

# The Effect of Islamic Teachers' Learning Management on Students' Behavior at Nurul Hikmah Junior High School Tangerang

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**Abstract.** This study was conducted to investigate the effect of cognitive, affective and psychomotor abilities of Islamic teachers in learning management toward students' behavior in Nurul Hikmah Junior High School at Tangerang Manucipality. Quantitative research methodology was employed through survey research to find tangible evidence data. There were 107 students as the population and 52 students as the sample of study. In analyzing the data, it employed SPSS 24.0. Findings illustrated that variables of cognitive, affective and psychomotor abilities in learning management simultaneously effected on students' behavior. Thus, teachers' cognitive, affective and psychomotor abilities in learning management is important in building students' behavior that related to the teachings of Islam. Teachers' competences, schools' policy and government' policy were the supported factors in achieving this goals. This study is useful to establish students' behavior and setting strategies of effective teaching and learning process in Islamic education.

**Keywords:** Learning Management; Islamic Education; Students' Behavior

## 1 Introduction

Education is a system with many components that one interact, collaborate, and independence to achieve educational goals [23]. It is also defined as a process of educating, training and learning for those who need the development of knowledge from professional educators such as teachers, lecturers or other scholars. The object of education are students and other community, therefore the purpose of education is to develop human beings with knowledge [21]. Like other aspects of education, religious education involves 3 aspects, they are cognitive, affective, and psychomotor [1]. So, in the context of Islamic Religious Education (PAI), the teaching does not only provide religious knowledge, but also to familiarize children with obedient and worship as well as to act and behave according to the Islamic norms [12]. Within the learning management, PAI teachers are required to master these three aspects. In the cognitive aspect, PAI teachers need to acquire and master the knowledge in accordance with their fields of expertise, namely Islamic religious education [15]. Meanwhile, Anggraini [2] claimed that in the affective aspect of PAI, teachers need to continue practicing their knowledge. PAI teacher must be a good role model that can develop

life values and attitudes within the range of religion.

With these affective abilities, the teacher can achieve the goals of Islamic religious education, namely to grow and instill a positive attitude and love of religion so that students can live in accordance with the Islamic religious laws. In the aspect of psychomotor, a PAI teacher needs to motivate and develop students' skills or abilities on the religion area. Because teachers who are able to teach well will produce good quality student, so teachers should improve their pedagogic competence in order to create optimal and satisfying teaching and learning outcomes [20] in terms of producing good student behavior such as mutual respect, consideration, love, polite speech, obedient worship, obedience to parents and other things that show the results of PAI learning. Walidain [25] argued that practically, teachers have never analyzed students' needs particularly for the formation of student behavior. Meanwhile, Nurul Latifah [14] claimed that teachers need to demonstrate convincing competence in terms of knowledge, skills, curriculum mastery, teaching materials, teaching methods, evaluation techniques, and assess commitment to assignments and have high discipline. The teachers relate the teaching material to the cognitive, affective and psychomotor domains according to the competence and level of development of students. In the current era of education, there are many challenges for teachers in carrying out their duties. One of them is due to the Covid-19 pandemic which derived the government to create a new policy, that learning is required online for all levels of education. At this point, the role of a teacher's skills is expected to perform. Anugrahana [3] viewed that the roles of the teacher are as a "companion" and students as "active participants" in the teaching and learning process.

Therefore, teachers need to develop good teaching skills, present interesting material, and involve students actively in the learning process. Numerous efforts have been undertaken to overcome and prevent the spread of COVID-19 by the government and the entire community. In education sector, efforts are made to issue policies in conducting online learning so that the teaching and learning process can continue to be carried out while prevent the spread of COVID-19 [17]. This situation makes the process of learning activities at Nurul Hikmah Islamic Junior High School of Tangerang Municipality are shifting, which before the pandemic was carried out offline or face-to-face at school, into online learning with virtual face-to-face using several meeting applications such as zoom or Google meet. In PAI learning, the learning method employed by the teachers was initially implemented lecturing and question - answer methods, and then due to the pandemic it explores additional methods with online learning so that students remain enthusiastic in receiving lessons. However, in the implementation of online learning, many obstacles are occurred that cause the time for learning is reduced and delays. The obstacles derive students' complaints because materials are not well understood. Besides, student behavior decreases due to the less direct control by the teachers. Unlike face-to-face learning in schools, teachers can directly regulate and control the students' behavior if miss-behavior is conducted. Based on the problems. Darimi [5] claimed that the ability of a teacher in managing learning activities must be further improved with education and training so that the problems can be resolved. In addition, [6] stated that the ability in cognitive, affective and psychomotor aspects in the form of social skills must always be developed in order to achieve the expected learning objectives.

