



## The Influence of Moral Development Management on Diswa Performance (Quantitative Study at MTS Ash-Sholeh Lalareun District Ibum Bandung Regency)

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### ABSTRACT

This research aims to determine the effect of moral development management on student performance at MTS Ash-Sholeh, Ibum District, Bandung Regency. The background of this research is the importance of moral development in improving the quality of students, both from spiritual and academic aspects. The method used is a quantitative approach with associative research type, involving all 19 students using saturated sampling techniques. Data were collected through questionnaires, observations, and documentation, then analyzed using validity tests, reliability tests, Pearson correlation, simple linear regression, t-tests, and F-tests with the help of SPSS version 25. The results show that the moral development management at MTS Ash-Sholeh is categorized as very good (Cronbach's Alpha = 0.933), while student performance is also categorized as good (Cronbach's Alpha = 0.792). The correlation test obtained a value of  $r = 0.325$  with  $R^2 = 0.106$ , which means that only 10.6% of the variation in student performance is influenced by moral development management, while 89.4% is influenced by other factors. The regression test resulted in the equation  $Y = 13.768 + 0.657X$  with a t-value of 5.143 > t-table of 1.734 and an F-value of 26.447 > F-table of 4.49, indicating a positive but not significant influence between moral development management and student performance. This study concludes that although moral development is well-implemented and student performance is considered good, factors outside of moral character have a more dominant influence on student performance

## INTRODUCTION

The moral condition of adolescents today is increasingly concerning, especially due to the influence of negative content on social media. Phenomena such as bullying, disciplinary violations, and other deviant behaviors indicate that educational institutions have not fully succeeded in shaping students' character, making moral education very important to enhance the quality of learners, both in achievements, skills, knowledge, and attitudes (Moleong, 2021). Education has a fundamental purpose in shaping character, skills, and knowledge to achieve happiness and benefits for society. Ki Hajar Dewantara emphasized that education should advance children spiritually and physically, in line with the goals of Islamic and national education in instilling piety to Allah swt. Therefore, madrasahs as Islamic educational institutions have a significant responsibility to integrate moral values into the curriculum to be able to face the challenges of moral degradation in the global era. (Dewantara, 2011).

The cultivation of character is very important because the phenomenon of a moral crisis continues to occur among students. Although Islamic education plays a strategic role in fostering character, the reality shows that various moral deviations are still prevalent. Efforts to cultivate character are often not clearly measured in terms of their impact on student performance, resulting in a gap between theory and practice in the field. In fact, the main objective of national education is to shape individuals who possess noble character, with the Prophet Muhammad (peace be upon him) as the primary role model (Law No. 20 of 2003). At MTs Ash-Sholeh, character building is an important focus alongside academic aspects, with habituation programs such as congregational prayers, Quran memorization, and social care. However, there are still issues such as low discipline, deviant behavior, and weak analytical skills among students. This indicates that the management of character building at MTs Ash-Sholeh still needs improvement and should be managed more systematically (Hidayat, 2019).

Based on these conditions, this study aims to measure and analyze the extent to which moral education management influences student performance, both in terms of skills, knowledge, attitudes, and values. With a quantitative approach, this research is expected to provide stronger empirical evidence as well as practical recommendations for educators, institution managers, and policymakers in designing more effective moral education strategies in madrasahs (Sugiyono, 2017).

## LITERATURE REVIEW

### *Management of Character Development*

Moral character development management is a series of activities designed and managed systematically by educational institutions to shape students' character to align with moral and spiritual values. Terry (2012) defines management as the process of planning, organizing, executing, and supervising to achieve specific goals. With this approach, moral development in schools must be designed in a structured manner through a continuous program (Terry, 2012). Moral character development in Islamic education is not limited to theoretical aspects, but emphasizes habituation and exemplary behavior. Al-Ghazali

explains that morals can be instilled if practiced consistently, whether through supervision, repeated training, or the role model of teachers. Therefore, moral character development management requires the active involvement of all educators and educational staff, not just religious teachers (Al-Ghazali, 2018).

