Al-Ishlah: Jurnal Pendidikan
Vol. 16, No. 2 (June, 2024), pp. 640-650
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v14i1.973

The Influence of Rabbani's Character Values on The Learning Outcome of Prospective Elementary Education Teachers

Suriana Suriana[1], Nuraini Nuraini[2], Lisa Lisa[3]

[1] UIN Ar-Raniry, Banda Aceh, Indonesia; suriana.suriana@ar-raniry.ac.id
[2] IAIN Lhokseumawe, Lhokseumawe, Indonesia; nuraini@iainlhokseumawe.ac.id
[3] IAIN Lhokseumawe, Lhokseumawe, Indonesia; lisa.iainlsm@gmail.com

ARTICLE INFO

Keywords:

Karakter Rabbani;
Learning outcome.

Article history:

Received
Revised
Accepted

ABSTRACT

This research aims to analyze the influence of Rabbani character values on the learning outcomes of prospective Madrasah Ibtidaiyah teachers. The research approach used was a mixed method with sequential explanatory design. The research was conducted at IAIN Lhokseumawe and IAIN Langsa with 81 prospective teachers as respondents, two classes each at IAIN Lhokseumawe consisting of 38 students and two classes at IAIN Langsa consisting of 41 students. Data collection techniques use learning outcomes tests and questionnaires to measure students' Rabbani character values. Data analysis uses Rank-Spearman correlation with SPSS 26, namely sig. (2-tailed) 0.000<0.05. The results show that there is a significant relationship between Rabbani character values and student learning outcomes. The results of the regression test show that Rabbani's character values influence learning outcomes by 12.8% or in other words the regression equation obtained can be used to predict student learning outcomes. It is recommended that further research be carried out at other PTKIN institutions for different subjects. This provides an overview of the actual condition of the cultivation of Rabbani character values that has been carried out. The image can be used as an anticipation of preparing future generations of Muslims who are intelligent and have character in accordance with the Al-Quran and Sunnah. Furthermore, in order to more optimally cultivate the Rabbani character, prospective MI teachers can be carried out in several other courses with various approaches.

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Corresponding Author:
Suriana Suriana
UIN Ar-Raniry, Banda Aceh, Indonesia; suriana.suriana@ar-raniry.ac.id

1. INTRODUCTION

Instilling rabbani character values does not only prioritize aspects of cognitive ability but also affective and spiritual aspects as the main goal. Efforts to instill Rabbani character values can be carried out in the learning process, both Islamic learning and general learning, one of which is through learning mathematics. Islam details in the Qur'an Surah Ali Imran verse 79 that humans must be able to become rabbani human beings, that is, all activities, movements and steps, intentions and words, are all in line with the values ordered by Allah SWT, the Most Sustainer and Educator. This means that the rabbani character includes someone who has the following qualities: first, knowledgeable and has knowledge of the Koran and Sunnah. Second, apply the knowledge that you already know. Third, teach it to the community. Therefore, instilling Rabbani character values in students at higher education is the responsibility of all campus residents, through the educational process that takes place.

Humans ask questions by essentially thinking and learning to want to know something. Learning and learning essentially means three criteria, namely that an activity is called learning or something that occurs when learning occurs, if new knowledge is born, new abilities are born, new changes are born. The growth of thoughts which give birth to words, actions, then growth and habitus or habits emerge which will ultimately form character, requires continuous time and supportive environmental conditions, in addition to being supported by example and high and careful motivation (Fathurrohman, 2018).

Character education plays an important role in all aspects of life kehidupan (Khadijah, Suciati, Khaerani, Manaf, & Sutamrin, 2021). The aim is to instill character values in the school community to implement these values towards God, ourselves, other people around them (Harto, 2015), facilitate someone in understanding an action based on ethical values (Riski & Ain, 2022), thus forming and growing the complete Muslim personality (Susilo, Dewantoro, & Yuningsih, 2022). Character education seeks to instill good habits (habituation), so that students are able to behave and act based on the values that have become their personality, it must involve good knowledge (moral knowing), good feelings or loving good (moral feeling) and good behavior (moral action), so that the realization of the unity of behavior and life attitudes of students is formed (Hidayatullah, 2009). Therefore, a person's intellectual intelligence must also be accompanied by good character.

