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The Influence of Implementing Aqidah Moral Learning on Students' Assertive Behavior

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Abstract

This study aims to determine whether there is an influence between learning aqidah akhlak on the assertive behavior of students of SMK Muhammadiyah 3 Gemolong Sragen. Learning aqidah akhlak is a set of learning that gives direction or guidance to students by referring to Islamic values and teachings so that students have commendable behavior following Islamic teachings. Assertive behavior is a person's expressing his opinions and feelings without hurting others, including respecting others, being honest, and daring to argue. This type of research is quantitative research with a Regression approach. The population in this study was 85 grade X students of SMK Muhammadiyah 3 Gemolong Sragen. Data collection in this study was by questionnaire method. The data analysis technique uses simple linear regression processed with the help of the SPSS 27 for Windows program. The results showed that (1) Learning aqidah akhlak SMK Muhammadiyah 3 Gemolong Sragen as evidenced by analyzing questionnaires totaling 70 respondents was in the medium category, namely 64.3%. (2) Assertive behavior as evidenced from the test analysis totaling 70 respondents was in the medium category of 70%. (3) There is a significant influence between the learning of aqidah akhlak on the assertive behavior of grade X students at SMK Muhammadiyah 3 Gemolong Sragen with a t-count value of > t table of 3,962 > 0.67811. So that H_1 is accepted, there is a significant influence between the implementation of aqidah akhlak learning on the assertive behavior of students of SMK Muhammadiyah 3 Gemolong Sragen.

Keywords: Education, Aqidah Akhlak Education, Assertive Behavior of Students

Abstrak

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh antara pembelajaran aqidah akhlak terhadap perilaku asertif siswa SMK Muhammadiyah 3 Gemolong Sragen. Pembelajaran aqidah akhlak merupakan seperangkat pembelajaran yang memberi arahan atau bimbingan kepada siswa dengan merujuk pada nilai-nilai dan ajaran-ajaran islam agar peserta didik memiliki

tingkah laku yang terpuji yang sesuai dengan ajaran Islam. Perilaku asertif adalah tingkah laku seseorang dalam mengekspresikan pendapat dan perasaannya tanpa menyakiti orang lain, diantaranya seperti menghormati orang lain, jujur dan berani berpendapat. Jenis penelitian ini merupakan penelitian kuantitatif. Dengan pendekatan Regresi. Populasi dalam penelitian ini adalah siswa kelas X SMK Muhammadiyah 3 Gemolong Sragen yang berjumlah 85. Pengambilan data dalam penelitian ini dengan metode angket. Sedangkan teknik analisis datanya menggunakan regresi linier sederhana diolah dengan bantuan program *SPSS 27 for windows*. Hasil penelitian menunjukkan bahwa (1) Pembelajaran aqidah akhlak SMK Muhammadiyah 3 Gemolong Sragen yang dibuktikan dengan menganalisis angket yang berjumlah 70 orang responden berada pada kategori sedang yaitu 64,3%. (2) Perilaku asertif yang dibuktikan dari analisis tes yang berjumlah 70 responden berada pada kategori sedang 70%. (3) Terdapat pengaruh yang signifikan antara pembelajaran aqidah akhlak terhadap perilaku asertif siswa kelas X pada SMK Muhammadiyah 3 Gemolong Sragen dengan nilai t hitung > t tabel sebesar 3.962 > 0.67811. Sehingga H_1 diterima ada pengaruh yang signifikan antara implementasi pembelajaran aqidah akhlak terhadap perilaku asertif siswa SMK Muhammadiyah 3 Gemolong Sragen.

Kata Kunci: Pendidikan, Pendidikan Aqidah Akhlak, Perilaku Asertif Siswa

Introduction

Education is the main need for humans starting from birth to death, with human education having a personality that can equip him in facing life [1]. Education is also a process for a person to gain knowledge and experience that can shape or change one's behavior, so that a person can have a personality that is in accordance with the values that exist in the community [2]. Meanwhile, Islamic education is a conscious and planned effort in preparing students to know, understand, live and believe, have piety and noble morals in practicing Islamic religious teachings from their main sources, namely: the Qur'an and Hadith, through guidance, training, teaching and use of experience.[3]

In research, Islamic religious education essentially aims to shape humans into human beings kamil (perfect humans). The human being called insan kamil is to become a servant of Allah who solely worships Allah, becomes the Caliph of Fil-ard, and obtains the happiness of life in the world and the hereafter both individuals and society. Nabila, (2021);[4]

Through moral aqedah, students are taught to know, believe, and apply their faith, and develop their faith in words, deeds, and various things in daily life.[5] Based on the theory above, it can be understood that learning Aqidah akhlak is a guideline in teaching students to carry out attitudes or behaviors that are in accordance with Islamic teachings [6]. With increased student

understanding of learning aqidah akhlak, it can affect the increase in assertive behavior of students.