Practically, the management of character education in schools includes planning activities for joint worship, habituation of greetings and manners, as well as the establishment of clear disciplinary rules. This is in line with Syafaruddin's (2005) view that good educational management is one that can integrate moral values into every learning activity as well as extracurricular activities (Syafaruddin, 2005). In addition, character education is also influenced by the school social environment. According to Tilaar (2011), a conducive school culture will strengthen the character education process, while an environment that is permissive of violations will actually weaken it. Therefore, the management of character education must include consistent supervision, the provision of educational sanctions, as well as rewards for students who demonstrate commendable behavior (Tilaar, 2011). Thus, the management of moral education is not only the responsibility of educational institutions but also of families and society. As emphasized by Zakiah Daradjat (2004), moral education will be successful if there is synergy between schools, homes, and the surrounding environment. This underscores that effective moral development requires collaboration from various parties in shaping students' character to be Islamic (Daradjat, 2004).

#### ***Student Performance***

The performance of students is the tangible result of the learning process, reflected in cognitive, affective, and psychomotor aspects. Sudjana (2011) explains that student performance can be measured through academic achievement, attitude, discipline, and practical skills. Therefore, the evaluation of student performance cannot rely solely on exam scores but must also consider daily attitudes and behaviors (Sudjana, 2011). Internal factors that affect student performance include motivation, interest in learning, basic abilities, and character. According to Uno (2014), motivation is the main determining factor in achieving learning outcomes, so character development that can foster intrinsic motivation will have a positive impact on student performance (Uno, 2014).

In addition to internal factors, external factors such as family support, teacher quality, school facilities, and social environment also play a significant role in determining student performance. Hamalik (2012) emphasizes that the learning process will be more successful if supported by adequate resources and positive interactions between students, teachers, and parents (Hamalik, 2012). Student performance can also be observed from their ability to cooperate, adapt, and actively participate in school activities. According to Mulyasa (2013), indicators of student performance not only include academic results but also social skills, leadership, and discipline in adhering to school rules (Mulyasa, 2013). Thus, student performance is a comprehensive reflection of educational outcomes influenced by moral coaching management and the educational environment. The better the moral coaching management applied, the greater the

likelihood that students will show positive performance in both academic and non-academic aspects (Khoiruddin, 2019).

### ***Preliminary Research***

Research conducted by Khoiruddin (2019) shows that moral coaching through the habituation of worship, such as congregational prayers and reading the Quran, positively affects the improvement of academic achievements and students' social behavior. The results affirm the correlation between moral strengthening and academic performance achievement.

Hidayat's research (2019) highlights the application of moral development management in madrasahs, emphasizing the importance of teacher role models. He found that the presence of teachers as real models for students is a dominant factor in the success of moral development, although the aspects of evaluation and monitoring are often overlooked. Mulyasa (2013), through his research, emphasizes character education management in schools. He states that the success of student character formation is influenced by a conducive school environment, school policy support, and parental involvement. However, this research focuses more on theoretical approaches without testing the direct impact on student performance. Meanwhile, Hamalik's research (2012) shows that student performance is significantly influenced by external factors, such as learning facilities, teacher support, and classroom atmosphere. However, this research does not specifically highlight the relationship between moral development and academic achievement.

This research has advantages compared to previous studies because it integrates aspects of moral coaching management with a direct influence on student performance. While earlier studies tended to focus only on moral coaching in general, teacher exemplarity, or external factors such as facilities, this research offers a new contribution with an associative quantitative approach that tests the causal relationship between the variables of moral coaching and student performance. Thus, the results of this study not only enrich theoretical studies but also provide more comprehensive empirical evidence for the development of educational strategies in madrasahs.

## **METHODOLOGY**

This research uses a quantitative approach with an associative type of research, aiming to determine the effect of moral development management (variable X) on student performance (variable Y). The quantitative approach was chosen because it is suitable for testing hypotheses through statistical analysis, specifically correlation and regression, using numerical data obtained from research instruments (Arikunto, 2010). Data were collected using a questionnaire, observation, and documentation. The questionnaire was structured based on indicators of moral development management (planning, implementation, evaluation, stakeholder participation) and student performance indicators (readiness, concept mastery, attitude, ability to cooperate, and analysis). Before use, the instruments were tested for validity and reliability through a trial to ensure result consistency. In addition to the questionnaire, observations were conducted directly at MTs Ash-Sholeh, while documentation was used to

strengthen the data through academic records, activity reports, and institutional archives (Sugiyono, 2017).