The reality is that the character developed in learning still refers to morals and leadership attitudes only (Cheng, Wu, Gao, Zhu, & Liu, 2014; Ferdiawan & Putra, 2013; Lestari, Ahmadi, & Rochmad, 2021; Sin & Cahyani, 2022; Suhirman, Prayogi, & Muhammad Asy'ari, 2021; Suyitno, Zaenuri, Sugiharti, Suyitno, & Baba, 2019; Wakit & Kusumodestoni, 2020; Winarni, Slamet, & Syawaludin, 2022).; However, there is also a religious character which is the main basis for forming a child's personality. According to Azyumardi Azra, the modern crisis that is currently looming has led to the birth of liberalization, rationalization and efficiency projects, which have the potential to lead to a process of shallowing spiritual life. The liberalization that occurs in all aspects of life is nothing more than a process of desacralization and despiritualization of life values (Azra, 1999). Therefore, PGMI lecturers as the spearhead in the formation of prospective teachers for the generation of "the golden age" (madrasah ibtidaiyah age) are very much required to instill rabbani values in prospective MI teachers. At this age, not only character grows and develops, but also intelligence and psychological skills (Ferdiawan & Putra, 2013; Riski & Ain, 2022; Rokhman, Hum, Syaifudin, & Yuliati, 2014; Winarni, Slamet, & Syawaludin, 2021)

Based on a review of the literature study conducted by Aghnaita, it can be concluded that Abdurrahman An-Nahlawi's concept of education for early childhood is based on Islamic law as the perfect manhaj rabbani, so that the ideal education is education that is based on the al-Qur'an and Sunnah sunnah (Aghnaita, 2018). Based on these conclusions, it can be said that the cultivation of

morals in the Rabbani generation is carried out from early childhood. However, don't just stop at this stage, but also carry it out at subsequent levels of education up to university. If this is not done then of course there will be a broken chain, allowing the loss of generations with rabbani character sunnah (Aghnaita, 2018). Siti Amra stated that efforts to foster Rabbani character education based on a spiritual quotient can be initiated through the development of religious culture in the educational environment pendidikan (Amra, 2018).

The importance of cultivating rabbani character is also triggered by erroneous views that limit religious knowledge to Islamic boarding schools or madrasas only, as stated that the erroneous views that limit religious knowledge to madrasas or Islamic boarding schools only, will slowly distance public school students from cultivating faith and piety ketakwaan (Delvia, 2018).

Based on the views above, efforts need to be made so that generations of people continue to be born and their existence continues to be maintained. One alternative is to instill Rabbani values in prospective MI teachers by PGMI lecturers. This aims to ensure that prospective teachers are willing and able to become educators who educate the young Muslim generation to become the Rabbani generation as the shield of Islam in this millennial era. This mission is very important to carry out considering the heavy task carried by PGMI department lecturers who will foster the birth of MI teachers with rabbani character who will determine future Islamic generations.

From the explanation above, this research paper aims to describe the influence of instilling Rabbani character values on prospective MI teachers at IAIN Lhokseumawe and IAIN Langsa.

2. METHODS

The research approach used in this research is a mixed research method with a sequential exploratory design model (Sugiyono, 2014). Qualitative data is used to describe the influence of Rabbani character values on student learning outcomes in mathematics learning at IAIN Lhokseumawe and IAIN Langsa. Meanwhile, quantitative data was used to see whether there was an influence of Rabbani's character values and their relationship to the learning outcomes of prospective teachers in mathematics learning courses at IAIN Langsa and IAIN Lhokseumawe. The research was conducted in two classes at IAIN Lhokseumawe totaling 38 people and two classes at IAIN Langsa totaling 41 people, in mathematics learning courses. The data collection techniques used were learning outcomes tests and Rabbani character cultivation questionnaires. The data analysis technique uses the Spearman Rank correlation test because the data obtained is normally distributed and not homogeneous. This test is used to see the significance of the correlation between the variables studied, the level of closeness of the relationship and the direction of the relationship. Meanwhile, the linear regression test was used to see the influence between the variable Rabbani character values and the learning outcomes of prospective MI teachers at IAIN Lhokseumawe and IAIN Langsa.