So far, studies on learning aqidah akhlak have been carried out, by previous researchers, one of which is a study, researcher, study by Desi Susnita, (2014) [7] "Pengaruh Pembelajaran Aqidah Akhlak Terhadap Perilaku Asertif Siswa Madrasah Aliyah Terantang Kecamatan Tambang Kabupaten Kampar". From several studies on learning aqidah akhlak, researchers found one study on learning aqidah akhlak and assertive behavior in the study of Desi Susnita (2014),[8] However, the difference from the study on indicator X focuses on praiseworthy attitudes contained in learning aqidah akhlak, while the researcher's research focuses on the learning component of aqidah akhlak. It can be realized how important the role of aqidah akhlak education in shaping the behavior of students as a whole. In educational research, aqidah akhlak has an important role in shaping the behavior of students as a whole. Darmawan (2022)[9]. Because with this moral aqidah education students are not only directed to achieve happiness in life in the world, but also to achieve happiness in life in the hereafter. With aqidah education, students are directed to balance the relationship between humans in the social sphere of society and their environment as well as the relationship between humans and their gods [10].

Moral formation is the most important goal of Islamic Religious Education. The Messenger of Allah was sent to this world to perfect morals as he said in his hadith narrated by Imam Ahmad. The Prophet sallallahu 'alaihi wa sallam said:

إِنَّمَا بُعِثْتُ لِأُتَمِّمَ صَالِحَ الْأَخْلَاقِ

"Indeed, I was sent to perfect good morals" ***(HR. Bukhari).***

On the one hand, educating children at a basic level is an activity that can entertain the day. But on the other hand, educating children's morals at the basic level is the period of formation of children's personalities. Therefore, the role of teachers at the elementary level will greatly determine the child's personality when he grows up. In practice, teachers should be able to guide, encourage and facilitate student development.[11]

[12]In social life, students are expected to have assertive behavior, assertive behavior is an attitude / behavior where a person can express and express intentions, show an attitude of respect for others and form good quality relationships with others [13]. In communicating desires, feelings, and thoughts but while maintaining and respecting others. In being assertive, a

person is required to be honest with himself, honest, confident, express feelings, opinions, and needs proportionally without any intention to take advantage of or harm other parties (Arumsari, 2017: 31-39).

From initial observations at SMK Muhammadiyah 3 Gemolong Sragen, facts were obtained about students who were still lacking in assertive behavior, including: there are still some students who dare not express their opinions to the teacher directly, there are still students who do not dare to ask questions about material that has not been understood and tend to be silent or ask other students, there are still students who dare not refuse friends' invitations because of things they disagree with, There are still some students who dare not tell the truth. Unassertive individuals tend not to be open, closed and unable to express their desires. According [14] to his research, the factors behind this low assertive behavior are the influence of a less conducive environment, parenting, socio-cultural conditions and so on.

This deviates from the behavior that should be, which is to express or express meaning in feelings. And can trigger other negative impacts that can cause harm to yourself and those around him. Low assertive behavior can also have an impact on the tendency to commit delinquency, including in adolescence. Therefore, seeing the above conditions, it is very necessary for moral development to be carried out through learning aqidah akhlak at school, in addition to family life, because in learning aqidah akhlak contains materials that can direct students to always be commendable and avoid despicable acts, such as: honest attitude.

Method

The method used in this study is quantitative research using a regression approach. In this study, researchers analyzed the learning of aqidah akhlak and assertive behavior in class X of SMK Muhammadiyah 3 Gemolong Sragen. The population in this study was 85 students of SMK Muhammadiyah 3 Gemolong Sragen with 70 respondents as a sample in this study. The data collection technique used in this study is a questionnaire, with aqidah akhlak indicators, namely (1) aqidah akhlak learning material (2) aqidah akhlak learning method (3) aqidah akhlak learning media (4) evaluation of aqidah akhlak learning, while assertive behavior indicators are (1) dare to argue (2) dare to tell the truth (3) respect others (4) able to communicate well (5) dare to refuse something that is not approved.

