

STRENGTHENING CHARACTER EDUCATION IN STUDENT DISCIPLINE THROUGH AQIDAH AKHLAK LEARNING AT MTS. DARUSSALAM BOGOR CITY

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ABSTRACTS

Character building, particularly discipline, has become a primary focus in Indonesia's national education system, reinforced by Presidential Regulation No. 87 of 2017 on the Strengthening of Character Education (PPK). This has become increasingly urgent given the rising cases of juvenile delinquency such as brawls, bullying, drug abuse, and other undisciplined behaviors, with KPAI data showing a 1.1% increase in brawls in 2018, and 24-28% of drug abusers being students according to the BNN in 2019. In this context, the learning of Aqidah Akhlak (Islamic Creed and Ethics) in madrasahs, as implemented in MTs. Darussalam Kota Bogor, plays a strategic role in shaping the character and discipline of students, although its implementation still faces various challenges that require synergy between schools, families, and the community to optimize the formation of disciplined student character in accordance with Islamic values and national education demands. Descriptive statistical analysis shows that the level of strengthening disciplinary character education in Aqidah Akhlak learning tends to be in the moderate category with an average value of 66.51 and relatively evenly distributed data. However, previous research indicates that the strengthening of disciplinary character education can reach a high category when supported by factors such as teacher competence, learning facilities, and parental involvement. Meanwhile, descriptive statistical analysis of student discipline shows a tendency towards high and relatively homogeneous levels of discipline. Furthermore, the results of Pearson correlation analysis reveal a significant positive relationship between the strengthening of character education and student discipline, although some previous studies have found different results, indicating that external factors such as family environment and social interactions also play an important role in shaping student discipline. At MTs. Darussalam Kota Bogor, there are several special programs designed to strengthen character education, including: 1. Friday Blessing Program, 2. Dhuha Program, 3. Dzikir Asmaul Husna and Shalawat Nariyah, 4. Extracurricular Activities. The learning of Aqidah Akhlak at MTs. Darussalam Kota Bogor has a very significant implication in shaping the younger generation to be people of integrity, ethics, and responsibility. Although this approach has shown positive results in the formation of student character and discipline, there are still several challenges that need to be addressed, such as the tendency towards cognitive-based learning, formal routines without deep meaning, and the influence of external factors such as social media and social environments. To achieve optimal and sustainable results in the formation of student character and discipline, a synergistic effort between schools, families, and the community is required to support this process.

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A. INTRODUCTION

Education is a fundamental instrument in developing civilization and shaping quality generations. In the era of globalization marked by rapid technological and informational development, challenges in education have become increasingly complex, especially in shaping students' character in accordance with Islamic values and local wisdom (Rahman et al., 2023).

Character building has become a primary focus in Indonesia's national education system, as outlined in Law Number 20 of 2003 concerning the National Education System. This is further strengthened by Presidential Regulation Number 87 of 2017 on Character Education Strengthening (PPK) which emphasizes the importance of character development as the main platform in national education development (H. Wijaya et al., 2021).

Behaviors leading to student delinquency that cause moral degradation are increasingly common nowadays. Such behaviors include high levels of anarchism, brawls, acts of violence, bullying, violation of school rules, truancy, smoking, inappropriate conduct towards teachers, promiscuity, and so forth. Based on data from the Indonesian Child Protection Commission (KPAI), KPAI education commissioner Retno Listyarti reported that in 2018, the rate of student brawls increased to 14% compared to the previous year's 12.9% (M. Julnis Firmansyah, 2018). This means an increase of 1.1% throughout 2018. Meanwhile, cases of perpetrators of violence and bullying as of May 30, 2018, were 25.5%, while victims of violence and bullying were 22.4%.

Data from the National Narcotics Agency (BNN) shows that drug abuse and illegal substances among teenagers continues to rise. BNN data from 2019 indicates that drug abuse generally occurs among ages 10-59, with 24-28% being school-age individuals. Similarly, promiscuity often leads teenagers to engage in premarital sex, which ultimately leads to abortion (PUSLITDATIN, 2019).

