



The Influence of the Role of Musyrifah and Fiqh Teachers on the Discipline of Fardhu Prayers Among Santri at MTs Nahdlatul Muslimat Surakarta Islamic Boarding School

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Abstrak

Tujuan dari penelitian ini adalah : 1) Untuk mengetahui pengaruh peran musyrifah terhadap kedisiplinan sholat fardhu santri, 2) Untuk mengetahui pengaruh peran guru fiqh terhadap kedisiplinan sholat fardhu santri 3) Untuk mengetahui pengaruh peran musyrifah dan guru fiqh terhadap kedisiplinan sholat fardhu santri. Penelitian ini menggunakan jenis penelitian korelasional pendekatan kuantitatif. Dan metode pengumpulan data dengan menyebarkan angket atau kuesioner. Teknik analisis data kuantitatif menggunakan statistik dengan bantuan aplikasi spss versi 27, setelah data terkumpul langkah selanjutnya adalah menganalisis data dengan beberapa tahap yaitu tahap analisis pendahuluan, tahap analisis deskriptif, tahap analisis tahap lanjutan, uji prasyarat dan uji hipotesis. Untuk menguji keabsahan data dilakukan uji validitas dan reliabilitas. Hasil penelitian menunjukkan bahwa : 1). Tidak ada pengaruh peran musyrifah terhadap kedisiplinan sholat fardhu santri karena hasil uji t $-0,360 < t$ tabel 2,026 . 2). Terdapat pengaruh peran guru fiqh terhadap kedisiplinan sholat fardhu dimana hasil uji t $6,944 > t$ tabel 2,026. 3) Terdapat pengaruh peran musyrifah dan guru fiqh terhadap kedisiplinan sholat fardhu santri dimana hasil uji f $34,884 > f$ tabel 3,251.

Kata Kunci: Pengaruh, Peran Musyrifah, Guru Fiqh, Kedisiplinan Sholat

Abstract

The objectives of this study are: 1) To determine the effect of the role of musyrifah on the discipline of fardhu prayer of students, 2) To determine the effect of the role of the fiqh teacher on the discipline of the students' fardhu prayers 3) To determine the effect of the role of musyrifah and fiqh teacher on the discipline of fardhu prayer of students. This study uses a type of correlational research quantitative approach. And the method of collecting data by distributing questionnaires or questionnaires. Quantitative data analysis techniques use statistics with the help of the spss version 27 application, after the data is collected the next step is to analyze the data with several stages, namely the preliminary analysis stage, descriptive analysis stage, advanced stage analysis stage, prerequisite testing and hypothesis testing. To test the validity of the data, validity and reliability tests were carried out. The results showed that: 1). There is no influence of the role of musyrifah on the discipline of fardhu prayer of students because the t test results are $-0.360 < t$ table 2.026. 2). There is an influence of the role of the fiqh teacher on the discipline of the fardhu prayer where the t test results are $6.944 > t$ table 2.026. 3) There is an influence of the role of musyrifah and fiqh teacher on the discipline of fardhu prayer of students where the test results $f 34.884 > f$ table 3.251.

Keywords: Influence, Role of Musyrifah, Fiqh Teacher, Prayer Disciplin

Introduction

In the context of worldly life, prayer is a medium of communication between the creature and the kholiq, a means of achieving spiritual progress. Prayer becomes a balance for the worldly side of every servant, because someone can reach the presence of God only through prayer, because prayer is a separator between faith and disbelief and a deterrent from heinous and unlawful acts (Nasarudin, 2006: ix-xi). The proof of the Qur'an that mentions the commandment of the obligatory prayer in Surah Al-Baqoroh verse 43: (43) وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ وَارْكَعُوا مَعَ الرَّاكِعِينَ

Meaning: "And establish the prayer and pay the zakat and bow with those who bow." (Q.s.Al-Baqoroh [2] : 43). In a hadith narrated by Imams Tirmidzy and Muslim about the obligation of praying fardhu:

عَنْ أَبِي عَبْدِ الرَّحْمَنِ عَبْدِ اللَّهِ بْنِ غَمْرٍ بْنِ الْخَطَّابِ رَضِيَ اللَّهُ عَنْهُمَا قَالَ : سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ وَسَلَّمَ يَقُولُ : بُنِيَ الْإِسْلَامُ عَلَى خَمْسٍ : شَهَادَةُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ وَإِقَامُ الصَّلَاةِ وَإِيتَاءُ الزَّكَاةِ وَحَجُّ الْبَيْتِ وَصَوْمُ رَمَضَانَ . [رواه الترمذي ومسلم].