The collected data will be analyzed with the help of the SPSS 27 for windows program with the following steps:

First, the researcher tested the validity of the data to determine the validity of the questionnaire.

Second, the collected data is tested for reliability using the Alpha Cronbach model to find out how reliable the questionnaire can be used as a data collection tool.

Third, the collected data is carried out prerequisite tests (normality and linearity tests). In addition, heteroscedasticity tests were carried out to test deviations from classical assumptions of heteroscedasticity or differences between residual variants for research and regression models.

Fourth, the researcher conducts a statistical descriptive analysis of data from each variable.

Fifth, carry out the last step, namely testing the hypothesis using simple linear regression. The research hypothesis is "There is an influence between learning aqidah akhlak on assertive behavior of students of SMK Muhammadiyah 3 Gemolong Sragen".

The test technique in this study uses 5% significance if r is calculated > r table, then the result is that there is a significant influence between variable X and variable Y or H_1 accepted. Whereas if r counts < r table then there is no significant influence between variable X and variable Y or H_0 is unacceptable (rejected).

Hypothesis:

H_0 = There is no significant influence between the implementation of aqidah akhlak learning on students' assertive behavior

H_1 = There is a significant influence between the implementation of aqidah akhlak learning on students' assertive behavior

Results and Discussion

1. Quantitative Analysis

Tests of the validity and reliability of the instrument were carried out using SPSS software version 27. The validity test results use a significance level of 5% and compare the calculated r value with the table r. Degree of freedom (DF) = n-k or n means sample magnitude and k is construct magnitude. In this study using 30 samples, the magnitude of df is 28 (df = 30-2 = 28) with a significance level of 5% or 0.05 obtained a table r value of 0.3610. If the value of r is calculated > r table then the questionnaire item is said to be valid.

Table 1. Validity Test Results

Variabel	Indikator	Item	R Hitung	R Tabel	Keterangan
X	Materi Pembelajaran Aqidah Akhlak	1	0,725	0.3610	Valid
		2	0,709	0.3610	Valid
	Metode Pembelajaran Aqidah Akhlak	1	0,533	0.3610	Valid
		2	0,485	0.3610	Valid
	Media Pembelajaran Aqidah Akhlak	1	0,437	0.3610	Valid
		2	0,749	0.3610	Valid
	Evaluasi Pembelajaran Aqidah Akhlak	1	0,594	0.3610	Valid
		2	0,676	0.3610	Valid
Y	Berani Berpendapat	1	0,706	0.3610	Valid
		2	0,542	0.3610	Valid
	Berani Berkata Jujur	1	0,552	0.3610	Valid
		2	0,562	0.3610	Valid
	Menghargai Orang Lain	1	0,43	0.3610	Valid
		2	0,681	0.3610	Valid
	Mampu Berkomunikasi Dengan Baik	1	0,57	0.3610	Valid
		2	0,491	0.3610	Valid
	Berani Menolak	1	0,514	0.3610	Valid
		2	0,487	0.3610	Valid

From the data above, the magnitude of r is calculated > r table is 0.3610 (seen in the table the magnitude of r table is obtained from df = N-2 which amounts to 28 with a significance level of 5%. This means that there are 18 valid questionnaire items and then worthy of reliability testing. Then test the reliability of both variables using the *Cronbach Alpha* model From the results of the table above, there is a *Cronbach Alpha* value.

Table 2. Variable X Reliability Test Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.779	.800	8

of the 8 variable question items X amounted to 0.779 > 0.60. This shows that the entire question item variable X is declared reliable.

Table 3. Variable Y Reliability Test Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.771	.785	10

From the table above, there is a Cronbach Alpha value of 10 variable Y question items of 0.771 > 0.60. This shows that the entire question item variable Y is declared reliable.

Normality Test

A normality test is performed to test whether variable X and variable Y are normally distributed or not. In this study, testing was carried out using kolmogorov smirnov (1-sample K-S) using a significance level of 5%.

