



The Influence of Islamic Religious Education Student Organizations on Study Discipline at STAI Samora Pematangsiantar

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Abstract

An organization is a social entity that has certain goals, a system of structured and coordinated activities, and is related to the external environment but is determined by identifiable boundaries. The aim of this research is to determine the influence of student organizational activity on learning discipline. The research method used is a quantitative method. The population in this study were students from the class of 2022, 2023 of the Islamic Education STAI Samora Pematangsiantar study program, totaling 52 respondents. The research instrument used was the distribution of questionnaires and documentation with data analysis using simple linear regression. The results of the research show that activeness in student organizations influences the learning outcomes of students at the Islamic Education STAI Samora Pematangsiantar study program. Based on the results of the descriptive analysis, activeness in organizations was classified as high, as many as 33 students (63.5%) were active in organizations, and learning discipline in participating in student organizations was classified as high as many as 30 students (57.6 %). From the results of the simple linear regression analysis, the constanta (a) value is 2.245 and the regression coefficient (b) value is 0.392 with the regression equation $Y = 2.245 + 0.392 X$. From the results of the simple linear regression analysis, there is a negative influence between activities in student organizations regarding learning outcomes, it can be concluded that the more activities one participates in in student organizations, the lower the learning outcomes will be. Judging from the R² (R Square Change) calculation, the value obtained is 0.451. This means that the contribution of activities in student organizations to learning outcomes is 45.1%.

Keywords : Higher Education, Learning Disciplines, Student Organizations

Introduction

Education is a process or results from the acquisition process knowledge, skills, values, and attitudes through teaching , training , or studies systematic . By general, education aim For develop potency individual to be able to works optimally deep Society (Mualimin & Herlina , 2018). According to Constitution National Education System (Law No. 20, 2003) give definition about education as as follows : “ *Education is business conscious and planned For realize atmosphere learning*

and the learning process for participants educate in a way active develop potency himself For own spiritual strength , intelligence , morals noble , as well necessary skills himself , society , nation and state .” In definition This is education explained as a process that does not only related with enhancement knowledge and skills, but also involves formation important moral values and spiritual intelligence for development participant education and welfare public in a way overall (Syarnubi , 2019) .

Temporary according to Jean Piaget, A psychologist from the famous Swiss with theory development cognitive. According to Piaget, education is a process in which children build knowledge through interaction with environment they. Piaget emphasized importance stages development cognitive in designing Education curriculum (Daulay & Pasa, 2017). Whereas according to John Dewey, A American philosopher and educator who put forward that education No only preparation For alive, but rather is part from life That Alone. Dewey emphasized importance experience direct and interactive social in the education process (Rahim, 2018).

So that from a number of opinion can concluded if Education is learning throughout life (*lifelong learning*) and informal education that occurs outside environment school. This reflects importance education in form individual and society in a way overall , as well in increase quality live and advance civilization man.

Special in the main program education high in Indonesia for two decades final This is equality chance learning, improvement quality Human Resources (HR), efficiency and relevance education tall. Education in general can seen from two angles look ie corner look individual and corner look social (Sulaeman & Purwanto, 2017). From the corner look first, corner look individual, education interpreted as effort development potency individual. Whereas from corner look second, corner look social, education is interpreted as effort inheritance values culture by generation old to generation young, so that values intended can Keep going maintained and preserved (Fitriana & Kurniasih, 2021).

College tall own very role important in a Development nation and state. Because past college go high will generated source Power reliable and qualified human beings. Task college tall is give birth to man quality. Development of a nation No Can released from man quality. From universities, thinkers, initiators and implementers are born in various field community life (Suningsih et al., 2021).

Student is fulfilled human beings idealism. Student considered new shoots that

will replace the role of leaders in the future come. In the hands of future students nation will depend. Stick relay leadership This will continued by students. Beside student as successor leadership nation this , apparently student role more as an agent of change. Potency This he has No regardless from level his education is classified tall in Society (Pangkey et al., 2019).

Organization is a social entity that has objective particular, activity system structured and coordinated, as well related with environment external However determined by the limits that can be identified. Every organization Certain own elements in it (Pradayu & Syafrizal, 2017). Elements the ie There is a number of people. Organization formed by two people or more that states willingness they For cooperate in a way volunteer or with pressure and regulations particular, which runs objective with those who have agreed. Then, aim the formulated in set detailed roles on mandatory duties and functions run, through structure and hierarchy position , based on the rules communication in a way vertical, horizontal, or diagonal, and always related with environment physical and social or cultural surroundings (Putri, 2017) .