Furthermore, Fatimah and Umuri (2014:89) state that student delinquency outside school that disturbs society is currently more concerning, with many students involved in fights, alcohol consumption, drug abuse, bullying, smoking, and so forth (Fatimah & Umuri, 2014). In the *Journal of Educational Policy Research*, Vol. 13, No. 1, 2020, teenage delinquency receiving the highest negative ratings includes: promiscuity (17%), bullying (13%), staying out late (11%), and dating (10%). Behaviors such as smoking (9%), truancy (7%), drugs (5%), violence (5%), drunkenness (4%), pornographic acts (3%), defying teachers (3%), and theft (2%) remain in medium and low categories (Suryadin, 2020). About 89% of respondents agree that character education can develop students' potential for good hearts, good thoughts, and good actions, necessitating cooperative intervention from adults around teenagers and habit formation in four environments: family, peers, school, and community.

The delinquency committed by these students indicates a lack of discipline in complying with school rules, allowing them to easily engage in rule-breaking actions. The behaviors that arise in these students are caused by factors that lead them to exhibit negative tendencies. As explained by Sumara et al., the factors underlying student behavior towards juvenile delinquency are internal and external factors, where internal factors include the identity crisis experienced by students and weak self-control. Meanwhile, external factors include a lack of attention and affection from

parents, limited understanding of religious teachings, influence from the outside environment, and the educational institutions students attend (Sumara et al., 2017)

There are still many more cases of juvenile delinquency that have caused great unrest for parents and the social environment. These behaviors reflect the moral degradation experienced by the nation's young generation, causing their inherent character to fade. This issue of juvenile delinquency must be a concern for all parties, especially those related to student behavior in schools.

Character is the personality of a person that is applied through behaviors that demonstrate goodness. Behavior is a manifestation of understanding in carrying out roles, functions, and responsibilities in order to have a sense of responsibility from the entrusted mandate. A character can be formed due to a habit that is often practiced, an attitude that shows an understanding of conditions and the words spoken towards others. This makes character something inherent within a person and becomes a habit. Through character education in schools, it is hoped that students will have attitudes, mindsets, etiquette, and habits based on religious teachings and applicable laws.

Discipline as one of the main character values has a vital role in shaping students' responsible and integral personalities. Research shows that the level of discipline has a positive correlation with academic achievement and the socio-emotional development of students (Nurhayati & Sulistiono, 2020).

Aqidah Akhlak learning has a strategic position in shaping students' character, especially in the aspect of discipline. This subject not only focuses on religious knowledge but also on the formation of morals and character in accordance with Islamic values (Rahman et al., 2023).

Based on preliminary observations at MTs. Darussalam Bogor City, various problems related to student discipline were found. Data shows that around 30% of students still have difficulty in applying the values of discipline in their daily lives at school (Supriadi & Hasanah, 2023). At MTs. Darussalam Bogor City, efforts to strengthen character education in discipline through Aqidah Akhlak learning have been a priority in curriculum development and the learning process. However, various challenges and obstacles are still faced in its implementation (Hidayat & Sari, 2023).

Seeing the increasing number of juvenile delinquency every year, it is important for schools as formal educational institutions to shape disciplinary character. This is because at school, students are required to obey the rules and always teach discipline to students. The important components in shaping students' character at school are the principal and teachers, as they have a great influence in teaching discipline to students. In addition to providing lesson materials, teachers play a very important role in guiding students to have good discipline within themselves, such as teaching time discipline, dress discipline, and disciplined behavior based on values and morals. The formation of character from an early age so that bad habits do not become commonplace and continue to be carried out, so that deviations that occur due to lack of discipline become even worse. The importance of improving discipline in schools, involving all members of the school environment, from planning, implementation, to assessment. Through character education taught in schools, it is also closely related to school management.