Table 4. Normality Test Results

			Unstandardized Residual
N			70
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		2.97692750
Most Extreme Differences	Absolute		.046
	Positive		.036
	Negative		-.046
Test Statistic			.046
Asymp. Sig. (2-tailed)[c]			**.200[d]**
Monte Carlo Sig. (2-tailed)[e]	Sig.		.976
	99% Confidence Interval	Lower Bound	.972
		Upper Bound	.980

Based on the normality test results above, the Asymp.Sig value is 0.200 > 0.05 which indicates that the data is normally

distributed. If the result shows a significance value of < 0.05 then it indicates that the data is not normally distributed.

Linearity Test

The linearity test is used to find out whether there is a linear relationship between two variables or not. This test is performed as a prerequisite before performing a linear regression test. If the significance value is greater than 0.05 then there is a linear relationship between the two variables. Here are some data on the results of the linearity test for each variable.

Table 5. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
PERILAKU ASERTIF * IMPLEMENTASI AQIDAH AKHLAK	Between Groups	(Combined)	275.119	14	19.651	2.263	.016
		Linearity	141.158	1	141.158	16.258	.000
		Deviation from Linearity	133.961	13	10.305	1.187	**.313**
	Within Groups		477.524	55	8.682		
	Total		752.643	69			

Based on the results above, the deviation from linearity value indicates a significance value of 0.313 more than 0.05. Therefore, it can be concluded that there is a linear relationship between variable X and variable Y and is feasible for regression testing.

Heteroscedasticity Test

The heteroscedasticity test is used to test for deviations from the classical assumption of heteroscedasticity or the difference between residual variants for research and regression models. If the Sig value > 0.05 then there are no symptoms of heteroscedasticity. The method used for heteroscedasticity test is the glacier test.

Table 6. Heteroscedasticity Test Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.628	1.933		.325	.746
	IMPLEMENTASI AQIDAH AKHLAK	.060	.065	.111	.917	**.362**
a. Dependent Variable: ABS_RES						

Based on the results obtained above, the significance value of X against the Abs_res variable or the sig value shows a value of 0.362 where the value of the variable shows a value of more than 0.05. Therefore, the regression model that has been tested does not occur heteroscedasticity and is then worthy of regression testing.

2. Descriptive Analysis

Frequency Distribution of Aqidah Akhlak Learning Implementation (X)

The results of data obtained from an online questionnaire on grade X students of SMK Muhammadiyah 3 Gemolong were 70 respondents. From the questionnaire that has been distributed, there are 8 question items from the variable implementation of

aqidah akhlak learning where each question has 5 assessment scales, including 1, 2, 3, 4, and 5. The result of the data description of this variable is as follows:

Table 7. Description of Aqidah Akhlak Learning Implementation Data (X)

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
IMPLEMENTASI AQIDAH AKHLAK	70	22	36	**29.49**	3.238
PERILAKU ASERTIF	70	29	45	**37.07**	3.303
Valid N	70				

The acquisition of the above data will be reprocessed to obtain the results of frequency distribution from the variable implementation of aqidah akhlak learning with the following calculations:

Min

= < (M-1 x SD)

= < (29.49-1 x 3.238)

= < 26.25

Med

= (M-1 x SD) – (M+1 x SD)

= (29.49-1 x 3.238) – (29.49 + 1 x 3.238)

= 26.25– 32.72

Max

= > (M+1 x SD)

= > (29.49 + 1 x 3.238)

= > 32.72

Table 8. Frequency Distribution of Aqidah Akhlak Learning Implementation (X)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	13	18.6	18.6	18.6
	SEDANG	**45**	64.3	**64.3**	82.9
	TINGGI	12	17.1	17.1	100.0
	Total	70	100.0	100.0	

From the table above, it can be seen that the category of variable tendencies of aqidah akhlak learning with the low category is 13 people or 18.6%, the medium category is 45 or 64.3%, and the high category is 12 people or 17.1%. Thus, it can be concluded that the learning of aqidah akhlak is classified as a medium category.