In a study conducted by Rahayu [18] it found that teacher leadership has a positive and significant effect on student learning behavior. In addition, the study proved that the better the teacher's leadership, the better the student's behavior in learning. Learning behavior is a student's study habits that are manifested in the form of positive and negative attitudes and behaviors. By learning human awareness, it opens up to think about matters of interest [16]. Razak [19] argued that one of the failures and weaknesses of Islamic Religious Education is in

its educational practice which only pays attention to the cognitive aspect and ignores the affective and conative aspects such as the willingness and determination to practice the values of religious teachings. In addition, according to Hamdani [8] that in carrying out guidance and supervision, especially with regard to the affective and psychomotor aspects of students, there is only one teacher (PAI teacher) and sometimes two teachers (home room teacher). This is a coaching weakness of the effectiveness of the applied education management. The weakness is that the results of planting good student behavior cannot be fully achieved. The success of education in school is primarily determined by the success of the implementation of teaching and learning activities in and outside the classroom, namely the integration between teacher and student activities. In order to achieve the goals of Islamic Religious Education, the teachers are expected to be able to follow the current developments in learning methods using information technology media in order to provide the best learning experience for students which beneficial for them [10]. Therefore, teachers are expected to make plans in learning.

Darimi [5] claimed that PAI teachers need to possess knowledge and ability to manage and organize the learning process, implement approaches and skills for learning process, come up with creative ideas, and learning behaviors to create interesting and fun learning effectiveness. Besides that, teachers need to be a good role model for students so that the achievement on student behavior in activities is gained such as distinguishing a good or bad attitude. Thoyyibah [24] claimed that the ability of PAI teachers in managing the implementation of the learning process is in terms of knowledge and skills in the opening stage, main learning activities management, and the closing. The teachers' effort to motivate students to participate actively in the class is essential for achieving specified learning goals or objectives. Bermi [4] and Lukman Hakim [11] defined the behavior in this case is the behavior related to skills (performance) in acting (good and bad morals) in accordance to the norms (ethics/law) of Islamic teachings. So, the behavior is closer to the term of morals in the Islamic view. By the discussion above, this study aims to determine the effect of learning management skills of PAI teacher on student behavior at Nurul Hikmah Islamic Junior High School, Tangerang Municipality. In addition, the results of this study are expected to be a useful input in increasing the learning effectiveness in schools. Furthermore, it can be used as material for information and consideration in designing teaching and learning strategies in schools both online and offline.

## 2 Methodology

This research is a quantitative research with survey method. The survey research was used to reveal how PAI teacher learning management influences the students' behavior. The data was collected from observations, questionnaires, interviews, and documentation. A questionnaire was used to find the effect of PAI teacher learning management abilities on student behavior. The subjects in this study were students of Nurul Hikmah Islamic Middle School, Tangerang Regency. The population in this study was 107 students, then to determine the number of samples in this study was using the Solvin formula:

$$n = \frac{N}{1 + Ne^2} \tag{1}$$

$$n = \frac{107}{1 + 107(0,1)^2} = \frac{107}{1 + 1,07} = \frac{107}{2,07} = 51,69 = 52$$

From the results of formula above, the minimum sample for this research are 52 students. However, to increase the number of the sample, the researchers added to 101 samples. The sampling technique was simple random sampling technique with the measurement scale in this study was a Likert scale model. This model could be used as the dependent variable, namely the Behavior of the students of SMP Islam Nurul Hikmah for the Academic Year 2021/2022. The measurement scale employed Likert's scale to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena that have been specifically defined by researchers which became the research variables [22]. Furthermore, as the method of the research is survey, then the instrument in this study was a questioner which was distributed through the Google form. The following table was Likert scale for this study:

**Table 1.** Likerts' Scale

<b>Categories</b>	<b>Numbering</b>
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

### 2.1 Validity and Reliability Test of Instrument Items

In investigating the validity of instrument items, the corrected item-total correlation was employed by using SPSS 24.0. Validity test was conducted to find out the accurateness of instruments in measuring the validity of items. In making the decision of the validity test, the r table limit with a significance of 0.05 was used. If the correlation score is more than 0.361, the sample of study is considered sufficient and worthy for further analysis. Meanwhile, reliability of instrument items was used to measure the consistency and reliability of research instruments. The criteria of reliability test based on Wiratna Sujawerni [26], if the alpha value  $> 0.60$ , it means the statement is reliable, and in contrast if the alpha value  $0.60$ , it means the statement is not reliable.