Discipline is a form of expectation that becomes a demand for the needs of the nation, where discipline becomes a solid foundation in developing the character of

students in school. Through the discipline that is accustomed to in school, especially from teachers, it will be maximized if it is accompanied by habituation to students to do things that lead to positive, create a more orderly atmosphere with the existing regulations in school can foster a disciplined attitude, and disciplinary development will be easier. Furthermore, Maskuri (2018:345) argues that the purpose of character building discipline in schools is to provide encouragement and support to students to show positive behavior, and be able to adapt to all the demands of the regulations in the environment that are their obligations so that they are trained in controlling every action.

In building character, especially discipline in students, the contribution of all school members is very important in developing disciplined attitudes and behaviors. Teachers as examples in the practice of disciplinary culture should have persistent efforts so that the application of discipline can be maximized. This needs to be done so that students not only become good individuals but are also expected to be accustomed to being disciplined in all matters, not only at school but also outside of school. In fact, students cannot fully apply discipline in their daily habits at school, so a structured planning, implementation, and assessment is needed in making policy strategies related to school regulations so that everything goes according to expectations.

Discipline is a feeling of obedience and compliance with the values that are believed, including carrying out certain responsibilities, so that individuals can be formed by the character of self-discipline through the discipline applied and be able to distinguish good and bad things in society. Through discipline, awareness will grow, the benefits of discipline are divided into two, the first is the short-term goal of discipline is to train and control students, by teaching them appropriate and inappropriate forms of behavior or those that are still unfamiliar to them. While the second benefit, the long-term goal of discipline is the development of self-control and self-direction, where students can direct themselves without outside influence and control.

Allah SWT has bestowed upon humans a tendency towards good and evil, so there is potential within humans to do good or bad. In the context of Islam, doing good means obeying Allah's commands and staying away from His prohibitions, while those who do evil are those who constantly violate Allah's prohibitions. The Prophet Muhammad SAW also exemplified this within his family by giving punishment or rewards to his students who neglected to pray.

From 'Amr Ibn Shu'aib, from his father, from his grandfather, who said: "The Messenger of Allah (peace and blessings of Allah be upon him) said: 'Command your children to perform the prayer when they reach the age of seven, and beat them for [neglecting] it when they reach the age of ten, and separate them in their beds.'" (Narrated by Ahmad, Abu Dawud, and al-Hakim)

Aqidah Akhlak is part of Islamic religious education that prioritizes the affective aspect, both the divine and the humanitarian values that are to be instilled and developed into students, so that it not only concentrates on the theoretical, cognitive issues, but is also able to transform the cognitive knowledge of Aqidah Akhlak into meaningful and internalized, and applied into behavior.

Aqidah Akhlak learning is one of the curricula taught at the secondary education level, which has a great influence on student behavior, both in school life and outside of school. Aqidah Akhlak learning in Madrasah Tsanawiyah as an integral part of religious

learning, is indeed not the only factor that determines the formation of students' character and personality, especially in relation to student disciplinary character. But substantially, the subjects of Aqidah and Morals have a contribution in providing motivation to students to practice the values of religious belief (tawheed) and noble character in daily life.

This research aims to analyze the implementation of strengthening the disciplinary character education of students and to show the implications of strengthening the disciplinary character education of students in Aqidah Akhlak learning at MTs. Darussalam Bogor City.

B. METHOD

The method used in this research is the mixed methods approach. This research is a research step by combining two forms of research that have existed previously, namely qualitative research and quantitative research. According to Creswell, mixed research is a research approach that combines qualitative research with quantitative research (Creswell, 2010). According to Sugiyono, the mixed methods research method is a research method between quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable, and objective data are obtained (Sugiyono, 2012). This research uses a sequential mixed methods strategy, especially the sequential explanatory strategy. In this research, the first stage is to collect and analyze quantitative data using questionnaires to answer the problem formulation points a, b, and c, namely:

1. How is the character education of discipline in students?
2. How is the implementation of Aqidah Akhlak learning?
3. What are the implications of strengthening the disciplinary character education of students in Aqidah Akhlak learning at MTs. Darussalam Bogor City?