"Abu Abdurrahman, Abdullah ibn Umar ibn Al-Khottob (may Allah be pleased with him) reported: I heard the Messenger of Allah (sallallahu'alaihi wasallam) say: Islam is built on five things: testifying that there is no god but Allah and that the prophet Muhammad is the messenger of Allah, establishing prayer, paying zakat, performing Hajj and fasting Ramadan. (Reported by Turmuzi and Muslim).

From the above evidence, it can be seen that a Muslim is required to perform fard prayers. As for the time of fard prayer in the book at-Tadzhib Matan Ghoyah Wa Tarqib, there are five faradhu prayers, namely duhur, asr, maghrib, isya and dawn. Islamic boarding school is one of the Islamic educational institutions that still applies in-depth Islamic learning to its students. In its role, the boarding school not only produces output who are experts in the field of religion but also forms a personality. One of the personalities that must be formed by boarding schools is the disciplined personality of fardhu prayer. In the boarding school, the disciplined personality of fardhu prayer of students cannot be realized without the role of musyrifah and fiqh teachers as substitutes for parents at home. In applying discipline to students, the important thing is to make children obedient to the impact of the application of discipline, both those carried out in education. as well as in the child's social

environment. The education in question is the deliberate guidance carried out by adults towards their children. In this case, the application of discipline will be connected with education towards obedience. Within the scope of the boarding school, this guidance can only be carried out by teachers and musyrifah.

In the initial observation conducted by the author on June 5, 2023 at the MTs NDM Surakarta educational institution, the author conducted interviews and temporary observations. An interview conducted with one of the musyrifahs named Ustadzah Najdah said that "However, the discipline of students must be formed and there must still be the role of ustadzah (musyrifah) in guiding and providing exemplary discipline for fardhu prayers". While an interview conducted at the same time by one of the fiqh teachers named Ustadzah Rani "Actually there must be cooperation between ustadzah (musyrifah) and fiqh teachers in building the discipline of fardhu prayers. We as fiqh teachers are only in guiding in class and during school hours, after that the students are in the dormitory living with the musyrifah." He said While the temporary observation that the author made was to observe and ask about the problem of fardhu prayers at Mts Nahdlotul Muslimat, the most prominent problem is the delay of students in performing fardhu prayers and the lack of discipline in fardhu prayers, there are still many students in the room when the adhan has sounded. This can be proven by the recording of the delay in the students' fardhu prayers recorded by the musyrifah, even though in the regulations of the boarding school the students must already be in the prayer room when the adhan sounds from here it can be seen that there is an ignorant, negligent and undisciplined attitude in the students.

Method

This study is intended to obtain an in-depth description of the Role of Musyrifah and Fiqh Teachers in the Discipline of Santri Fardhu Prayers at Mts NDM Surakarta Boarding School Year 2022/2023, by means of a survey that uses quantitative research. The place of research at the boarding school Mts Nahdlotul Muslimat Surakarta, full address Jl. Trisula No. 46, Kauman, kec Ps. Kliwon, Surakarta city, Central Java 57122.in November 2023 - January 2024. The population in this study were students of the Mts NDM Surakarta boarding school in the

2023/2024 school year, grade 7, totaling 79 students. In research sampling that is feasible in research between 30-500 (Sugiyono, 2019: 143). So the researcher took a 7th grade sample with 40 santri respondents. Data collection techniques that use questionnaires distributed to respondents. The tests carried out are descriptive statistical tests and classical assumption tests.

Result and Discussion

1. Descriptive Statistical Test

Table 1. *Descriptive Statistical Test Results*

| Variable | N | Min | Max | Mean | Std. Deviation |
|--------------------|----|-----|-----|-------|----------------|
| Role of musyrifah | 40 | 16 | 40 | 29.80 | 4.895 |
| Fiqh teacher | 40 | 22 | 60 | 51.00 | 6.983 |
| discipline | 40 | 17 | 65 | 57.03 | 8.538 |
| Valid N (listwise) | 40 | | | | |

The table above shows the distribution of data for the variables of the role of musyrifah, fiqh teacher, and discipline of fardhu prayer. The data distribution shows that the minimum value on the musyrifah role variable (X1) is 16, the maximum value is 40, the average is 29.80 and the standard deviation is 4.895. This means that the average value is greater than the standard deviation value so that the data deviation is low so that the distribution is evenly distributed.

The fiqh teacher (X2) is known to have a minimum value of 22, a maximum value of 60, an average of 51.00 and a standard deviation of 6.983. This means that the average value of the fiqh teacher is greater than the standard deviation so that the data deviation that occurs is low, so the distribution of values is evenly distributed.

Discipline of praying fardhu (Y) is known to have a minimum value of 17, a maximum value of 65, an average of 57.03 and a standard deviation of 8.538. This means that the average value of the discipline of praying fardhu is greater than the standard deviation so that the deviation of the data that occurs is low, so the distribution of values is evenly distributed.

