

THE INFLUENCE OF TEACHERS' RESPONSIBILITY TOWARDS THE LEARNING DISCIPLINE OF EIGHTH- GRADE STUDENTS AT MTs GUPPI TAIPALE'LENG

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ABSTRACT

The purpose of this study was to find out the responsibilities of the Aqidah Akhlak teacher at MTs. Guppi Taipale'leng, Gowa Regency, to determine the learning discipline of Grade VIII students at MTs. Guppi Taipale'leng, Gowa Regency, and to find out the effect of the responsibilities of the Akidah Akhlak teacher on the learning discipline of Grade VIII students at MTs. Guppi Taipale'leng, Gowa Regency. The type of research used in this study was quantitative and ex-post facto, which means after the incident. The study showed the responsibilities of the teacher of aqidah akhlak were 5% in the low category, 90% in the medium category, and 5% in the high category. It can be concluded that the responsibility of the teacher of aqidah akhlak at MTs. Guppi Taipale'leng Gowa Regency is in the medium category with a percentage of 90%. Meanwhile, the study discipline research for class VIII students was in the low category of 0%, the medium category of 95%, and the high category of 5%. So it can be concluded that the learning discipline of class VIII students at MTs. Guppi Taipale'leng Gowa Regency was in the medium category with a percentage of 95%. From the calculation results obtained, $t_{count} = 6.71$ and $t_{table} = 1.662$, respectively, for a significance level of 0.05%. Because the t_{count} is greater than the t_{table} , it can be concluded that H_0 is rejected and H_1 is accepted. Based on this description, it can be concluded that there is an influence of the teacher's responsibility on the aqidah akhlak on the learning discipline of class VIII students at MTs. Guppi Taipale'leng, Gowa Regency.

Keywords: Students behavior; teachers role

1. INTRODUCTION

Education is an essential aspect of nation-building. The characteristics of a nation are built through education. Through quality education, a nation welcomes a better future. Many factors are considered when implementing the educational process (Irham & Wiyani, 2013). A good education

can change the character of students from bad characters to good characters and can develop students' attitudes for the better.

Law No. 20 of 2003, Article 3, states that: “National education functions to develop capabilities and form dignified national character and civilization in the framework of educating the life of the nation and aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens,” (Undang-Undang RI, 2016).

The three educational environments – the family environment, the school environment, and the community environment – can work together and benefit each other to improve education. Schools, as educational facilities, must always pay attention to children’s discipline when participating in the learning process.

In the educational process, the teacher is the most important aspect of the teaching and learning process. A teacher is a profession that develops humans towards glory, towards their best selves, and unleashes their potential so that it becomes actual (Susetyo, 2012). In other words, the teacher is an educator who guides students in an educational process. From an Islamic standpoint, the teacher plays an important role in shaping a true Muslim personality. A teacher is also a teacher who gives information about the truth.

The role of the teacher in teaching and learning activities is the most decisive component of education. Especially in modern times like today, where crimes and moral crises are rampant, the role of the teacher is very important, especially the role of the teacher of morals in fostering the morals, mentality, and discipline of students. To realize this, guidance from Islamic Religious Education teachers is needed, especially teachers of the moral creed.

In modern times like today, the moral crisis is increasingly worrying. Many teenagers or students have fallen down the wrong path. Many of them do not carry out their obligations as students. They often have bad morals, such as brawls, skipping school, going out during class hours, not respecting the teacher, not doing their assignments seriously, making noise when the teacher is carrying out the learning process, arriving late, not being disciplined, and not obeying school rules.

Many of them are in internet cafes during class hours. If things like this are allowed to continue, educational goals cannot be achieved. If this is allowed to continue, then the educational goals cannot be achieved. Therefore, the role of the teacher is very important, especially the role of Islamic religious teachers such as the teacher of *aqidah akhlak*, in fostering the morals of students so that they become human beings with good morals. The responsibility of the teacher in terms of moral creed is very important, especially in fostering the discipline of students in carrying out school rules, especially during the learning process. This is intended so that educational goals can be achieved as they should be.