Frequency Distribution of Assertive Behavior (Y)

The results of data obtained from an online questionnaire on grade X students of SMK Muhammadiyah 3 Gemolong were 70 respondents. From the questionnaire that has been distributed, there are 10 question items from the variables of assertive behavior of students where each question has 5 assessment scales including 1, 2, 3, 4, and 5. The result of the data description of this variable is as follows:

Table 9. Description of assertive behavior (Y)

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
IMPLEMENTASI AQIDAH AKHLAK	70	22	36	**29.49**	3.238
PERILAKU ASERTIF	70	29	45	**37.07**	3.303
Valid N	70				

The acquisition of the above data will be reprocessed to obtain the results of frequency distribution of assertive behavior variables with the following calculations:

Min

= < (M-1 x SD)

= < (37.07 -1 x 3.303)

= < 33.76

Med

= (M-1 x SD) – (M+1 x SD)

= (37.07 -1 x 3.303) – (37.07 + 1 x 3.303)

= 33.76 – 40.37

Max

= > (M+1 x SD)

= > (37.07 + 1 x 3.303)

= > 40.37

Table 10. Frequency Distribution of Assertive Behavior (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	9	12.9	12.9	12.9
	SEDANG	**49**	70.0	**70.0**	82.9
	TINGGI	12	17.1	17.1	100.0
	Total	70	100.0	100.0	

The table data above can be seen that the category of assertive behavior variables with a high category of 12 people or 17.1%, a medium category of 49 or 70%, and a low category of 9 people or 12.9%. Thus, it can be concluded that assertive behavior is moderate.

3. Simple Linear Regression Analysis

Table 11. Results of Simple Linear Regression Analysis

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	**24.047**	3.307		7.272	.000
	Implementasi Pembelajaran Aqidah Akhlak	**.442**	.111	.433	3.962	**.000**
a. Dependent Variable: Perilaku Asertif						

Based on the table of simple linear regression analysis results above shows a constant value (a) of 24.047 while the value of Aqidah Akhlak Learning Implementation (b / regression coefficient) is 0.442. From the results obtained, the regression equation is expressed as follows:

$$Y = a + Bx$$

$$Y = 24{,}047 + 0{,}442x$$

The results of the equation above can be translated into a constant of 24.047 which means that the consistency value of the variable Implementation of Aqidah Akhlak Learning is 24.047, the regression coefficient X is 0.442 which states that the addition of 1% of the value of the Implementation of Aqidah Akhlak Learning students will increase by 0.442. It can be seen by comparing t count with t table with values 3.962 > 0.67811. Table t value df = 68 (df=n-2, df = 70-2 = 68). The regression coefficient is positive, so it can be said that there is an influence of the Implementation of Aqidah Akhlak Learning (X) on Student Assertive Behavior (variable Y) is positive. And based on the significance value obtained from the table above of 0.000 < 0.05 so that it can be concluded that the variable of Aqidah Akhlak Learning Implementation has a positive effect on Student Assertive Behavior (variable Y).

Test the hypothesis

Table 12. Test the hypothesis

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.158	1	141.158	**15.697**	.000[b]
	Residual	611.485	68	8.992		
	Total	752.643	69			
a. Dependent Variable: PERILAKU ASERTIF						
b. Predictors: (Constant), IMPLEMENTASI AQIDAH AKHLAK						

If the sig value of the anova table is 0.000 < 0.05 then there is a significant effect. This means that the variable of implementation of aqidah akhlak has a significant effect on assertive behavior. or f count 15,697 > 3.98 f table df1=k-1 and df2=n-k then df1= 2-1=1 and df2=70-1=69 (meaning there is a significant effect and H_1 is accepted.

Coefficient of Determinant

In regression analysis, there are terms correlation coefficient and determinant which are used to determine how much the independent variable contributes to explaining the dependent variable. After the normality test is carried out, it is seen that the data is normally distributed, the test is included in parametic statistics so that the relationship test between variables uses a simple linear regression test. This test is carried out to determine whether there is an influence between variable X and variable Y. Then the following results are obtained:

Table 13. Test the correlation and determination between variable X and variable Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433[a]	**.188**	.176	2.999
a. Predictors: (Constant), IMPLEMENTASI AQIDAH AKHLAK				

The r square value is 0.188, meaning that 18.8% of the implementation of aqidah akhlak affects assertive behavior and the rest

is influenced by other variables that were not studied in this study.

Discussion

Based on the results of the analysis of aqidah akhlak learning data conducted with instrument trials, namely validity and reliability tests assisted using SPSS, it shows the results that, in the validity test of aqidah akhlak learning instruments consisting of 8 questions, the value of r is calculated > r table of 0.3610, which means that all items of the instrument are said to be valid. While the reliability test shows the results that Cronbach's Alpha value is 0.779 > 0.60 which states that the instrument is reliable, reliable means that the instrument is said to be good and trustworthy as a data collection tool. After that, a group distribution was made, and in the classification table of score tendencies, it was found that as many as 45 people were included in the medium category with a gain of 64.3%, indicating that aqidah akhlak learning was classified as a medium category.