2. Classical Assumption Test

a. Normality Test

The normality test is carried out to see whether the data is normally distributed or not, the normality test uses the Kolmogorov-smirnov method and the help of the spss application.

Table 2. *Normality Test Results*

| Kolmogorov-smirnov value | Asymp.sig | Criteria | Description |
|--------------------------|-----------|----------|-------------|
| 0,102 | 0,200 | >0,05 | Normal data |

From the results of the normality test above, it is known that the significance value of 0.200 is greater than 0.05, so it can be concluded that the data distribution is normal.

b. Heteroscedasticity Test

The heteroscedasticity test aims to see if there is an inequality in the regression model in the variation of the residual value of an observation to another observation.

Table 3. *Heteroscedasticity Test Results*

| Variable | sig value | Criteria | Description |
|------------------------|-----------|----------|-----------------------------------|
| Role of musyrifah (X1) | 0,182 | 0,05 | No symptoms of heteroscedasticity |
| Fiqh Teacher (X2) | 0,082 | 0,05 | No symptoms of heteroscedasticity |

The results of the heteroscedasticity test can be seen in table 4.7 in the significance column, the significance value in X1 is 0.182 and the X2 value is 0.082. So it can be concluded, the significance value in X1 is 0.182 greater than 0.05, meaning that in X1 there are no symptoms of heteroscedasticity and the significance value of X2 is 0.082 greater than 0.05, meaning that in X2 there are no symptoms of heteroscedasticity.

c. Multicollinearity Test

The multicollinearity test aims to determine whether there is a strong relationship between independent variables or independent variables. To determine the presence or absence of multicollinearity symptoms is to use the tolerant or VIF method.

Table 4. *Multicollinearity Test Results Tolerant*

| Variable | Tolerant | Criteria | Description |
|------------------------|----------|----------|----------------------------------|
| Role of musyrifah (X1) | 0,651 | >0,1 | No symptoms of multicollinearity |
| Fiqh Teacher (X2) | 0,651 | >0,1 | No symptoms of multicollinearity |

Table 5. *Multicollinearity Test Results VIF*

| Variable | VIF | Criteria | Description |
|----------|-----|----------|-------------|
|----------|-----|----------|-------------|

| | | | |
|------------------------|-------|---------|----------------------------------|
| Role of musyrifah (X1) | 1,537 | < 10,00 | No symptoms of multicollinearity |
| Fiqh Teacher (X2) | 1,537 | < 10,00 | No symptoms of multicollinearity |

The results of the tolerant multicollinearity test can be seen in Figure 4.8 the tolerant value on the X1 and X2 variables is $0.651 > 0.1$, meaning that the X1 and X2 variables do not have multicollinearity symptoms. While in table 4.9 the VIF value on variables X1 and X2 is $1.537 < 10.00$, meaning that there are no symptoms of multicollinearity.

3. Hypothesis Test

Hypothesis testing is done to answer the formulation of the problem, namely how the influence of the role of musyrifah on the discipline of fardhu prayer, how the influence of the role of the fiqh teacher on the discipline of fardhu prayer, and how the influence of the role of musyrifah and fiqh teacher on the discipline of fardhu prayer. Hypothesis testing is carried out using the t test and f test, the t test is carried out to determine whether the independent variable (X) affects the variable (Y) and the f test is carried out to determine whether the independent variables (X1) and (X2) affect the variable (Y) combined.

- a. The Influence of the Role of Musyrifah on the Discipline of Fardhu Prayers of Santri Pondok Pesantren Mts Nahdhotul Muslimat Surakarta Academic Year 2023/2024.

Table 6. *Hypothesis Test Results (t Test)*

| Variable | Test results t | T table | Description |
|------------------------|----------------|---------|---------------------|
| Role of musyrifah (X1) | -0,360 | < 2,026 | Hypothesis rejected |
| Fiqh Teacher (X2) | 6,944 | > 2,026 | Hypothesis rejected |

The hypothesis of the role of musyrifah (X1) on the discipline of praying fardhu (Y):

H_0 = The role of musyrifah has no effect on the discipline of fardhu prayer of Nahdhotul Muslimat Surakarta students in the 2023/2024 school year.

H_a = The role of musyrifah affects the discipline of the fardhu prayer of Nahdhotul

Muslimat Surakarta students in the 2023/2024 school year.

The basis for making t test decisions is if the t value > t table, then there is an influence of the independent variable on the dependent variable or the hypothesis is accepted. Conversely, if the value of t count < t table then there is no influence of the independent variable on the dependent variable or the hypothesis is rejected. It is known that the t count on the musyrifah role variable (X1) is 6.944, while how to determine the t table is assisted by the excel formula formula, namely

$$= \text{TINV}(\text{probability}; \text{deg_freedom})$$

$$\text{Probability: } 0.05$$

$$\text{deg_freedom: } n - k \text{ (n: many observations - k: many variables)}$$

$$\text{df: } 40 - 3 = 37$$

$$= \text{TINV}(0.05; 37) \text{ obtained the result of t table } 2.026.$$

So t count < t table has no effect or the hypothesis is rejected, meaning that the role of musyrifah has no effect on the discipline of students' fardhu prayers (H_0).