Discipline is demonstrating action behavior orderly and obedient to various rules and regulations. Discipline refer to the instructions given systematically to students (*disciple*) (Setiawan et al., 2023). For discipline means instruct people to follow order certain through rules certain. Usually the word "discipline" has a connotation negative. This is because For carry out order done through punishment. In other words, discipline means knowledge certain given to students. People first call it vak (discipline) science. At college high, disciplined Can equalized It means with "faculty" (Mastiti , 2023).

Discipline self refers to practices that make people let go himself For carry out task certain or operate pattern behavior certain, though default is lazy. For example, people who vote read lesson on. moment Evening Sunday when other people are relaxing, it is the person in the middle discipline himself. So, be disciplined self is subjugation self For

overcome basic desires . Discipline self usually equalized It means with “ control self ” (*self-control*) (Puspitarini & Permatasari , 2020).

Discipline self is replacement For motivation . Discipline This required in frame use thinking Healthy For determine the course of Action is best opposed more things desired (Syamsudduha et al., 2022). Valued behavior is when motivation subordinated to higher goals thought; do what do you think? as the best and do it That with heart like. Temporary behavior good as usual is do good deed However done in a way reluctant, because against desire self personal. Switch from behavior normal to valuable behavior need training and discipline (Mafirah & Prafitriyani , 2019).

STAI Samora Pematangsiantar is one of the college high level of Islam in Indonesia. College high STAI Samora Pematangsiantar offers undergraduate (S1) and master's (S2) programs in various discipline related science with Islamic religious studies, such as Al-Quran and Hadith studies, studies religion, Islamic religious education, and so on. Institution this can also be done become center development and deployment knowledge Islamic knowledge in the community. STAI Samora Pematangsiantar be one institution education high who has Very big and effective role For prepare source Power quality and qualified human beings. In principle there are two influencing factors success student in reach performance study, that is internal factors and factors external. Internal factors are those that originate from in self student That themselves, such as: motivation, interests, talents, attitudes, intelligence, and methods learning, while external factors is originating factors from outside self students, such as: circumstances social economy, environment, facilities infrastructure and lecturers.

Based on results observation researchers who can seen from card results study in semester 2 and semester 3 of Islamic Religious Education Study Program students 2022 and 2023, from 52 active students organize as many as 60% of students

experience decline index performance cumulative. At college tall index performance cumulative is one of indicator in determine performance Study students who are embodiment hard skills aspect . Based on results interviews conducted to a number of administrator Set Student of Islamic Religious Education at STAI Samora Pematangsiantar . Period 2022/2023 (Assembly Islamic Religious Education Education Students STAI Samora Pematangsiantar) several administrator opinion with follow organization they Study For become discipline in activity Study remember time they shared between organization with college , also during active organized administrator Study For managing time rather more efficient .

Therefore, to improve learning discipline, students really need provisions. By having factors that directly influence student learning discipline, you can see and measure the extent to which students are able to be disciplined and manage learning activities both in class and outside of class so that they are able to get good learning results. able to recognize authentic problems Islamic education (Retnawati, 2014, p.6).

Method

The location of this research is STAI Samora Pematangsiantar. The type of research used is quantitative research. The type of data used is quantitative data (Sugiyono, 2021). The population in this study were students of the STAI Samora Pematang Siantar Islamic Religious Education study program class of 2022 and 2023 who participated as members of the organization with a total of 52 students. The sample in this research was all students who were the research population. The data collection technique uses a questionnaire with a measurement scale, namely the Likert scale.

This research uses simple linear regression analysis to determine the causal relationship between the independent variable (X) organizational activity and the dependent variable (Y) learning discipline. The Classical Assumption test used is the Normality Test which is carried out to find out whether the data obtained by the researcher comes from a

normally distributed population or not. The linearity test is needed to determine the form of relationship that occurs between the variables being studied. Meanwhile, for hypothesis testing, use the F test to determine the influence of significant independent variables on the dependent variable, and Coefficient of Determination (R²) analysis is used to measure how much variation in the independent variable is able to contribute to the dependent variable in percentage units.

Results and Discussion

Normality test used For know what data is used For study normally distributed or No Ghozali (2018). The normality test results can seen in table 1 as following :

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		52
Normal Parameters ^{a, b}	Mean	,0000000
	Std. Deviation	1.80362847
Most Extreme Differences	Absolute	,088
	Positive	,053
	Negative	-,088
Statistical Tests		,088
Asymp. Sig. (2-tailed)		,200 ^{c, d}

a. Test distribution is Normal.

Based on table 1. the results of the normality test with the *One Sample Kolmogorov-Smirnov statistical test* , it is known that the significant Kolmogorov Smirnov value for activeness in organization and learning discipline is 0.200. This value is greater than 0.05 (Sig.0.05), therefore it can be concluded that the data on organizational activity and learning discipline is normally distributed.