### 2.2 Normality Test

Normality test was conducted to determine whether the data collected is normally distributed or not. This result of normality test will affect the further process of statistical analysis. If the data is normally distributed, the analysis will be continued by using parametric statistics. Meanwhile, if the data is not normally distributed, the analysis will be conducted by using Kolmogorov Smirnov analysis in SPSS 21.0. The data distribution can be inferred normal, if the sig KS value  $> 0.05$ . Normality calculation will be carried out using the SPSS 24.0.

### 2.3 Heteroscedasticity Test

The heteroscedasticity test was carried out to measure the inequality of variance from one observation residuals to another in the regression model. There are some ways to conduct heteroscedasticity test such as *plot graph test*, *park test*, *glejser test*, and *white test*. Plot graph test was employed in this study by using the predicted value of the dependent variable, namely ZPRED and the residual SRESID. There is not heteroscedasticity, if there is not the clear pattern and the points spread randomly upper and under the number 0 (zero) on the Y axis [9].

The basis consideration in making decision of Glejser test, if the significance values more than 0.05. It can be inferred that there is no heteroscedasticity problem [9]. In this study, the heteroscedasticity test used was the plot graph test and the glejser test.

#### 2.4 Multicollinearity Test

Multicollinearity test is employed to measure whether the regression model found a correlation between independent variables (independent). In measuring multicollinearity test, it investigates the VIF value in each independent variable, if the VIF value is <10, it can be concluded that the data is free from multicollinearity symptoms.

#### 2.5 Linearity Test

The Linearity Test of Regression Significance Data is intended to investigate whether the regression obtained is meaningful or not to be used in making conclusions between the "ANAVA" variables, linear regression, if the significance value of linearity 0.05 then it can be interpreted that between the independent variable and the dependent variable there is a linear relationship.

#### 2.6 Multiple Linear Regression Analysis

After the entire requirements for data analysis test was completed and was detected, the data is feasible for further processing. The next step is to measure each of the hypotheses that have been proposed.

#### 2.7 Correlation Analysis

The analysis was conducted by using the product moment correlation, partial correlation, simultaneous correlation, coefficient of determination, product moment test using t test.

### 3 Results and Discussions

#### 3.1 Validity And Reliability Test

The results of the validity test for each research instrument illustrated in the table below:

**Table 2.** The Result of X1 Validity Test (Cognitive Domain)

No.	Item	Correlation Score (r-calculation)	Sig 5%	Note
1.	1	0.629	0.361	Valid
2.	2	0.533	0.361	Valid
3.	3	0.813	0.361	Valid
4.	4	0.445	0.361	Valid
5.	5	0.684	0.361	Valid
6.	6	0.807	0.361	Valid
7.	7	0.454	0.361	Valid
8.	8	0.483	0.361	Valid

Based on the table above, it could be explained that the validity test results for the cognitive variable (X1) of the 8 statement items were declared valid because the correlation value was more than 0.361.

**Tabel 3.** The Result of X2 Validity Test (Affective Domain)

No.	Item	Correlation Score (r-calculation)	Sig 5%	Note
1.	1	0.694	0.361	Valid
2.	2	0.748	0.361	Valid
3.	3	0.748	0.361	Valid
4.	4	0.766	0.361	Valid
5.	5	0.773	0.361	Valid
6.	6	0.781	0.361	Valid
7.	7	0.673	0.361	Valid
8.	8	0.619	0.361	Valid

Table 3 illustrated that the results of the validity test for the Affective variable (X2) of the 8 statement items were declared valid because the correlation value was more than 0.361.

**Tabel 4.** The Result of X3 Validity Test (Psychomotor Domain)

No.	Item	Correlation Score (r-calculation)	Sig 5%	Note
1.	1	0.575	0.361	Valid
2.	2	0.691	0.361	Valid
3.	3	0.771	0.361	Valid
4.	4	0.676	0.361	Valid
5.	5	0.624	0.361	Valid
6.	6	0.554	0.361	Valid
7.	7	0.638	0.361	Valid
8.	8	0.627	0.361	Valid

From the table 4, it showed that the results of the validity test for the Psychomotor variable (X3) of the 8 statement items were declared valid because the correlation value was more than 0.361.