- b. The Influence of the Role of the Fiqh Teacher on the Discipline of Fardhu Prayers of Santri at the Mts Nahdhotul Muslimat Islamic Boarding School in Surakarta in the academic year 2023/2024.

The hypothesis of the role of the fiqh teacher (X2) on the discipline of the fardhu prayer (Y):

H_0 = The role of the fiqh teacher has no effect on the discipline of the fardhu prayer of Nahdhotul Muslimat Surakarta students in the 2023/2024 school year. H_a = the role of the fiqh teacher affects the discipline of the fardhu prayer of Nahdhotul Muslimat Surakarta students in the 2023/2024 school year.

The basis for making the t test decision if the value of t count > from t table then there is an influence of the independent variable on the dependent variable or the hypothesis is accepted. Conversely, if the t value < t table, there is no effect of the independent variable on the dependent variable or the hypothesis is rejected. It is known that the t count on the musyrifah role variable (X2) is 6.944, while how to determine the t table is assisted by the excel formula formula, namely

$$= \text{TINV}(\text{probability}; \text{deg_freedom})$$

$$\text{Probability: } 0.05$$

deg_freedom: $n - k$
(n : many observations - k : many variables) $df: 40 - 3 = 37$
 $= TINV (0.05; 37)$

obtained the result of t table 2.026. So t count > t table is influential or the hypothesis is accepted, meaning that the role of the fiqh teacher affects the discipline of the fardhu prayer of the students (Ha).

- c. The Influence of the Role of Musyrifah and Fiqh Teachers on the Discipline of Fardhu Prayers of Santri Pondok Pesantren Mts Nahdhotul Muslimat Surakarta Academic Year 2023/2024.

Table 7. Hypothesis Test Results (Test f)

| Test results f | f table | Description |
|----------------|---------|---------------------|
| 34,884 | > 3,251 | Hypothesis accepted |

Hypothesis of the role of musyrifah (X1) and fiqh teacher (X2) on the discipline of fardhu prayer (Y):

H_0 = The role of musyrifah and fiqh teachers has no effect on the discipline of fardhu prayers of Nahdhotul Muslimat Surakarta students in the 2023/2024 school year.

H_a = The role of musyrifah and fiqh teachers affects the discipline of fardhu prayers of Nahdhotul Muslimat Surakarta students in the 2023/2024 school year.

The basis for making the f test decision is based on the value of $f > f$ table, then X1 and X2 have a simultaneous effect on Y. Conversely, if the value of f count < f table, then X1 and X2 have no simultaneous effect on Y. It is known that f count is 34.884 while how to determine the f table is assisted by the formula in excel, namely:

$= FINV$ (probability; deg_freedom1; deg_freedom2)

Probability : 0.05

deg_freedom : k number of independent variables

df1 : 2

deg_freedom : $n - k$ (n : many observations - k : many variables)

df2 : $40 - 3 = 37$

$= FINV (0.05; 2; 37)$ obtained f table 3.251. So f count > f table is influential or the hypothesis is accepted, meaning that there is an influence of the role of musyrifah and fiqh teacher on the discipline of fardhu prayer of students (Ha).

Conclusion

After conducting research and analyzing the data, the next step is to draw conclusions. The results of this study are as follows:

1. From the results of the hypothesis test of the Effect of the Role of Musyrifah on the Discipline of Fardhu Prayers of Santri at MTs Nahdhotul Muslimat Islamic Boarding School in the academic year 2023/2024, it was found that the calculation of the t test was $-0.360 < t$ table 2.026, so it was stated that there was no effect of the role of musyrifah on the discipline of santri's fardhu prayers.
2. From the results of the hypothesis testing of the influence of the role of the Fiqh teacher on the discipline of the Fardhu prayers of Santri at the Mts Nahdhotul Muslimat Islamic Boarding School in Surakarta in the academic year 2023/2024, it is found that the calculation of the t test is $6.944 > t$ table 2.026, so it is stated that there is an influence of the role of the fiqh teacher on the discipline of the fardhu prayers of the students.
3. From the results of the hypothesis testing of the Effect of the Role of Musyrifah and Fiqh Teachers on the Discipline of Fardhu Prayers of Santri Islamic Boarding School Mts Nahdhotul Muslimat Surakarta Academic Year 2023/2024, it is found that the calculation of the f test is $34.884 > f$ table 3.251, so it is stated that there is an influence of the role of musyrifah and fiqh teachers on the discipline of fardhu prayers of students.

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