

---

## CHARACTER BUILDING THROUGH REINFORCEMENT OF ISLAMIC LEARNING

Nurbaiti<sup>1</sup>, Mundzier Suparta<sup>1</sup>, Taufik Abdillah Syukur<sup>2</sup>

<sup>1</sup> Syarif Hidayatullah State Islamic University of Jakarta, Indonesia

<sup>2</sup> STAI Al-Hikmah Jakarta, Indonesia

E-mail: [nurbaiti.dpk@uinjkt.ac.id](mailto:nurbaiti.dpk@uinjkt.ac.id)

---

Received: 19<sup>th</sup> April 2019; Revised: 25<sup>th</sup> May 2019; Accepted: 28<sup>th</sup> June 2019

---

### Abstract

This research explores the effects of teacher's pedagogical competence and student's achievement to student's character building. The research method used is mixed method. Data collected by test, questionnaire, interview and observation. Data analyzed by bivariate correlation and Triangulation. The result of this study proved that character building through reinforcement of Islamic learning is effected by the teacher's pedagogical competence and student's achievement.

**Keywords:** *Islamic learning; character building; student's achievement; teacher's pedagogical*

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kompetensi pedagogik guru dan prestasi belajar siswa mempengaruhi pembentukan karakter siswa. Metode penelitian yang digunakan adalah metode penelitian campuran (Mixed Method). Pengumpulan data dilakukan melalui tes, angket, wawancara dan pengamatan (observasi). Analisis data dilakukan dengan korelasi ganda dan triangulasi. Dari hasil penelitian diperoleh hasil bahwa pendidikan karakter siswa dipengaruhi oleh kompetensi pedagogik guru dan prestasi belajar siswa pada Mata Pelajaran Pendidikan Agama Islam.

**Kata kunci:** *pembelajaran pendidikan agama Islam; pembentukan karakter; prestasi belajar siswa*

**How to Cite :** Nurbaiti, Suparta, M., Syukur, T. A. (2019). Character Building Through Reinforcement of Islamic Learning. *TARBIYA: Journal of Education in Muslim Society*, 6(1), 36-45. doi:10.15408/tjems.v6i1.10984.

**Permalink/DOI:** <http://dx.doi.org/10.15408/tjems.v6i1.10984>

---

## Introduction

Education according to Nuryanta (2015: 112) is an important medium for a country in shaping the nation's character. Thus the main purpose of education is to form human in order to have good morality, but until now, it has not fully realized yet.

It is reflected by the bad attitudes of students, for example: drug use, free sex and even being anarchist. The student's demoralizing needs a serious handling.

As we know, the outcome of Islamic learning is the student's character. Demoralization among students such as drug use and sexual freedom, it could be because of the students don't have good understanding of Islam. Thus, we must give character education to students through reinforcement of Islamic learning.

Haq and Azis (2018: 249) stated, Character education is very important as an effort to improve the nation's moral, thus character education is one of the options that must be optimized in the education system in Indonesia.

Wijaya and Hellaludin (2018: 1-2) defined character education as teaching designed to educate and assist students in developing the values of basic citizenship and character, service ethics and the surrounding community, improving the school environment and student achievement.

Character according Samrin (2016: 141) is universal human behavior values, including human relations with God, nature, and each other. Character manifests through thoughts, attitudes, feelings, words, and actions. It shows that character education is education of knowledge, feelings and moral behavior.

The factors that influence the students' characters are the student's achievement of

Islamic Learning and the teacher's pedagogical competence.

Thus, the effort to improve the student's character through reinforcement of Islamic Learning can be done by increasing the student's achievement and the teacher's pedagogical competence.

Student achievement in Islamic learning is measured through student's understanding in Islam by giving a good habituation, because the student's character is related to their habits.

Islam is also very concerned with habituation education, because through habituation, students can practice the Islamic learning in a sustainable manner. Lisnawati (2016: 426) said, Habituation are applied in Insantama students has a positive contributed to religious attitudes. Education through habituation is a practical effort in fostering children. Thus we can concluded that education is habituation.

Habituation also can define as learning characterized by a decrease in response to repetitive stimuli (Ardiel, et.al, 2017:1). It means education has an important role in preparing the children to face the future, therefore education is one of the determinants of the nation's progress.

This research supports the habituation theory by B.F Skinner. This theory as Zhou and Brown (2015, 6) stated, according to Skinner, a person's behavior can be formed through repetition. It means behavior can be formed through a process of habituation.

Vlaev and Dolan (2015:69) also stated, Habituation develop through stimulus-response learning. Thus education by habituation through reinforcement is education by providing stimulus to student.