**Tabel 5.** The Result of Validity Test (Students' Behavior)

No.	Item	Correlation Score (r-calculation)	Sig 5%	Note
1.	1	0.622	0.361	Valid
2.	2	0.622	0.361	Valid
3.	3	0.442	0.361	Valid
4.	4	0.618	0.361	Valid
5.	5	0.492	0.361	Valid
6.	6	0.421	0.361	Valid
7.	7	0.419	0.361	Valid
8.	8	0.523	0.361	Valid
9.	9	0.613	0.361	Valid
10.	10	0.540	0.361	Valid
11.	11	0.801	0.361	Valid

Table 5 described the results of the validity test for the student behavior variable (Y) of the 11 statement items that were declared valid because the correlation value was more than 0.361. The detailed information regarding to the result of reliability test on this research was illustrated on the following table below:

**Tabel 6.** The Result of Reliability Test

No.	Variable	Cronbach's Alpha	Cronbach's Alpha Standard	Note
1.	Cognitive (X1)	0,755	0,60	Reliable
2.	Affective (X2)	0,868	0,60	Reliable
3.	Psychomotor (X3)	0,791	0,60	Reliable
4.	Student Behavior (Y)	0,739	0,60	Reliable

The results of the reliability test in table above illustrated that the alpha values were 0.755 (X1) for cognitive domain, 0.868 for affective domain (X2); 0.791 for psychomotor domain (X3); and student behavior domain (Y); 0.739. In brief, the overall items in each variable was reliable because the alpha value was above the r-table (0.60).

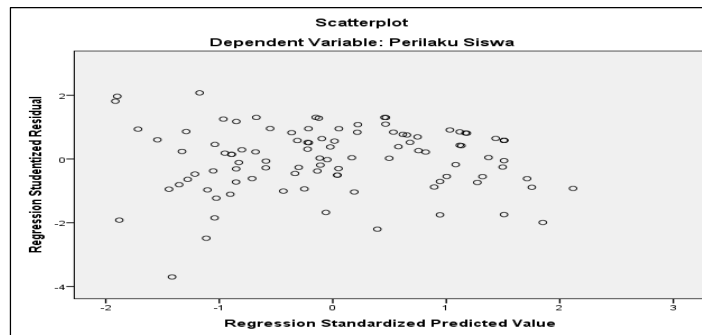
### 3.2 Normality Test

**Tabel 7.** The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		101
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.75547763
Most Extreme Differences	Absolute	.074
	Positive	.065
	Negative	-.074
Test Statistic		.074
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The table above illustrated a significance value more than 0.05. The result was 0.200. This means that the residual data was normally distributed.

### 3.3 Heteroscedasity Test



**Fig. 1.** Scatterplot Graph

From the results of the scatterplot graph, it illustrated that the points spread randomly upper and under the number 0 (zero) on the Y axis. In short, it could be concluded that there were not symptoms of heteroscedasticity in the regression model used.

### 3.4 Multicollinearity Test

**Table 8.** Multicollinearity Test

Model		Coefficients <sup>a</sup>			t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	24.116	5.978		4.034	.000		
	Cognitive ability of Islamic Education teacher	-.376	.213	-.193	-1.767	.080	.584	1.711
	Affective ability of Islamic Education teacher	.871	.152	.579	5.718	.000	.679	1.472
	Psychomotor ability of Islamic Education teacher	.208	.110	.184	1.886	.062	.728	1.374

a. Dependent Variable: Student Behavior

From the results of the table above, the tolerance value  $> 0.10$  and the VIF value  $< 10$ , it is concluded that there is multicollinearity between the independent variables in the regression model.