C. RESULT AND DISCUSSION

1. Strengthening Character Education Discipline of Students in Aqidah Akhlak Learning

a. Quantitative Analysis

From the results of the questionnaire distributed to 95 respondents from the entire population of students at MTs. Darussalam Kota Bogor, it can be described that the students' perceptions about the Implementation of strengthening character education discipline by the Aqidah Akhlak Teacher are as follows:

Table 1. Statistical Description of Strengthening Character Education Discipline in Aqidah Akhlak Learning

N	Valid	95
	Missing	0
Mean		66.51
Median		68.00
Mode		68
Std. Deviation		6.058
Variance		36.699
Range		25
Minimum		54
Maximum		79

Based on Table 1, the results of the descriptive statistical analysis regarding the Strengthening of Character Education Discipline in Aqidah Akhlak Learning show that from a total of 95 valid respondents (no missing data), the mean value obtained is 66.51, with a median of 68.00 and the most frequently occurring value (mode) is 68. The data distribution has a standard deviation of 6.058 and a variance of 36.699, with a range of 25 obtained from the difference between the minimum value of 54 and the maximum value of 79. The total sum of the values obtained is 6,318. This data illustrates that the level of strengthening of character education discipline in Aqidah Akhlak learning tends to be in the moderate category with a fairly even distribution of values.

Although the statistical data shows an average value of 66.51 with a fairly even distribution, some previous studies have shown different results. A study conducted by Rahmawati (2023) on 150 respondents at MTs Al-Hidayah Jakarta resulted in a higher average value of 75.32 with a standard deviation of 4.127, indicating that the strengthening of character education discipline in Aqidah Akhlak learning can reach a high category when supported by factors such as adequate teacher competence, complete learning facilities, and active involvement of parents in the educational process. This suggests that the results obtained in the current study still require more intensive efforts to achieve optimal results in shaping the disciplinary character of students (N. Rahmawati & Hidayat, 2023).

Furthermore, from the results of observations conducted by the researcher on 95 samples from the entire population of students at MTs. Darussalam Kota Bogor, the level of student discipline in Aqidah Akhlak learning is described using initials to maintain the ethics of the research, as follows:

Table 2. Statistical Description of Student Discipline

N	Valid	95
	Missin g	0
Mean		75.73
Median		76.00
Mode		80
Std. Deviation		4.203
Variance		17.669
Range		14
Minimum		66
Maximum		80
Sum		7194

Based on Table 2, the results of the descriptive statistical analysis regarding Student Discipline show that from 95 valid respondents (no missing data), the mean value obtained is 75.73, with a median of 76.00 and the most frequently occurring value (mode) is 80. The data distribution has a standard deviation of 4.203 and a variance of 17.669, with a range of 14 obtained from the difference between the minimum value of 66 and the maximum value of 80. The total sum

of the values obtained is 7,194. This data illustrates that the level of student discipline tends to be high and relatively homogeneous, as seen from the small standard deviation value and the relatively small range of values.

Although the data shows a tendency for high student discipline with an average value of 75.73 and relatively homogeneous, a study conducted by Nurhayati & Sulistiono (2024) in three MTs in Kota Bandung with a sample of 200 students actually showed more varied results with a standard deviation of 8.456 and a wider range of values. This study revealed that the homogeneity of the level of discipline does not always reflect optimal quality, as factors such as differences in social background, environmental influence, and variations in teaching methods can result in a more complex dynamics of discipline. This finding indicates the need for a more in-depth evaluation of the factors that influence the homogeneity of student discipline, including the possibility of unmeasured aspects in the assessment of discipline (Nurhayati & Sulistiono, 2024).

Table 3. Correlation between Strengthening of Character Education and Student Discipline in Aqidah Akhlak Learning (Pearson Correlations)

		Penguatan Pendidikan Karakter	Disiplin Peserta Didik
Penguatan Pendidikan Karakter	Pearson Correlation	1	.509
	Sig. (2-tailed)		.000
	N	95	95
Disiplin Peserta Didik	Pearson Correlation	.509	1
	Sig. (2-tailed)	.000	
	N	95	95

Based on Table 3, the results of the Pearson correlation analysis show a significant positive relationship between the Strengthening of Character Education and Student Discipline in Aqidah Akhlak Learning. This is indicated by the correlation coefficient (Pearson Correlation) of 0.509 with a significance value (Sig. 2-tailed) of $0.000 < 0.05$ for a total of 95 respondents (N). The correlation value of 0.509 indicates a moderate and positive relationship, meaning that the higher the strengthening of character education, the higher the level of student discipline. The significance of 0.000 indicates that this relationship is statistically very convincing and not just a coincidence.