However the habituation theory is contrary to the constructivism learning theory proposed

by Jean Piaget (1896-1980). So this research rejects the constructivism theory stated by Jean Piaget. Bada (2015:6) said, according to constructivism, in learning humans construct knowledge and meaning from their experiences.

The most important thing about student character building in school is to teach children to behave in accordance with the guidance of the Qur'an and Sunnah, so the students have the character to think and behave according to Islamic teaching values.

The factors that influence the success of Islamic learning are the teacher's pedagogical competence and student's achievement. Teacher's pedagogical competencies are needed in order to improve student learning outcomes. Thus, pedagogic competence is an important thing that influences students in improving the character quality.

As stated by Nasrullah (2015:68), Islamic education teachers must have good competence in developing character and moral values of students in the schools, so as to form the character of students who are noble in the life of nation and state, and able to practice values in Islamic teachings in everyday life.

Based on the description, it can be concluded that the student's character is the outcome of Islamic learning can be done through reinforcement of Islamic learning.

## Method

The sample of this study was 64 students. They were all students in SMPN 56 and 85 in Jakarta.

### Test, questionnaire, interview and observation

We used test to measure participants' achievements and we used questionnaire to

measure the teacher's pedagogical competence and student's character.

To collect information about Islamic Learning and student achievement, we also used interview and observation

## Research Method

We use the mixed method research with stratified simple random sampling technique to recruit participants

Data analyzed in qualitative and quantitative research methods. We analyzed data with Triangulation for qualitative methods. Its purpose is to test the accuracy of reality and empirical generalization. Triangulation analysis is carried out on data, methods and investigator.

Heale and Forbes (2017: 1) said, triangulation is often used to describe mixed research, which is a combination of qualitative and quantitative research to answer a specific research question may result in one of the following three outcomes: (1) the results may converge and lead to the same conclusions; (2) the results may relate to different and (3) the results may be divergent or contradictory.

Al Malky (2016:292) stated, the triangulation design is one which seeks to gather complimentary yet distinctly different data on the same topic which can then be integrated for analysis and interpretation. He also said according to Creswell & Clark, 2007 Triangulation mixed methods design can be seen as in Figure 1.

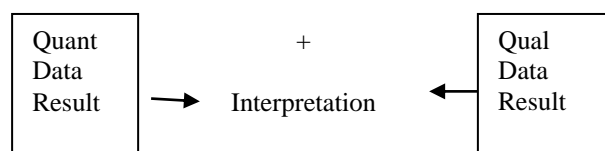


Figure 1. The triangulation mixed methods design

In quantitative, data analyzed by correlation and contribution ( $r^2$ ). The correlation between X and Y formula as follows. (Chee, 2015 :3)

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left[ \left( \sum X^2 - \frac{\sum(X)^2}{n} \right) \left( \sum Y^2 - \frac{\sum(Y)^2}{n} \right) \right]}}$$

### The Research Hypotheses

The research hypotheses are: a) There is a positive and significant correlation between teacher's pedagogical competence to student's character; b) There is a positive and significant correlation students' achievement to student character; c) There is a positive and significant correlation between teacher's pedagogical competence and students' achievement to student character

Statistically the research hypotheses are:

a.  $R_{x_1y} = 0$

$R_{x_1y} \neq 0$

b.  $R_{x_2y} = 0$

$R_{x_2y} \neq 0$

c.  $R_{x_{12}y} = 0$

$R_{x_{12}y} \neq 0$

### Instrument Validity and Reliability

We used triangulation to measure instrument validity in qualitative and we used point biserial correlation and product moment correlation to measure instrument validity in quantitative.

Abdala et.al stated, according to Jick (1979) triangulation is a research strategy of convergent validation, both of multiple methods and of multi-approach to data.

Point biserial correlation ( $r_{pbi}$ ) and product moment formula as follow( $r_{xy}$ ).

a. Point Biserial correlation ( $r_{pbi}$ )

$$r_{pbi} = \frac{M_p - M_t}{S_{dt}} \sqrt{\frac{p}{q}}$$

b. Product Moment Correlation ( $r_{xy}$ ).

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left[ \left( \sum X^2 - \frac{\sum(X)^2}{n} \right) \left( \sum Y^2 - \frac{\sum(Y)^2}{n} \right) \right]}}$$

To measure reliability instrument, we used KR 21 to measure reliability test and we used alpha's Cronbach to measure questionnaire reliability.

## Results and Discussions

### The Result in Qualitative Research

From interview and observation, we found that to increase students' character of Islamic study in SMPN 56 and SMPN 85 Jakarta, through reinforcement in Islamic Studies, namely : student achievement and Teacher's Pedagogical Competence.

