be separated from various factors that affect the way students learn themselves. According to Muhibbin (1995:42), the factors that influence student learning outcomes can be divided into three types, namely internal factors, external factors and learning approach factors. External factors, namely from the family environment. The family environment is expected to pay more attention to the education and development of the child. However, the facts on the ground, parents consider this responsibility entirely in the hands of the school. So that Islamic religious education is not obtained by students optimally. And affect student learning outcomes in schools to be unsatisfactory.

Then in the teaching and learning process, teachers must have basic abilities. One of them is that teachers must be creative, always looking for ways so that learning objectives and basic competencies must be achieved as planned. Facts in the field can be found that there are still many teachers who are less able to develop creativity in the learning process, especially Islamic Religious Education (PAI) lessons so that students are not enthusiastic in participating in PAI lessons in class.

In addition to external factors, there are also internal factors that affect student learning outcomes. Internal factors are factors that come from within the students themselves. One of them is the characteristics of the students themselves. According to Zubaedi (2011: 19), character is the value of human behavior related to God Almighty, oneself, with other humans, the environment and nationality which is manifested in thoughts, attitudes, feelings, words and actions based on religious norms, laws and regulations, customs, culture, and customs Character is also interpreted in the same way as the morality of the nation or the character of the nation. A nation with character is a nation that has character and virtue, while a nation without character is a nation that does not have or lack character or does not have norms and standards of good behavior. Therefore, character education is a way of understanding and shaping, as well as cultivating ethical values, both for oneself and in socializing to all citizens or citizens as a whole. students who do not meet, especially in learning Islamic religious education.

According to the researcher, this is due to internal factors, namely the character of the students themselves. In learning activities, especially PAI subjects, there is a lack of student characteristics that can be used as assessment materials to support learning outcomes. For example, on the discipline indicator. There are still many students who are not disciplined in learning when learning PAI. Books that are left behind and are not disciplined in time or often go in and out of the classroom when the teacher explains. In the indicators of responsibility, it can be seen that there are still many students who are not responsible even for themselves. They did not collect assignments and some even took them out while PAI learning was in progress.

In addition, learning style is thought to be one of the factors of low student learning outcomes. Because students who do not understand how to learn in accordance with themselves, which is useful for helping the process of processing information from the student's environment. Each student has their own learning style in the learning

process. Thus, teachers are expected to be able to understand the dominant learning styles of children in each class. So that teachers will find it easier to find methods to provide material and students will more easily accept learning faster to understand.

The problems above result in low student learning outcomes in PAI subjects. From some of these problems, it takes a strong encouragement and will from the students themselves to be able to rise and improve their learning outcomes so that they can face the problems above. In addition, the role of the teacher is needed in observing the mental state of students and must be able to provide interesting learning facilities for students so that students have a high interest in learning.

THEORETICAL STUDY

Student Character

Etymologically, the word character comes from the Greek, namely *charassein* which means to engrave. The word to engrave can be translated to engrave, paint, sculpt or inscribe. In the Indonesian dictionary, the word character is defined by character, psychological traits, morals or character that distinguish one person from another.

Character is an attitude or character that exists in every human being that can be formed through activities that are applied in the daily environment, both in the family environment or in the school and play environment.

Based on the study of religious values, social norms, legal regulations, academic ethics, and human rights principles, values have been identified which are grouped into five main values, namely the values of human behavior in relation to God Almighty, self, fellow human beings, and the environment, as well as nationality.

Student Learning Styles And Student Learning Outcomes

Student learning style is the way or students' efforts to understand information in this case the PAI subject matter delivered by the teacher. The author limits learning styles to only three styles, namely visual, audiotorial and kinesthetic learning styles

Learning outcomes are the final result of the process in the form of knowledge, skills, values and attitudes that are classified as behavioral changes in the cognitive, affective and psychomotor areas. These changes are interpreted as an increase and development that is better than before, for example from those who do not know to know.

So it can be concluded that what is meant by PAI learning outcomes are the abilities possessed by students both individually and in groups from the experience of the PAI teaching and learning process, which have been assessed through the evaluation of the final learning outcomes. From the results of PAI learning, it can be seen that students' changes in the mastery of Islamic Religious Education material, the ability to think so that they can relate each chapter of the material, and motor skills that can apply PAI knowledge in daily life, this can be obtained after carrying out Islamic Religious Education learning activities.