Although the analysis results show a significant positive correlation ($r = 0.509$, $p < 0.05$), some previous studies have found different results. The research by Widodo (2019) revealed that the strengthening of character education is not always directly proportional to student discipline, as there are external factors such as family environment and social interactions that also play an important role. This is reinforced by the findings of Nugroho (2020), which showed a weak correlation ($r = 0.289$) between the strengthening of character education and student discipline in Islamic religious learning at the junior high school level.

b. Qualitative Analysis

At Madrasah Tsanawiyah (MTs.) Darussalam Kota Bogor, there are several programs designed specifically for strengthening character education.

1) Friday Blessing Program

The Friday Blessing program at MTs. Darussalam Kota Bogor is a series of activities carried out every Friday. This activity includes the Friday sermon delivered by a competent teacher or preacher who provides religious messages relevant to the lives of the students. In addition, this program can also involve additional activities such as the recitation of Surah Yasin, Islamic studies, or social charity work. The main purpose of the Friday Blessing Program is to strengthen the students' bond with religious values, improve their understanding of moral principles, and provide inspiration to do good deeds towards others.

The character education strengthening program at MTs. Darussalam Kota Bogor is implemented through various structured religious activities and extracurricular programs. The Friday Blessing program serves as a means of strengthening religious values through relevant Friday sermons and Islamic studies. This is in line with Mahmud's (2021) research, which revealed that regular religious activities in schools contribute positively to the formation of students' religious character (Mahmud, 2021). However, Raharja's (2022) research found that such religious programs are not always effective if not supported by proper monitoring and evaluation. Some students only participate in the activities as a routine without internalizing the values conveyed (Raharja, 2022).

2) Dhuha Prayer Program

The Dhuha Prayer program at MTs. Darussalam Kota Bogor is an initiative to involve students in the collective performance of the Dhuha prayer at school. Dhuha is a recommended (sunnah) prayer performed when the sun has risen high, and this program is designed to provide an opportunity for students to perform the Dhuha prayer together. The Dhuha program aims not only to increase students' piety and spiritual connection but also to provide practical experience in terms of time discipline, togetherness, and awareness of religious values. Through this program, students can feel the spiritual and moral benefits of regularly performing acts of worship.

3) Dhikr of Asmaul Husna and Nariyah Salawat

Another character education strengthening program at MTs. Darussalam Kota Bogor is the Dhikr of Asmaul Husna and Nariyah Salawat. Dhikr of Asmaul Husna is the remembrance and recitation of the beautiful and perfect names of Allah. Through this dhikr, students are taught to develop a sense of awe, respect, and admiration for the Mighty Attributes of Allah (Al-Jazairi, 2013).

The Dhikr of Asmaul Husna can also help students develop characteristics such as patience, gratitude, and perseverance. In memorizing, reciting, and reflecting on the Asmaul Husna, students learn to be patient in facing challenges, grateful for Allah's blessings, and steadfast in facing difficulties (Al-Ghazali, 2008).

Through the Dhikr of Asmaul Husna, students are taught to develop positive attributes such as compassion, forgiveness, and generosity. Learning and internalizing the Asmaul Husna helps students reflect on Allah's attributes of love, forgiveness, and mercy (Al-Jazairi, 2013).

Nariyah Salawat is a salawat (invocation of blessings) taught by the Prophet Muhammad SAW to seek Allah's mercy, peace, and protection. Through this salawat, students are taught to develop a sense of love, respect, and veneration for the Prophet Muhammad SAW. In chanting the Nariyah Salawat, students are also taught to cultivate social qualities such as humility, compassion, and care for others. This salawat teaches students to follow the example of Prophet Muhammad SAW in being humble and caring towards the needs and sufferings of others.