### 3.5 Multiple Linear Regression Analysis

**Tabel 9.** The Result of Multiple Linear Regression Analysis

Model		Coefficients <sup>a</sup>			t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	24.116	5.978		4.034	.000		
	Cognitive ability of Islamic Education teacher	-.376	.213	-.193	-1.767	.080	.584	1.711
	Affective ability of Islamic Education teacher	.871	.152	.579	5.718	.000	.679	1.472
	Psychomotor ability of Islamic Education teacher	.208	.110	.184	1.886	.062	.728	1.374

a. Dependent Variable: Student behaviour

From the table of Sig. above, it can be interpreted as follows:

- The cognitive ability of Islamic Education teachers has no effect on Profitability with sig. (0.080)  $\alpha = 5\%$
- The affective ability of Islamic Education teachers has an effect on Profitability with sig. (0.000)  $\alpha = 5\%$



- c) The psychomotor ability of Islamic Education teachers has no effect on Profitability with sig. (0.062)  $\alpha = 5\%$

### 3.6 Coefficient of Determination (R<sup>2</sup>)

**Tabel 10.** Coefficient of Determination (R<sup>2</sup>)

<b>Model Summary<sup>b</sup></b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.570 <sup>a</sup>	.325	.304	4.828

- a. Predictors: (Constant), Psychomotor ability of Islamic Education teacher, Affective ability Islamic education teacher, Cognitive ability of Islamic education teacher  
 b. Dependent Variable: Student behaviour

The coefficient of determination (Adj. R<sup>2</sup>) from the regression results shows how much the dependent variable can be explained by the independent variables. Based on the table above, it shows that the measure of the coefficient of determination (Adj. R<sup>2</sup>) is 0.304. It means that the contribution of cognitive, affective, and psychomotor abilities of Islamic education teacher learning management to student behavior is 30.4%, while the remaining 69.6% is explained by other variables which are not stated in this study. Therefore, the factors that influence student behavior are not only from the management of teacher learning, but many other factors that influence it. Nurfirdaus [13] claimed Students' behavior will be formed by various factors, both external and internal factors. It means that a person's behavior will continue to be able to adapt to various social situations. The results of the research from Febrina [7]: internal factors that influence students' behavior such as physiological aspects, psychological aspects and external factors, such as social and non-social environments.

### 3.7 Result of T-test (Partial)

**Table 13.** T-test (Partial)

<b>Variable</b>	<b>P-Value</b>	<b>Sig.</b>	<b>Decision</b>
Cognitive ability of Islamic Education teacher	0,080	0,05	No effect
Affective ability of Islamic Education teacher	0,000	0,05	Effective
Psychomotor ability of Islamic Education teacher	0,062	0,05	No effect

### 3.8 Result of F-test (Simultaneous)

**Tabel 14.** F-test (Simultaneous)

<b>ANOVA<sup>a</sup></b>					
<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1 Regression	1090.325	3	363.442	15.589	.000 <sup>b</sup>
Residual	2261.457	97	23.314		
Total	3351.782	100			

- a. Dependent Variable: Student Behaviour  
 b. Predictors: (Constant), Psychomotor ability of Islamic Education teacher, Affective ability Islamic education teacher, Cognitive ability of Islamic education teacher

Based on the table above, it shows that the independent variable has a P-Value of 0.000 where the probability value is below 0.05. Thus, in accordance with the provisions in the test criteria, if the probability value is  $<0.05$ , it can be concluded that the variables of cognitive, affective, psychomotor abilities of Islamic education teachers simultaneously affect student's behaviour. The results of the hypothesis obtained are as follows:

- a) First Hypothesis:  
There is no effect of cognitive abilities of Islamic Education teachers in learning management on student behavior.
- b) 2. Second Hypothesis:  
There is an effect of affective abilities of Islamic Education teachers in learning management on student behavior.
- c) 3. Third Hypothesis:  
There is no effect of psychomotor abilities of Islamic Education teachers in learning management on student behavior.
- d) Fourth Hypothesis:  
There is an effect of cognitive, affective, and psychomotor abilities of Islamic Education teachers in learning management on student behavior.

#### 4 Conclusion

Based on the results of data analysis, it can be concluded as follows:

- a) Partially, the variable of cognitive ability of Islamic Education teacher learning management has no effect on student behavior at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
- b) Partially, the variable of affective ability of Islamic Education teacher learning management has an effect on student behavior at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
- c) Partially, the variable of psychomotor ability of Islamic Education teacher learning management has no effect on student behavior at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
- d) Simultaneously, the variable of cognitive, affective, and psychomotor abilities of Islamic Education teacher learning management has an effect on student behavior at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
- e) The results of the hypothesis indicate that there is an effect of cognitive, affective, and psychomotor abilities of Islamic Education teacher learning management on the student behavior at Nurul Hikmah Islamic Junior High School, Tangerang Regency.
- f) The contribution of cognitive, affective, and psychomotor abilities of Islamic Education teacher learning management to student behavior is 30.4%, while the remaining 69.6% is explained by other variables which are not stated in this study.

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