From our observation we also found the attitude of students are: good, polite, disciplined and respectful of teachers and fellow friends. Even at SMPN 85 Jakarta, there is a canteen with the name of the Honesty Cafeteria (*Kantin Kejujuran*), where when students are shopping at the canteen, they are given the freedom to state about the amount of expenditure they do.

The goal of this canteen is to provide student's habituation to be honest and this is expected to continue in student's daily lives. It's an effort to provide a student's *psychomotor* and *cognitive*.

In SMPN 56 and SMPN 85, in every Monday, they have some students who stand in front of the school gate and they do the greeter to every body who come to the school. They namely it with 4 S, *Senyum* (Smile), *Sapa* (Greet), *Salam* (Greeting) and *sopan* (polite). And they do it alternately.

## The Result in Quantitative Research

The results of the research statistically as shown in Table 1.

Table 1. Statistical Descriptive of Research Variables

Research Variables	N	Mean	Std. Deviation
Student's Achievement	64	87.16	9.810
Student's Character	64	87.08	8.834
Teacher pedagogical Competence	64	70.28	11.567
Valid N (listwise)	62		

From table 1, we can see that the student's character of SMPN 56 and SMPN 85 have a good character, with the mean value 87.08 with the lowest value 61 and the highest value 100. These results indicated that the student's characters are quite good.

Likewise student's achievement, the result of this research are : student's character, Mean: 87.16 and teacher's pedagogical competence, Mean: 70.28. It mean the students have a good character.

The good attitude of the students in this research, inseparable from the school's efforts. From the observation, we found that the teachers give providing religious guidance both in class hours (intra-curriculum) and outside class hours (extra-curriculum). Thus through Islamic learning, they does not only have a good in cognitive aspects, but the students also have a good character.

Student's character building through reinforcement of Islamic learning in accordance with the behaviorist learning theory that was proposed by BF Skinner. According to Skinner, human behavior can be formed through the regulation of environmental conditions (operant conditioning).

It can be done in the form of positive reinforcement and negative reinforcement. Positive reinforcement is a reinforcement that made good attitudes continue and negative reinforcement made the attitudes that have been done stopped.

Reinforcement given in learning functions as a stimulus, positive reinforcement can result in the repetition of events and negative reinforcement causes the cessation of an event.

As we stated before, in the Reinforcement learning, the teachers give stimulus to student. Stimulus is not only given in the form of emphasis on pedagogical and psychomotor aspects, but emphasis is also given to the affective aspects through learning methods in the form of exemplary and habituation.

Thus it can be concluded, a students' good character is necessary to provide stimulus, both in the form of positive reinforcement and negative reinforcement. Positive reinforcement is given in the form of rewards and negative reinforcement is given in the punishment.

## The Hypotheses Analysis

Character building is not only important to do in a family, it also needs to be done at school. Suradi (2017, 523) said, character is the fundamental attitudes to achieve a better life, thus it's appropriate for schools to prepare their students for better character even in culture and ethics.

The factors that influence student character are the teacher's pedagogical competence and the Islamic learning achievement. We can see the degree of the correlation, the regression equation between Islamic learning achievement and student character as bellow.

### The contribution The Teacher Pedagogical Competence to Student Character

Pedagogy is a major component in learning, so it is very influential in improving the quality of learning. Pedagogy also can be a strong impact on student's outcomes.

Teachers who are most effective can develop the learning process in accordance with the material taught, able to understand how students think about the teaching materials they receive, be able to evaluate, and even be able to identify various students' misconceptions about the material they just delivered.

It means, the teacher's pedagogical competence has an important role in determining the success of learning. The student's Islamic learning achievement and the student's character can be formed through the learning process carried out by teachers who have high pedagogical competence.

The following is presented on how the form of correlation between teacher's pedagogical competencies and their level of significance on student achievement and student's character.

### The Contribution of teacher's pedagogical competence on student Character

The results of this study as shown in the table 2. The result shows, the correlation coefficient between the teacher's pedagogical competence and student's character (r) is 0.839 and the determination coefficient (r<sup>2</sup>) is 0.705. (See table 2).

Table 2. The Value of The Determination Coefficient (r<sup>2</sup>) Teacher's Pedagogical Competence and Student's Character

Mo del	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.839 <sup>a</sup>	.705	.700	5.375

a. Predictors: (Constant), Teacher's Pedagogical Competence

It means the teacher's pedagogical competence and the student's character has a close correlation and it also shows the contribution of the teacher's pedagogical competence to the student's character is 70.5 %.