The Dhikr of Asmaul Husna and Nariyah Salawat can also help students in managing their emotions and overcoming stress. Through the repetition and reflection on the beautiful names of Allah and the salawat to the Prophet Muhammad SAW, students can experience a sense of calmness, peace, and spiritual strength.

The Dhuha Prayer program and the Dhikr of Asmaul Husna and Nariyah Salawat are forms of habitual worship aimed at enhancing students' piety and discipline. These activities not only strengthen the spiritual aspect but also develop character traits such as patience, gratitude, and social concern. This is supported by the findings of Al-Fatih (2020) on the effectiveness of habitual worship in character development (Al-Fatih, 2020). On the other hand, Wijaya (2023) criticizes the overly rigid and formal approach to habitual worship. According to him, such an approach risks creating superficial obedience and a lack of deep understanding of the meaning of worship (K. Wijaya, 2023).

4) Extracurricular Activities

MTs. Darussalam Kota Bogor actively manages extracurricular activities as part of character education strengthening. Some of the extracurricular activities held include the Student Council (OSIS), the School Health Unit (UKS), and the Youth Red Cross (PMR).

The Student Council (OSIS) at MTs. Darussalam plays a role in training students' leadership, teamwork, and responsibility. Through various activities organized by OSIS, students can develop their leadership potential and gain experience in managing various school activities.

The School Health Unit (UKS) aims to provide students with an understanding of health and cleanliness. Through UKS activities, students can learn about the importance of healthy living, good eating habits, and the importance of maintaining personal hygiene.

The Youth Red Cross (PMR) activities at MTs. Darussalam have an important role in shaping the character of students through humanitarian activities and first aid training. Through PMR, students are given an understanding and skills in providing first aid in emergency situations. This not only trains practical skills but also develops empathy, care, and social responsibility.

Extracurricular activities such as OSIS, UKS, and PMR serve as a means for developing leadership, teamwork, and social concern. These programs provide practical experience in managing organizations and serving the community. Sutrisno's (2021) research shows that involvement in extracurricular activities is positively correlated with the development of students' soft skills (Sutrisno, 2021). However, Pratama (2023) revealed that extracurricular activities are often constrained by time management issues and academic workloads. Many students find it difficult to balance extracurricular activities with academic demands, so not all students can fully benefit from these programs (Pratama, 2023).

2. Implications of Aqidah Akhlak Learning

The implications of Aqidah Akhlak learning on the strengthening of character education discipline of students at MTs. Darussalam Kota Bogor are highly significant in shaping a young generation with integrity, ethics, and responsibility. Madrasah Tsanawiyah (MTs.) Darussalam Kota Bogor views that character education is an integral part of Islamic education that must be instilled in students from an early age.

Aqidah Akhlak learning at MTs. Darussalam Kota Bogor is not only about conceptual understanding, but also the application of these values in daily behavior. Students are involved in in-depth discussions on the application of aqidah (beliefs) and akhlak (ethics) in the context of everyday life, demonstrating their maturity in internalizing religious teachings.

In Aqidah Akhlak learning, the teachers at MTs. Darussalam Kota Bogor use the opportunity to teach the values of discipline in a religious context. They demonstrate how discipline in performing acts of worship, such as prayer and fasting, can strengthen character and the relationship with Allah. The teachers also encourage students to develop a regular daily schedule and routine. They provide practical guidance on how to effectively manage time for studying, worshiping, and participating in other activities.

In the Friday Blessing Program, students are invited to understand the meaning of the blessing of Friday as a sacred day in Islam. They are also given the opportunity to express their opinions, listen to their peers' perspectives, and deepen their religious understanding. This active involvement provides them with a chance to express their views, listen to their friends' opinions, and strengthen their religious knowledge.

Thus, Aqidah Akhlak learning at MTs. Darussalam Kota Bogor has significant implications in shaping a young generation with integrity, ethics, and responsibility. Students are trained to have strong character, discipline, and accountability through specially designed programs for character education strengthening. This will help them to be prepared to compete in excellent high schools and have the capacity to contribute positively to social, cultural, and economic development.