3. FINDINGS AND DISCUSSION

The research data collected was data on Rabbani character values obtained through distributing questionnaires and student teacher learning outcomes obtained through tests after lectures in Mathematics Learning courses at IAIN Lhokseumawe and IAIN Langsa. Tests and questionnaires were obtained from research subjects totaling 81 prospective teachers, with details of 38 people from IAIN Lhokseumawe and 43 people from IAIN Langsa.

The normality test results show that the data is normally distributed and the homogeneity test results show that the data is not homogeneous. Based on the test results, the statistical test used was non-parametric, because looking at the relationship, the Spearman rank correlation test was used. Next, a regression test was carried out to see the influence of Rabbani's character values on student learning outcomes. The results of data processing with SPSS are shown in table 1:

Tabel 1. Spearman Rank Correlation Test

Correlations				
			Karakter_rabbani	**Learning Outcome**
Spearman's rho	**Character_rabbani**	Correlation Coefficient	1.000	.397**
		Sig. (2-tailed)		.000
		N	81	81
	Learning Outcome	Correlation Coefficient	.397**	1.000
		Sig. (2-tailed)	.000	
		N	81	81
** Correlation is significant at the 0.01 level (2-tailed)				

Table 1 answers some information, including first, the significance of the relationship between the Rabbani character values variable and student learning outcomes. Based on the output obtained from SPSS data processing results, it was found that the significance value or Sig. (2-tailed) is 0.000, because the Sig value. (2-tailed) 0.000 < 0.05, which means that the two variables are correlated with each other, which means there is a significant relationship between the variable Rabbani character values and mathematics learning outcomes. Second, the level of strength (closeness of the relationship). Based on the output obtained from the results of data processing with SPSS, a correlation coefficient of 0.397 was obtained, this shows that the level of strength of the relationship (correlation) between the variables of Rabbani character values and PGMI student learning outcomes in mathematics learning is in the sufficient category. Third, direction (type of relationship). The correlation coefficient number in the results above, 0.397, is positive so that the relationship between the two variables, namely Rabbani character values and student learning outcomes, is unidirectional (a type of unidirectional relationship), thus it can also be interpreted that the higher the Rabbani character value, the higher the student learning outcomes will be. Mathematics learning courses will also increase.

A regression test was carried out to see the influence of the Rabbani character values variable on student learning outcomes. Results of data processing using SPSS. version 26 obtained information in table 2:

Tabel 2. Linear Regression Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.358	.128	.117	4.910

Based on table 2, it is explained that the magnitude of the correlation or relationship (r) is 0.358, the coefficient of determination R2 is 0.128, which means that the influence of the independent variable on the dependent variable is 12.8%, in other words Rabbani's character values influence learning outcomes by 12. 8%. Next, the anova test is shown in table 3.

Tabel 3. Anova Test

ANOVA					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Regression	280.067	1	280.067	11.618	.001
Residual	1904.403	79			

	Total	2184.469	80

The output results in the ANOVA table show that the Fcount = 11.618 with a significance level of 0.001 < 0.005, so the regression model can be used to predict student learning outcome variables or in other words there is an influence of the Rabbani character values variable on student learning outcome variables. The following is the regression equation obtained:

$$Y=75.847+0.159x, \quad (1)$$

The relationship between Rabbani character values and the learning outcomes of prospective MI teachers at the two universities being tested is shown by the regression equation in Figure 1.