The research population consists of all students of MTs Ash-Sholeh Ibum, amounting to 19 individuals, so the sampling technique used is saturated sampling, meaning that all members of the population are made into samples. This technique was chosen because the population size is relatively small and to obtain more accurate and representative data (Ma'ruf Abdullah, 2015). The research instrument was tested for reliability using Cronbach's Alpha through SPSS. The test results showed that variable X (character management) has a value of  $\alpha = 0.933$  (very reliable), while variable Y (student performance) obtained a value of  $\alpha = 0.792$  (reliable). Thus, the instrument is declared suitable for measuring both variables in the study (Abdullah, 2024). Data were analyzed using SPSS version 25, employing descriptive statistics, reliability testing, Pearson correlation testing, simple linear regression, and significance testing (F test and t test). In addition, classical assumption tests were conducted, including normality, linearity, and autocorrelation tests using Durbin-Watson. All analysis results are presented in the form of tables, graphs, and narrative explanations to provide a more comprehensive understanding (Sutopo & Slamet, 2017).

## RESULTS AND DISCUSSION

The research results show that the management of moral education has a significant impact on student performance at MTs Ash-Sholeh. This is supported by the Pearson correlation test results which obtained a value of  $r = 0.788$ , indicating a strong and positive relationship between the two variables. Furthermore, the coefficient of determination value ( $R^2 = 0.621$ ) indicates that 62.1% of the variation in student performance can be explained by the management of moral education, while the remaining 37.9% is influenced by other factors. These findings reinforce that the better the management of moral education is implemented, the higher the student performance achieved.

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In addition, this study found that the exemplary behavior of teachers and school culture play a crucial role in the success of moral guidance. Consistent role model teachers encourage students to emulate positive behaviors, while a religious school culture supports a conducive learning environment. Statistically, the results of the t-test show  $t \text{ count} = 5.143 > t \text{ table} = 1.734$ , indicating that the influence of moral guidance management on student performance is significant. This is reinforced by the results of the F test showing  $F \text{ count} = 26.447 > F \text{ table} =$

4.49, which proves that the regression model of the study is significant simultaneously.

However, the study also notes several challenges, such as the presence of undisciplined students, the limited time of teachers for supervision, and the less than optimal ongoing evaluations. These constraints can affect 37.9% of other factors not investigated in this study, such as the influence of the family environment, the psychological condition of students, and school facilities. Therefore, management strategies need to be strengthened, especially in the aspects of monitoring and continuous motivation, in order to make character development more effective. Overall, this discussion emphasizes that character development not only contributes to moral aspects but also significantly improves the academic and non-academic performance of students. This research aligns with theories of Islamic education and previous research results, but its advantage lies in the quantitative empirical evidence that shows a significant and measurable impact, with a contribution of 62.1% of character development management to student performance at MTs Ash-Sholeh.

## **CONCLUSIONS AND RECOMMENDATIONS**

Research on the Influence of Moral Development Management on Student Performance at MTs Ash-Sholeh in Ibun District, Bandung Regency produced several important conclusions. First, the management of moral development at this school has been carried out in a planned manner through systematic planning, implementation, and evaluation. The strategy of moral development using approaches such as role modeling, habituation, and spiritual reinforcement plays a role in instilling moral values in students. Second, the data analysis results indicate that the moral development management at MTs Ash-Sholeh is in the very good category. This is evidenced by a high reliability of the instrument (Cronbach's Alpha 0.933), an average item score of 3.944, and strong consistency between aspects (ICC 0.933). Thus, moral development at this madrasah is implemented optimally and consistently. Third, student performance at MTs Ash-Sholeh is also in the good category, both academically and non-academically. This is proven by the adequate reliability of the instrument (Cronbach's Alpha 0.792) with item scores ranging from 3.684 to 4.053. Therefore, students are assessed to have positive and adequate performance in various learning development aspects.

Fourth, the results of simple regression testing indicate that the influence of moral development management on student performance is positive but not significant. The correlation coefficient (R) value of 0.325 and R Square of 0.106 show that only 10.6% of the variation in student performance is explained by moral development management, while 89.4% is influenced by other factors such as family, individual factors, madrasah environment, curriculum, teaching methods, as well as socio-cultural factors and madrasah leadership. Thus, it can be concluded that the management of moral development at MTs Ash-Sholeh has been implemented well and of high quality, and the overall student performance is also classified as good. However, the influence of moral development on student performance is not significant, so attention is needed to other factors outside of morality that more dominantly affect student performance.

## FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of The Influence of Moral Development Management on Student Performance (Quantitative Study at MTS Ash-Sholeh Lalareun District Ibum Bandung Regency) in order to perfect this research and increase insight for readers.

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