It's because the teacher's pedagogical competence is the teacher's ability to manage learning, so the teacher's pedagogical competence is one of the determinants of the success rate of the process and results of student learning.

As stated by Hakim (2015:2), the quality of teaching competence is an important role in the creation and formation of quality learning processes and it also can contribute to improving the learning performance.

### The Contribution of Student's Achievement in Islamic Learning to Student's Character Building.

Islamic learning, the teacher's pedagogical competence and student's achievement are some of the supporting factors for student's character building.

The Islamic learning is expected to be able to produce humans who always strive to perfect faith, piety, and morality and such people are expected to be strong in facing challenges, obstacles, and changes that arise in community relations both locally, nationally, regionally and globally.

The result of this study shows the value of correlation coefficient ( $r$ ) between the achievement student in Islamic learning with the student's characters is  $0.837 \approx 0.84$ . It means that the correlation between the student achievements in Islamic learning on the student character has a fairly strong degree, so the Islamic learning student's is one of the important variables determining the student's characteristics.

The correlation between the Islamic learning achievement and the student character is the students understanding of Islamic learning can be applied it in their daily lives.

Students who have learned about Islamic education subjects are expected to be able to practice it in daily life, thus the goals of Islamic learning can be achieved not only in the cognitive domain but also in the psychomotor domain, and the affective domain.

The measure of success in achieving in the Islamic learning is not only evidenced by mastery of the material but also changes in attitudes and behavior of students in daily life. Thus, learning carried out by teachers of Islamic learning in schools must be able to bring students change in attitudes and behaviors.

The degree of closeness of the correlation between The Islamic learning achievement and student character, also contributes to student character show in Table 3.

Table 3. The Value of The Determination Coefficient ( $r^2$ )

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 <sup>a</sup>	.700	.696	5.412

a. Predictors: (Constant), Student's Character

The result shows the correlation coefficient between student's achievement and student's character is 0.837. it means character building has a closely correlation with student's achievement in Islamic Learning and the determination coefficient ( $r^2$ ) is 0.700, it's mean the students character building is influenced by student's achievement in Islamic learning is 70%.

The result also shows the correlation coefficient between student's achievement and character building is positive and significant (see table 4) has a positive and significant correlation.

The implementation of learning is carried out with full awareness and responsibility through guidance, teaching and training activities so the students are able to believe, understand, and practice it in daily life.

The correlation between Islamic learning to student's character is caused the students who have a fairly good understanding of Islamic Education can practice it in their daily lives.

Table 4. ANOVA of student Achievement and Character Building.

Model	Sum of Squares	df	Mean Square	F
1 Regression	4246.374	1	4246.374	144.97
Residual	1816.064	62	29.291	
Total	6062.438	63		

It means, if the Islamic student's achievement increases significantly, the student's character increases too. And it's because the student who has a big value in Islamic achievement, he has a good understanding of Islam.

Thus, Islamic learning is one of the most important pillars of character building.

The child's character will grow well if it starts from the ingrained religious diversity. Therefore the Islamic Achievement is one the most important in student's character building.

### The Contribution of Student's Achievement and Teacher's Pedagogical in Islamic Learning to Student's Character Building.

Zakaria (2015:104) said, The Islamic learning is an effort to guide humans to have faith, be strong physically, mentally, and have spiritual intelligence. The aim of Islamic learning is certainly not inseparable from the purpose of human life, for example looking for the pleasure of Allah.

The teacher pedagogical competence and Student's achievement of Islamic Learning can provide a positive and significant correlation student's character building, it is because, both of them provide understanding to students towards Islam. By increasing student's understanding of the Islam, the good character is expected to rise.

The results of the study are shown in the table 5, the table 6 and figure 2.

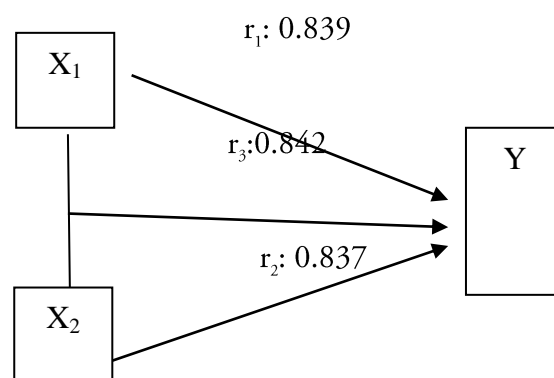
Table 5. The correlation of student Achievement and The Teacher's Pedagogical Competence to Character Building.

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.842 <sup>a</sup>	.709	.700	4.841

a. Predictors: (Constant), Student's Achievement in Islamic Learning, The Teacher's Pedagogical Competence.