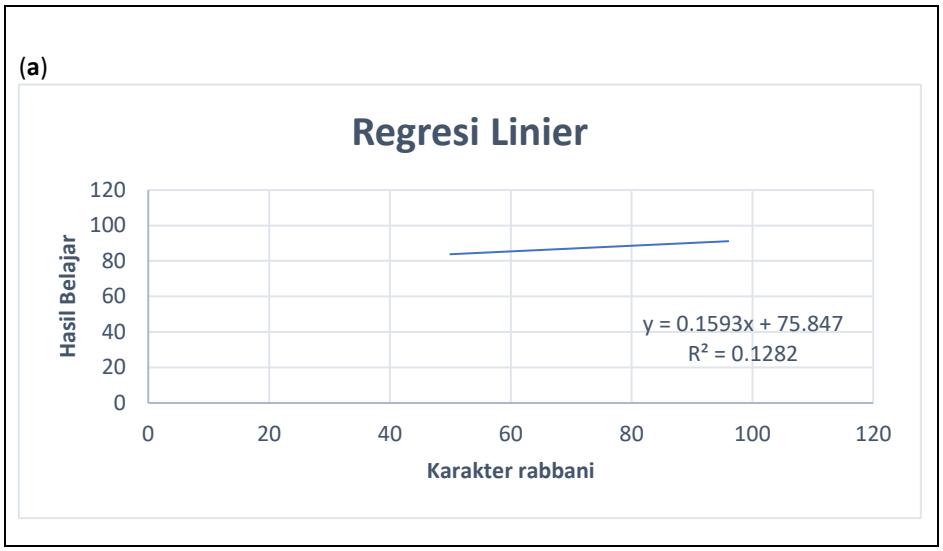


Figure 1. Relationship between Rabbani Character Values and Learning Outcomes

The slope coefficient of the graph is 0.159, which is quite small, this is due to the small difference in learning outcomes and Rabbani's character, however, even though the graph still moves slowly. The better Rabbani's character, the higher the learning outcomes of prospective MI teachers from 81 samples.

The results of data processing show that Sig. (2-tailed) 0.000<0.05, which means there is a significant relationship between the variable Rabbani character values and mathematics learning outcomes. The significant relationship indicates that this character value is one of the aspects that contributes to improving the mathematics learning outcomes of prospective MI teachers. The Rabbani character works to strengthen one's morals, building awareness of oneself as His creature. Try to be a human who continues to think and study His greatness through the Koran. Shihab and Suriana (2006; 2019a) explained that Islamic balance will be realized through studying, understanding and researching the verses of the Koran. Research and its findings will become new knowledge and increase devotion to Allah SWT. Increasing piety usually goes hand in hand with increasing awareness among students of being active in studying, understanding various things about the greatness of Allah's creation and ultimately having an impact on better learning outcomes. Instilling the Rabbani character in prospective MI teachers is the same as forging prospective educators to be aware that the purpose of character development is to prepare students to have knowledge and understanding of the Koran and Sunnah, to practice and teach in social life. Furthermore, this awareness becomes a trigger for prospective teachers to increase their potential so that they have appropriate competencies as prospective educators.

Character in general is a personality that reflects a person's quality in thinking, behaving and speaking in accordance with the rules and values that apply in society (Harto, 2015; Laily, Patimah, & Turrokhmah, 2017); is one of the factors that enables students to explain their knowledge to find solutions to problems (Wakit & Kusumodestoni, 2020), involving the cultivation of good habits (Sin & Cahyani, 2022). Instilling character has a positive impact on student learning outcomes. This can be seen from several studies that have been conducted on prospective MI teachers in micro teaching courses, students with different educational units in biology and physics subjects at different educational unit levels (Derlina, Sabani, & Mihardi, 2015; Machin, 2014; Nurhayati, 2018; Sin & Cahyani, 2022). The results indicate that character has potential benefits for student learning outcomes, perhaps even more than that. Apart from learning outcomes, character integration in learning also has an impact on several other aspects such as generating attention, showing the relationship between learning material and needs, increasing self-confidence, student satisfaction (Nurhayati, 2018) and attraction to learning (Syamsuddin, Babo, Sulfasyah, & Rahman, 2021).

However, Rabbani's character has a deeper vision and mission than other characters in general. Rabbani's character is very attached to Islamic values which place these noble qualities within the basic framework of faith, not just a "feeling of humanity". Honesty, cleanliness, courage and hard work and several other characters must be able to be realized as religious values in everyday life even without teacher guidance. Moral teachings in Islam are permanent as in QS:5:3 that Islam is a perfect, revealed religion.