Islamic Education

Islamic religious education is a conscious and planned effort in preparing students to recognize, understand, appreciate, believe, be pious, have noble character, practice Islamic teachings from the main source of the holy book al-Qur'an and al-Hadith, through guidance, teaching and learning activities. , training and experience
The overall understanding of Islamic Religious Education is a science that talks about efforts to systematically develop how the process of educating Islamic teachings through coaching, mentoring, and training is carried out by people to others, so that Islam can be used as a role model (way of life).

RESEARCH METHODS

The form of this research is quantitative, quantitative research is research that emphasizes analysis on numerical data (numbers) which is processed by statistical methods. The nature of this research is causal correlation. It is called causal research because there is a causal relationship between the first and second conditions. The first situation is thought to be the cause of the second. The first state affects the second.

This study uses a survey research strategy that uses structured questionnaires or interviews for data collection, focusing on generalizing from a sample to a population. In this study, the researcher uses several methods that can be used to collect data that is closely related to the problem studied by the researcher

DISCUSSION AND RESEARCH RESULTS

The results of the research conducted indicate that the character of students has an effect on student learning outcomes. With the results of the calculation $F_{count} > F_{table}$ or $25.81 > 3.96$, then H_0 is rejected and H_a is accepted. Thus it can be said that there is an influence of student character on PAI learning outcomes for students of SMK TIK Darussalam Medan.

Thus it can be said that good student character will also have a good influence on learning outcomes. If a student has a good character in accordance with the indicators of character achievement, then the learning outcomes also have an effect leading to a better direction. For example, if a student has a disciplined character, the student will be disciplined in his study hours. When should the student study, help with parental work, and or play, according to their respective portions. If it is done regularly and continuously, the student will not lose his study hours and tend to increase his knowledge.

As a final form, student learning outcomes will also be maximized and get the best grades. Then, if a student has the character of responsibility, then the student will always fulfill his obligations as a student. Learn and do assignments according to the teacher's orders. When all assignments are done, as a result the teacher will give good feedback for the student. Therefore, character will also affect student learning outcomes. And another example is honest character. If a student is honest about his ignorance and decides to find out, then knowledge will increase for him. Being honest with yourself that

you don't understand and don't understand will help him study harder. And as the end result, learning outcomes will also increase along with more active learning activities.

Based on the findings of the research on student character variables on each indicator, the highest order of answers is obtained on the tolerance indicator and the lowest order of answers is on the honest indicator. Class XII students of SMK TIK Darussalam Medan have a high level of tolerance for ethnic groups. It can be seen from the high score of answers on the indicator on the question which reads, I respect and appreciate friends and teachers of different ethnicities. According to the researcher, the students were very accepting of the ethnic differences in the class. They are more concerned with the quality of themselves than the tribe. It doesn't depend on having to garden in a certain tribe, if someone has a positive impact on learning, then they will still be friends.

Facts in the field found that the average teacher, especially PAI teachers tend to use the method of taking notes without any explanation. Students will usually just take notes without knowing what content and knowledge they are studying. It is better if when teaching students who have an auditory learning style, it is by inviting them to tell stories. Bring and connect the material being discussed with daily activities. Students will be more interested if learning activities can adapt to the conditions of students in the classroom. Students will tend to focus on the material being taught, and hopefully students will understand the material on that day so that learning outcomes are also more satisfying.

CONCLUSION

The results of this study indicate that there is a positive and significant influence between the character of students on PAI learning outcomes for class XII students of SMK TIK Darussalam Medan. Based on the findings of the research on student character variables on each indicator, the highest order of answers is obtained on the tolerance indicator and the lowest order of answers is on the honest indicator. Class XII students of SMK TIK Darussalam Medan have a high level of tolerance for ethnic groups. It can be seen from the high score of answers on the indicator on the question which reads, I respect and appreciate friends and teachers of different ethnicities. According to the researcher, the students were very accepting of the ethnic differences in the class. They are more concerned with the quality of themselves than the tribe. Not depending on having a garden in a certain tribe, if someone has a positive impact on learning, then they will still be friends. In the lowest answer, namely the honest indicator score on the question, it reads, I do the task seriously according to my ability.

The results of this study indicate that there is a positive and significant influence between learning styles on PAI learning outcomes for class XII students of SMK TIK Darussalam Medan. Class XII students of SMK TIK Darussalam Medan dominantly have an auditory learning style. Facts in the field found that the average teacher, especially PAI teachers tend to use the method of taking notes without any explanation. Students will usually just take notes without knowing what content and knowledge they are studying.

The results of this study indicate that there is a positive and significant influence between student character and learning style on PAI learning outcomes for students at SMK TIK Darussalam Medan. This means that both character and learning style both have a significant influence on student learning outcomes. In this study, character dominates student learning outcomes more than student learning styles

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