While the results of assertive behavior data analysis which was also carried out with instrument trials, namely validity and reliability tests assisted using SPSS showed the results that, in the validity test of assertive behavior learning instruments consisting of 10 questions have a value of r count > r table of 0.3610, which means that all items of the instrument are said to be valid. The reliability test showed the results that Cronbach's Alpha value of 0.771 > 0.60 which states that the instrument is said to be reliable, reliable means that the instrument is said to be good and trustworthy as a data collection tool. After that, a group distribution was made, and in the classification table of the tendency score, it was found that as many as 49 people were included in the medium category with a gain of 70% indicating that assertive behavior was classified as moderate.

Furthermore, the results of data analysis with Linear Regression testing showed an r square value of 0.188, the implementation of aqidah akhlak influenced assertive behavior and the rest was influenced by other variables that were not studied in this study. This proves that the higher the influence of the implementation of aqidah akhlak education learning, the higher the level of assertive behavior of students. In line with research conducted by Anisa Mursalim[15] that there is a significant influence of aqidah akhlak learning on the assertive behavior of students of Madrasah Ibtidaiyah Muhammadiyah Juwiran Juwiring Klaten correlation coefficient value of 0.825. The results of another relevant study by Nur Hidayah which showed a significance value or calculated r value of 0.821, known r table

with a sample of 32 with a significance level of 5% which is 0.349 where the relationship between variable X and variable Y is positive or significant. If the sig value of the anova table is 0.000 < 0.05 then there is a significant influence. This means that the variable of implementation of aqidah akhlak has a significant effect on assertive behavior. or f count 15.697 > 3.98 means that there is a significant effect and H_1 is accepted.

Based on the descriptive results above, it can be stated that learning Aqidah akhlak affects students' assertive behavior. The results of this test are also in line with previous research, one of which is the result of research by Desi Susinta [16] which found that there was a significant positive influence between learning aqidah akhlak on assertive behavior of Madrasah Aliyah Terantang students, Mining District, Kampar Regency.

Conclusion

The results of the study concluded that learning Aqidah akhlak has a significant influence on increasing students' assertive behavior. Evidenced by the value of t count > t table of 3.962 > 0.67811. The influence can be seen that if the better the learning component of Aqidah akhlak, the better and increased the assertive behavior of students. Thus, the realization of the implementation of well-maximized moral aqidah learning will affect the level of assertive behavior of students.

The implication of this research is that the results of this research are used as input for teachers and prospective teachers, to better prepare themselves in preparing, programming and planning what methods and media are appropriate and efficient so as to improve the quality of learning. In addition, for students, it is expected not only to apply assertiveness in school, but also in the social and community sphere.

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Endnotes

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[2] Jenilan, "FILSAFAT PENDIDIKAN."

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[4] Nabila, "TUJUAN PENDIDIKAN ISLAM."

[5] Mursalim et al., "Pembelajaran Aqidah Akhlak Terhadap Perilaku Asertif Siswa Kelas VI Utama Bagi Manusia , Yang Dimulai Dari Pendidikan Manusia Memiliki Kepribadian Yang Dapat Membekalinya Dalam Menghadapi Kehidupan . Pendidikan Juga Merupakan Sebua."

[6] (Sari, 2019)

[7] Susnita, "Pengaruh Pembelajaran Aqidah Akhlak Terhadap Perilaku Asertif Siswa Madrasah Aliyah Terantang Kecamatan Tambang Kabupaten Kampar."

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[9] Darmawan, "IMPLEMENTASI PENDIDIKAN KARAKTER DALAM PEMBELAJARAN AQIDAH AKHLAK PADA SISWA KELAS X IPS MAN 10 JOMBANG."

[10] (Selvia, 2018)

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[13] Izzah and Inayati, "Upaya Guru Akidah Akhlak Dalam Menanamkan Perilaku Asertif Guna Mencegah Kenakalan Remaja Di Smp Muhammadiyah 5 Surakarta Tahun Ajaran 2021/2022."

[14] Mursalim et al., 2022

[15] Mursalim et al.

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