A study of madrasah students in English subjects showed that there were six characters that students showed during learning, including: 1) independence, 2) hard work, 3) curiosity, 4) democracy, 5) communicativeness and 6) interest in reading (Islami, 2016). The character shown by these students does not yet lead to the character of the true nature of humans as humans who were created to serve their God, namely Allah SWT. Therefore, it is an important concern to prepare and equip prospective madrasa teachers to have Rabbani character as part of supporting the creation of knowledge that is integrated with character education, so that later they will be able to actualize themselves in the real world as teachers with character and be able to internalize character in MI students. or elementary school in learning mathematics, so that it can produce a capable generation, not eroded by very rapid globalization, as stated by Sa'diyah (2018) that educators not only present knowledge but also instill spiritual values in it.

Even though the correlation coefficient obtained was only 0.397 or in the sufficient category, Rabbani's character remains one of the determining factors for the success of prospective MI teacher learning outcomes in mathematics learning courses. Before arriving at the actual role, prospective MI teachers must be trained as well as possible. Understanding Rabbani's character, and realizing the implementation of Rabbani's character in classroom learning, becomes a role model that will be applied to students in the future. Instilling Rabbani character values for prospective MI teachers is a must. MI teacher candidates are forged under the ministry of religion, which means they have different characteristics from primary school teacher candidates in general under the education ministry. MI teacher candidates are actually able to apply the Rabbani values contained in the Koran. MI teachers will be the spearhead in developing character education for madrasah and elementary school students. Teachers who have mastery of knowledge and good character are human resources that determine success (Alfiani & Rusman, 2017).

The level of strength of the relationship between the variable Rabbani character values and learning outcomes is in the sufficient category, made possible by the cultivation of Rabbani character values which have not yet become a priority in mathematics learning. The realization of the cultivation of Rabbani character in mathematics learning at the Islamic institutions studied has not been emphasized enough. This can be seen from the implementation of scenarios in RPS with mathematics learning that occurs in class. There are those that are in accordance with the RPS which have implemented the cultivation of Rabbani character values, there are also those whose RPS have included the cultivation of Rabbani character values but the implementation is not yet appropriate. So it is

natural that the strength of the resulting correlation is still in the sufficient category. In fact, if we examine it further, cultivating Rabbani character values is something that is very important, not only having an impact on the growth of positive character in students but also on the effectiveness of learning.

The integration of Rabbani's character values is one of the approaches or methods in the classroom, because the implementation of Islamic education must choose the right method so that it is able to deliver education in accordance with the desired goals, besides that it is also a manifestation of transformation in anticipating the decline in students' character over time. and technology (Rizal & Munip, 2017; Syamsi, 2016). It is urgent to implement development and improvement of the quality of students' character now because the progress of this nation is determined by the good and bad character of teenagers (Alfiani & Rusman, 2017). Teenagers who have good character or have high emotional intelligence will avoid common problems faced by teenagers such as delinquency, brawls, drugs, alcohol, promiscuous sexual behavior, and so on.

Equipping prospective MI teachers with Rabbani character is urgent and immediate, so they are reliable in educating MI age children who are at a critical period in character formation (Nurhadi, Suhartinis, & Imam Tabroni, 2020). Instilling the Rabbani character in prospective MI teachers can be done through various methods including value clarification technique, to support this method teachers are advised to improve skills and techniques related to social issues, be friendly and democratic with students(Harto, 2015), mobile media (Fahyuni, Wasis, Bandono, & Arifin, 2020). However, the use of mobile media such as smartphones must be handled intelligently, socialization regarding its negative impacts must also be conveyed (Riski & Ain, 2022; Suriana, 2019b). Several other methods are the internalization of moral values in learning morals (Utomo & Sa'i, 2017),), the wisdom method (Suriana, 2019a) dan pemanfaatan multicultural untuk memasukkan nilai-nilai religius (Rifa'i, 2016) and the use of multiculturalism to include religious values (Sitorus, Siswandari, & Kristiani, 2019). Through the various methods applied, this will become a provision for prospective MI teachers when implementing this in real madrasah classes.

Some of the methods applied above based on the results of research that have been carried out can increase students' awareness of carrying out the five daily prayers for children right at the beginning of time, reading the Al-Quran, helping parents in carrying out daily tasks at home (Alfiani & Rusman, 2017). Other results apart from developing religious-spiritual potential also have an impact on a better personality, intelligence, noble morals and skills needed by oneself, society, nation and state (Fahyuni et al., 2020).