Aqidah Akhlak learning at MTs. Darussalam Kota Bogor implements an integrative approach that combines conceptual understanding and practical application in daily life. This approach emphasizes the importance of internalizing religious values and developing strong character through in-depth discussions and practical implementation. This is in line with Hidayat's (2021)

research, which shows that an integrative religious learning approach is more effective in shaping student character compared to a purely textual approach (Hidayat, 2021). However, Fathurrohman (2022) criticizes the Aqidah Akhlak learning approach that overly emphasizes the cognitive aspect and lacks attention to the affective aspect. According to him, many students understand the concepts well but still struggle to apply them in their daily lives (Fathurrohman, 2022).

The character strengthening programs, such as the Friday Blessing Program, have provided a space for students to develop religious understanding and spiritual exploration. Through discussions and reflections, students can build a connection between religious teachings and their practical lives. Rahmawati's (2023) research has proven that regular religious programs contribute significantly to the development of student character (S. Rahmawati, 2023). On the other hand, Nugraha (2022) found that religious programs are often trapped in formal routines without deep meaning. Some students participate in the programs only to fulfill obligations, not due to internal awareness (Nugraha, 2022).

The implications of Aqidah Akhlak learning on student discipline are reflected in their time management and worship routines. The teachers actively guide students in integrating the values of discipline into their daily lives. Muthohirin's (2021) study confirms the importance of the teacher's role in shaping student discipline through religious learning (Muthohirin, 2021). However, Sulistyowati (2023) found that the formation of discipline through religious learning requires a long time and often faces obstacles from external factors such as the influence of social media and social circles. According to her, a stronger synergy between schools, families, and the community is needed (Sulistyowati, 2023).

Therefore, Aqidah Akhlak learning at MTs. Darussalam Kota Bogor has implemented an integrative approach that combines conceptual understanding with daily life practices, supported by character strengthening programs like the Friday Blessing Program. Although this approach has shown positive results in shaping student character and discipline, there are still some challenges that need to be addressed, such as the tendency towards overly cognitive learning, formal routines without deep meaning, and the influence of external factors like social media and social circles. To this end, a synergistic effort between schools, families, and the community is required to support the process of character and discipline development of students in a more optimal and sustainable manner.

CONCLUSION

The level of strengthening of character education discipline in Aqidah Akhlak learning at MTs. Darussalam Kota Bogor tends to be in the moderate category with an average score of 66.51. However, previous studies have shown that the strengthening of character education discipline can reach a high category when supported by factors such as adequate teacher competence, complete learning facilities, and active involvement of parents. These research findings indicate that more intensive efforts are still needed to achieve optimal results in shaping the disciplinary character of students.

The Pearson correlation analysis shows a significant positive relationship between the strengthening of character education and student discipline in Aqidah Akhlak learning, with a correlation coefficient of 0.509. This means that the higher the strengthening of character education, the higher the level of student discipline.

However, some previous studies have found that the strengthening of character education is not always directly proportional to student discipline, as there are external factors such as family environment and social interactions that also play an important role. At Madrasah Tsanawiyah (MTs.) Darussalam Kota Bogor, there are several programs designed specifically for strengthening character education, namely the Friday Blessing Program, Dhuha Prayer Program, Dhikr of Asmaul Husna and Nariyah Salawat, and Extracurricular Activities.

For future research, it is recommended to explore more deeply the factors that can influence the strengthening of character education discipline in Aqidah Akhlak learning, both from the internal school perspective (teacher competence, learning facilities) and the external perspective (parental involvement, environmental influence). In addition, comparative analysis with other schools or madrasas is necessary to get a more comprehensive picture of the strengthening of character education discipline and its implications for student discipline. Further research can also examine the effectiveness of the character strengthening programs that have been implemented at MTs. Darussalam Kota Bogor, as well as seek solutions to overcome the challenges still faced in the process of shaping the character and discipline of students.

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