Linearity Test

The linearity test aims to find out whether the independent variable and the dependent variable have a significant linear relationship or not. The results of the linearity test for organizational activity (X)

against learning discipline (Y) can be seen in table 2 as follows:

Linearity Test Results Offline Learning (X1) on Learning Outcomes (Y) ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Learnin Between (Combined Groups)	172,702	15	11,513	3,200	,002
Discipline* Linearity	136,324	1	136,324	37,889	,000
Activeness in Organizations Deviation from Linearity	36,378	14	2,598	,722	,739
Within Groups	129,529	36	3,598		
Total	302,231	51			

Based on table 2, it can be seen that in the variable Organizational Activeness (X), *the Deviation from Linearity significance value* is $0.739 > 0.05$, so it can be concluded that the data in this study is linear. This means that the relationship between Activeness in Organizations (X) and Learning Discipline (Y) has a significant relationship.

Simple Linear Regression Analysis

The multiple linear regression test was used to determine the influence between the independent variable and the dependent variable, namely organizational activity (X), on the dependent variable learning discipline (Y). The results of the simple linear regression test analysis can be seen in the following multiple linear regression equation:

$$Y = 2.245 + 0.392$$

The results of the simple linear regression test can be seen in table 3 as follows:

Table 3. Simple Linear Regression Test Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,245	1,430		1,569	,123
Liveliness In Organize	,392	,061	,672	6,410	,000

a. Dependent Variable: Learning Discipline

F test

F test for know is in a way together influence Liveliness in organize (X) against discipline study (Y). By significant at a significance level of 5%, the F test is used where F- value calculated will compared to with F value- table Where a model is assessed worthy if F- count > F- table value and sig value < α . The F test results can be obtained seen in table 4 as following :

Table 4. F Test Results
ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	136,324	1	136,324	41,084	,000 ^b
Residual	165,907	50	3,318		
Total	302,231	51			

a. Dependent Variable: Discipline Study

b. Predictors: (Constant), Activeness in Organizations

Based on table 4 of the F anova test, it is known that F_{count} is 41.084 and F_{table} is 4.03. Thus, it can be concluded that $F_{count} > F_{table}$, namely $41.084 > 4.03$, meaning that there is a significant influence between the dependent variable (Activity in the

organization) on the independent variable (learning discipline) accepted with an error rate of 5%. This means that if the activeness in organizational activities changes, there will be changes in the learning discipline.

Analysis of the Coefficient of Determination (R^2)

The coefficient of determination (R^2) is used to measure how much variation in the independent variable is able to contribute to the dependent variable in percentage units. The results of the coefficient of determination test (R^2) can be seen in table 11 as follows:

Table 5. Coefficient of Determination Test Results (R^2)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,672 ^a	,451	,440	1.82158

a. Predictors: (Constant), Activeness in Organizations

Based on table 5, the R Square value is 0.451. This means that the percentage of influence of activeness in organizations on learning discipline is 45.1%. Meanwhile, the remaining 54.9% was influenced by other variables not included in this research, such as environmental factors and internal factors within the students themselves.

The Influence of Activeness in Organizations on the Learning Discipline of Islamic Religious Education Study Program Students at STAI Samora Pematangsiantar

Based on the results of the data normality test, it is known that in the Kolmogorov Smirnov column and the normal PP Plot of Regression Standardized Residual graph above, a significance value of 0.200 is obtained. Because this significance is greater than 0.05 ($0.200 > 0.05$), it can be interpreted that the data in this study is normally distributed. So all variables are statistically normally

distributed so they are suitable for use in research. Based on the simple linear regression analysis that has been explained, activeness in organizations affects student learning discipline. This can be seen from the constanta (a) value of 2.245 and the regression coefficient (b) value of 0.392 with the regression equation $2.245 + 0.392X$. If organizational activity increases by one unit, then learning discipline will increase by 0.392 units. The coefficient in this research is positive. This means that the higher the organizational activity, the greater the learning discipline.

Organizing will train its members to be disciplined in managing their time so that learning tasks and organizational activities run in harmony. Because it is not easy to do two different tasks that are both priorities. If organizational members are able to discipline their time well, it will be easy for them to prioritize what is more important. Thus, it can be concluded that the more often you are active in organizations, the more students' ability to be disciplined in learning activities will increase.

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Citation

Based on the research results, it can be concluded that there is a positive and significant influence between organizational activity on the learning discipline of Study Program students. STAI Samora Pematangsiantar, where the influence of the organizational activity variable on learning discipline is 45.1% while the remaining 54.9% is influenced by other factors. Suggestions for research are that the results of this research can be used as input and evaluation material for the process of improving learning discipline and can be used as reference material in developing further research, apart from that, further researchers can add research variables, expand the research sample population and add research test results in research. . Then this research only uses a questionnaire to look at the determining factors of the influence of organizational activity on learning discipline, so for future researchers, if they want to conduct research, they can add interview methods and so on.

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