The teacher is a role model for his students; if the teacher behaves well, then students will imitate this behavior. Conversely, if a teacher sets a bad example for his students, then the student's behavior can be worse than the teacher's. Therefore, whether or not a teacher has a positive personality or exemplary behavior, influences how students develop their personalities and character.

The definition of discipline according to the Big Indonesian Dictionary is "ordered obedience" (to regulations, rules, and so on) (Waridah, 2017). Discipline is an attitude and behavior that reflect obedience to written and unwritten rules, regulations, and norms. The purpose of discipline is to train and control students by teaching them appropriate and inappropriate behavior. Students can develop self-control and direct themselves without outside influence, guided by norms, standards, and their own rules.

If one develops a disciplined attitude, one will develop a strong sense of self-discipline that can also show up in adulthood. like work discipline, household financial management discipline, discipline in carrying out God's commands, and so on. Discipline can also control compliance with provisions in the lives of society, a nation, and a state to manifest national behavior. Discipline can also have an impact on the growth of a good personality. In studying, discipline is needed. Discipline can give birth to a spirit of respecting time and being able to use time well. All of this is intended to create a good learning atmosphere so that students can study well and realize what they aspire to.

Based on preliminary observations made by the author at MTs. Guppi Taipale'leng, Gowa Regency, the learning discipline of students in class VIII is still lacking. There are still many students who skip school, leave during class hours, do not respect the teacher, do not do their assignments

seriously, make noise when the teacher is carrying out the learning process, arrive late, are not disciplined, and do not obey school rules. To overcome this, the teacher of aqidah akhlak is responsible for the formation of the morals of students and for fostering their discipline, especially in carrying out school rules.

Based on the problems described above, the authors are motivated to find out the role of the Aqidah Akhlak teacher is in instilling discipline in students, Guppi Taipale'leng MTs, in Gowa Regency.

2. METHODS

The type of research used in this study was quantitative, ex post facto, and consisted of two variables, namely the teacher's responsibility variable (X) and learning discipline (Y). The research was conducted at MTs. Guppi Taipale'leng, which is located in Bontoramba Hamlet, Pallangga District, Gowa Regency. The population in this study was all Grade VIII students at MTs. Guppi Taipale'leng, Gowa Regency, totaling 40 students, while the sample was the entire population, totaling 40 students. The data collection technique used in this research is a questionnaire in the form of a Likert scale and documentation.

3. RESULTS AND DISCUSSION

Responsibilities of Teachers of Akhlak Aqidah MTs Guppi Taipale'leng

The teacher's responsibility indicator consists of 6 indicators, namely, the teacher's responsibility as a teacher, the teacher's responsibility as a guide, the teacher's responsibility as a class administrator, the responsibility for developing curriculum, the responsibility for developing the professional, and the responsibility for fostering relations with the community (Wibowo, 2012).

In the descriptive statistical analysis of the data processed, namely data on the responsibilities of the aqidah moral teacher in the form of maximum scores, minimum scores, data percentages, average scores, standard deviation, variance, and data presentation which aims to find out an overview of the influence of the responsibilities of the aqidah teacher morals at MTs Guppi Taipale'leng, Gowa Regency.

Table 1. Descriptive Statistics of Akhlak Aqidah Teachers' Responsibilities

Number of Samples	40
Maximum Score	63
Minimum Score	37
Average	52,12
Standard Deviation	6,53
Variances	42.67
Range	26

(Data source: Questionnaire of Responsibilities of Akhlak Aqidah Teachers)

Based on table 1, it can be seen that the maximum score for the responsibility of the teacher of aqidah akhlak is 63, and the minimum score is 37, with an average value of 52.12 and a standard deviation of 6.53 with a total sample of 40 people. Based on the descriptive analysis, the following are the categories of responsibilities of the Aqidah Akhlak teacher at MTs. Guppi Taipale'leng, Gowa Regency.