The urgency of strengthening positive character education for prospective MI teachers is: (1) human resource development is the foundation of nation development; (2) the 21st century skills needed by students consist of quality of character, basic literacy and competence in order to realize excellence and compete for the golden generation of 2045; and (3) the tendency for conditions of degradation of morality, ethics and character (Nurhayati, 2018; Permendikbud, 2015). The most appropriate character education to be implemented comprehensively is at the elementary education level, if character has been formed at that age then it will not be easy to shake it. The age of primary education is a golden age in the formation of a person's character, character and personality (Nurhadi et al., 2020).

Furthermore, the positive correlation coefficient indicates that the relationship between the two variables, Rabbani character values and learning outcomes, is unidirectional (unidirectional type of relationship). This data is also supported by the linear functions and graphs shown. With a slope coefficient of 0.159, the graph moves from left to right and rises slowly. This data is also supported by the results of regression tests which show that Rabbani character values only influence learning outcomes by 12.8%. Regression equations can be used to predict student learning outcomes. This means that prospective MI teachers with a tendency to have high Rabbani character values also have an impact on high learning outcomes. Although the changes are not sharp, as shown in the graph, the movement is continuous. Instilling character values gives rise to many positive attitudes such as independence, hard work and curiosity. This positive attitude that emerges without realizing it has an important role in increasing students' knowledge and leads to better learning outcomes. As stated by Sa'diyah (2018) character education is an effort to grow students' intelligence in thinking.

Based on the research data obtained, it shows that efforts to internalize Rabbani character values in prospective MI teachers need to be increased because they are based on two reasons, namely first, the PGMI Department is under the auspices of an Islamic educational institution, namely IAIN, under the Ministry of Religion, so it is appropriate to develop scientific knowledge. and instilling Islamic character in producing graduate profiles, secondly, the Department of MI teacher candidates is forged as the spearhead in educating at the age level of children who are in the golden age period, at this stage children are still easy to accept and take examples from what is taught by their teachers, so that they become a determining period in forming the ideal character of students according to the Koran and Sunnah.

The internalization of Rabbani character values in institutions under Islamic educational institutions should continue to be pursued, not just limited to writing them down on paper but also implementing them in the classroom. It has become an obligation for the PGMI Department, as stated above, as a form of responsibility in carrying out the vision and mission and being part of an Islamic educational institution under the auspices of the Ministry of Religion. Not only in mathematics learning courses but also in other subjects. Through this effort, it is hoped that it will inspire educational practitioners in Islamic educational institutions to design learning processes that include Rabbani character values in it(Sa'diyah, 2018). This becomes one's identity and a manifestation of the servant and caliph of Allah on earth, no less important as part of efforts to increase students' intelligence in the process of thinking and behaving. Through the efforts made, it is hoped that this will become an alternative form of anticipation in overcoming the moral crisis so that it can prepare a generation with Islamic character. Intelligence must be accompanied by noble character or morals. In fact, if you can choose between being smart and having noble character, it is better to choose the one with noble character (Rizal & Munip, 2017).

4. CONCLUSION

The research results have provided an overview of the internalization of Rabbani's character and the output of learning outcomes in mathematics learning courses at two campuses under the Ministry of Religion of the Republic of Indonesia. The internalization of Rabbani's character values has not been carried out optimally so efforts must continue to be made, not only limited to writing them down on paper but also implementing them in the classroom. This can be a guide for policy makers and lecturers to equip the character of MI candidates as a milestone for strengthening the values contained in the Al-Quran and Sunnah in students of the golden age. Through this effort, it is hoped that it will also be a motivation and inspiration for educational practitioners in Islamic educational institutions to design a learning process that includes Rabbani character values in it, which is an identity and a manifestation of the servant and caliph of Allah on earth. Thus, it can be used as an anticipation of preparing the character of the future Islamic generation of the Indonesian nation in a nuanced sense of intelligence and character. For further research, it is recommended that the internalization of the Rabbani character of prospective MI teachers also be carried out in various courses holistically so that maximum results can be obtained. Besides that, internalizing the Rabbani character in learning can be done through various approaches.

Acknowledgments: We would like to thank the Research and Community Service Institute (LPPM) Lhokseumawe State Islamic Institute (IAIN) for providing the opportunity and funding this research.

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