Table 6. ANOVA of student Achievement and Teacher's Pedagogical Competence to Character Building.

Model		Sum of Squares	df	Mean Square	F
1	Regression	3486.804	2	1743.402	74.379
	Residual	1429.806	61	23.439	
	Total	4916.609	63		



X1: The Student's Achievement in Islamic Learning  
 X2: The Teacher's Pedagogical Competence  
 Y : The Student's Character

Figure 2. The Values of Correlation Coefficient

The Table 5. And Figure 2. show the values of Correlation coefficient between student's achievement and the teacher's pedagogical competence to student's character are very close correlation ( $r=0.842$ ) and they have a contribution to student's character building 70% ( $r^2=0.7000$ ).

It means the student's achievement and the teacher's pedagogical competence have a very close correlation.

The result of study also shows that the student's achievement of Islamic Learning and the teacher's pedagogical competence have positive and significant correlation with the student character building ( $F=74.37$ ).

It means, if the teacher's pedagogical competence and student's achievement of Islam increase, the student's character increases too. It's because two of them give a student understanding of Islam. Both of these variables impact the student's habituation learning.

The student's character has a very close correlation to the habits he does. Therefore, in order to make students to have good



character, education must be instilled through good habituation.

Musrifah (2016: 132) stated that character building according to Islam is an effort to shape the learners personality through teaching and it also shapes morals and ethics. morals and ethics.

## Conclusion

Student's character building through reinforcement of Islamic Learning can be done through increasing the teacher pedagogical competence and student achievement in Islamic Learning.

The student's achievement of Islamic Learning and the teacher's pedagogical competence have positive and significant correlation with the student character building ( $F=74.37$ ).

## References

- Abdala, M. M., et al. (2018). Quality in Qualitative Organizational Research: types of triangulation as a methodological alternative. *Administracao: Ensio E Pesquisa Rio De Janeiro* 19(1), 66–98.
- AlMalky, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research-Challenges and Benefits. *Journal of Education and Learning* 5(3), 288-296.
- Ardiel, Evan L., et al. (2017). Habituation as an adaptive shift in response strategy mediated by neuropeptides. *npl Science of Learning* 2(9), 1-12.
- Bada, Steve O. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. *OSR Journal of Research & Method in Education* 5(1), 66-70.
- Chee, J. D. (2015). *Pearson's Product-Moment Correlation: Sample Analysis*. Reseach Gate (January) :1-15.
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning." *The International Journal of Engineering and Science (IJES)* 4(2), 1-12.
- Haq, A. M. and Aziz, M. T. (2018) Revitalisasi Pendidikan Karakter Melalui Islamisasi Kampus di Universitas Muhammadiyah Sukabumi. *Al-Tadzkiyah: Jurnal Pendidikan Islam* 9(2), 249-260.
- Heale, R. and Forbes, D. (2017). *Understanding triangulation in research*, Reseach Gate Downloaded from <http://ebn.bmj.com>. (January 30) - Published by group.bmj.com.
- Lisnawati, S. (2016). *The Habituation of Behavior as Students' Character Reinforcement in Global Era*. Research Gate (December), 413-428.
- Musrifah. (2016). Pendidikan Karakter Dalam Perspektif Islam. *Edukasia Islamika* 1(1),132.
- Nasrullah. (2015). Pembentukan Karakter Siswa Melalui Pendidikan Agama Islam. *Salam* 18(1), 68.
- Nuryanta, N. (2015). Reorientasi Pendidikan Nasional Dalam Menyiapkan Daya Saing Bangsa. *El-Tarbawi* 8(2), 112-130.
- Samrin. (2016). Pendidikan Karakter (Sebuah Pendekatan Nilai). *Al-Ta'dib* 9(1), 120-143.
- Suradi. (2017) Pembentukan Karakter Siswa Melalui Penerapan Disiplin Tata Tertib Sekolah. *Brilliant* 2(4), 522-533.

- Vlaev, I. and Dolan, P. (2015). Action Change Theory: A Reinforcement Learning Perspective on Behavior Change. *Review of General Psychology* 19(1),69-95.
- Wijaya, H. and Helaludin. (2018). *Hakikat Pendidikan Karakter*. Research Gate (February): 1-10.
- Zakariya., Din M. (2015). The Concept of Islamic Education Curriculum: The Study of Tawhid in Al-Islam Pesantren LamonganIndonesia. *Journal of Social Sciences and Humanities* 1(2),104.
- Zhou, M. and Brown, D. (2015). Educational Learning Theories: 2nd Edition. "Galileo, University System of Georgia. *Education Open Textbook*.