Low Category:

$$\begin{aligned}
 X &< M - 1 \cdot SD \\
 X &< 52 - 1 \cdot 6,533 \\
 X &< 52 - 6.533 \\
 X &< 45.467 \\
 X &< 45
 \end{aligned}$$

Moderate Category:

$$\begin{aligned}
 M - 1 \cdot SD &\leq X < M + 1 \cdot SD \\
 52 - 1 \cdot 6.533 &\leq X < 52 + 1 \cdot 6,533 \\
 52 - 6.533 &\leq X < 52 + 6.533 \\
 45.467 &\leq X < 58.533 \\
 45 &\leq X < 59
 \end{aligned}$$

High Category

$$\begin{aligned}
 M + 1 \cdot SD &< X \\
 52 + 1 \cdot 6,533 &< X \\
 52 + 6.533 &< X \\
 58,533 &< X \\
 = 59 &< X
 \end{aligned}$$

Furthermore, the analysis of the categorization of teacher responsibilities at MTs Guppi Taipale'leng, Gowa Regency is presented in the following table:

Table 2. Categorization of Responsibilities of Akhlak Aqidah Teachers

No	Category	Intervals	Frequency	Percentage(%)
1	Low	$X < 45$	2	5%
2	Currently	$45 \leq X < 59$	36	90%
3	Tall	$X \geq 59$	2	5%
Amount			40	100%

(Data source: Questionnaire of Responsibilities of Akhlak Aqidah Teachers)

The data in table 2, shows that there are two respondents in the low category with a percentage of 5%, 36 respondents in the medium category with a percentage of 90%, and there are two respondents in the high category with a percentage of 5%. Based on the average value of the teacher's aqidah akhlak at MTs. Guppi Taipale'leng, Gowa Regency, 36 is in the medium category.

Study Discipline of Grade VIII Students at MTs Guppi Taipale'leng

In the descriptive statistical analysis of the data processed, namely the learning discipline data of class VIII students, in the form of maximum scores, minimum scores, data percentages, average scores, standard deviation, variance, and data presentation, which aim to find out an overview of students' learning discipline in class VIII at MTs. Guppi Taipale'leng, Gowa Regency.

Table 3. Descriptive Statistics of Learning Discipline of Class VIII Students

Number of Samples	40
Maximum Score	68
Minimum Score	43
Average	55,70
Standard Deviation	6,26
Variances	39,29
Range	25

(Source of data: Student Learning Discipline Questionnaire)

Based on table 3, it can be seen that the maximum score for the learning discipline of class VIII students is 68 and the minimum score is 43 with an average value of 55.70 and a standard deviation of 6.26 with a sample of 40 people. Based on the descriptive analysis, the following are the learning discipline categories of class VIII students at MTs Guppi Taipale'leng, Gowa Regency.

Low Category

$$Y < M - 1 \cdot SD$$

$$Y < 56 - 1 \cdot 6,268$$

$$Y < 39 - 6.268$$

$$Y < 49.732$$

$$Y < 50$$

Moderate Category

$$M - 1 \cdot SD \leq Y < M + 1 \cdot SD$$

$$56 - 1 \cdot 6.268 \leq Y < 56 + 1 \cdot 6,286$$

$$56 - 6.268 \leq Y < 56 + 6.286$$

$$49,732 \leq Y < 62,286$$

$$50 \leq Y < 62$$

High Category

$$M + 1 \cdot SD < Y$$

$$56 + 1 \cdot 6,286 < Y$$

$$56 + 6.286 < Y$$

$$62,286 < Y$$

$$= 62 < Y$$

Furthermore, the analysis of the categorization of learning discipline in class VIII students at MTs Guppi Taipale'leng, Gowa Regency is presented in the following table:

Table 4. Categorization of Learning Discipline for Class VIII Students

No	Category	Intervals	Frequency	Percentage(%)
1	Low	$X < 50$	0	0%
2	Currently	$50 \leq X < 62$	38	95%
3	Tall	$X \geq 62$	2	5%
Amount			40	100%

(Source of data: Student Learning Discipline Questionnaire)

Based on the table of learning discipline categorization of class VIII students above, it can be seen that of the 40 students as a sample, the low category shows that there are no respondents with a percentage of 0%, 38 people are in the medium category with a percentage of 95%, and two people are in the high category with a percentage of 5%. So it can be concluded that the learning discipline of class VIII students at MTs Guppi Taipale'leng Gowa Regency is in the moderate category.

The Influence of Teachers' Responsibilities of Akhlak Aqidah on Learning Discipline of Grade VIII Students at MTs Guppi Taipale'leng

The results of the analysis can be seen in the following table which is based on the processing results of SPSS version 23.

Table 5. Correlation Test Results

Variable	R	R Square	Sig	Information
XY	0.737	0.543	0.001	There is a Correlation

To find out the magnitude of the correlation value and the magnitude of the percentage influence of the teacher's aqidah moral responsibility on the learning discipline of class VIII students at MTs Guppi Taipale'leng, Gowa Regency, it can be seen from the R Square value in the table of 0.543, which means the large percentage of the influence of the teacher's responsibility on the moral aqidah on the learning discipline of class VIII students is 54.1% while 45.9% is influenced by other variables.

Based on the results of the research conducted by researchers on the responsibilities of teachers on aqidah akhlak at MTs. Guppi Taipale'leng Gowa Regency with a total of 40 respondents using the teacher's responsibility scale instrument. It consisted of 20 statements, the maximum value obtained from the descriptive analysis is 63, and the minimum score is 37. So it can be said that there are 2 respondents in the low category with a percentage of 5%, 36 respondents are in the medium category with a percentage of 90%, and 2 respondents are in the high category with a percentage of 2%. So the teacher of aqidah akhlak at MTs. Guppi Taipale'leng Gowa Regency falls into the medium category, with a score of 52.12. This can be seen from the highest frequency of the number of respondents who are in the value range 45–59, as many as 36 respondents with a percentage of 90%.

According to the results, as many as 40 people used the learning discipline scale instrument of 20 statements; the maximum score was 68 and the minimum score was 43. So it can be said that there are 0 respondents in the low category with a percentage of 0%, 38 respondents are in the medium category with a percentage of 95%, and 2 respondents are in the high category with a

percentage of 5%. So, the learning discipline of Grade VIII students at MTs. Guppi Taipale'leng, Gowa Regency, is in the moderate category with an average score of 55.70. This can be seen from the highest frequency of the number of respondents who are in the value range of 50–62, as many as 38 respondents with a percentage of 95%.

Based on the results of inferential statistical hypothesis testing, show that the value (t) obtained from the calculation results is greater than the value (t) obtained from the distribution table. The analysis obtained a significant level (α) and a table value of $5\% = 0.05 = 0.025$). The analysis result of 6.71, whereas the value of 1.662 means the responsibility of the teacher's aqidah akhlak has a positive effect on the learning discipline of class VIII students at MTs. Guppi Taipale'leng, Gowa Regency. It is 54.1% in the strong category, while the remaining 45.9% is influenced by other variables. Thus, the Y and the X regression are the significance or responsibility of the teacher's aqidah akhlak that influences the learning discipline of class VIII students at MTs. Guppi Tapale'leng, Gowa Regency. Furthermore, this test decides to accept the proposed hypothesis, that there is an influence of the teacher's responsibility on the moral creed on the learning discipline of Grade VIII students at MTs. Guppi Taipale'leng, Gowa Regency. The influence is due to the teacher's desire to improve student learning discipline.

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