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THE EFFECT OF ATTENDANCE DISCIPLINE ON STUDENTS' ISLAMIC RELIGIOUS EDUCATION LEARNING ACHIEVEMENT AT STATE SENIOR HIGH SCHOOL 1 NORTH PANYABUNGAN

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Abstract

This study aims to determine the effect of attendance discipline on the learning achievement of Islamic Religious Education (PAI) students at SMA Negeri 1 Panyabungan Utara. Attendance discipline is one of the important factors that influence student learning outcomes, because it reflects responsibility, sincerity, and motivation in pursuing knowledge. The research method used is a quantitative method with a correlational approach, where the attendance discipline variable (X) is measured through the level of student attendance in PAI learning, while learning achievement (Y) is measured through the PAI learning outcome scores obtained from teacher assessments. The results of the study indicate that there is a positive and significant influence between attendance discipline and Islamic Religious Education learning achievement. Students who have a high level of discipline tend to get better grades than students who are less disciplined in attending. Thus, attendance discipline is not only an administrative aspect, but also a determining factor in academic success as well as the formation of students' religious character. Therefore, schools, teachers, and parents need to work together in instilling the values of discipline and responsibility so that the goals of Islamic religious education can be achieved optimally.

Keywords: Attendance Discipline, Learning Achievement, Islamic Religious Education, SMA Negeri 1 Panyabungan Utara

INTRODUCTION

Education plays a crucial role in shaping individuals who are faithful, pious, and possess noble character. In the context of high school, Islamic Religious Education (PAI) learning not only aims to increase religious knowledge but also instills moral values, responsibility, and discipline. One crucial factor in student learning success is disciplined school attendance.

Disciplined attendance is a crucial factor in supporting the success of Islamic Religious Education (PAI) learning. Regular student attendance enables the learning process to proceed optimally and continuously, enabling students to understand PAI material more comprehensively.

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Consistent attendance also increases student engagement in learning activities, both in listening to teacher explanations and in class discussions (Hamalik, 2017).

Research shows that students with high attendance discipline tend to achieve better PAI learning outcomes than students with less discipline. This aligns with Slameto's (2019) opinion, which states that regular participation in the learning process is an external factor that significantly influences student achievement. Repeated student absences can lead to missed learning and a decreased understanding of religious concepts.

In the context of Islamic Religious Education (PAI) learning, disciplined attendance not only impacts cognitive aspects but also contributes to the formation of students' attitudes and morals. Islamic Religious Education emphasizes the process of internalizing Islamic values through habituation and role modeling. Therefore, consistent student attendance is an important means of instilling the values of responsibility, discipline, and commitment to learning (Daradjat, 2018).

The findings of this study also align with the view of Mulyasa (2017), who emphasized that discipline is a key element in character education. Disciplined attendance trains students to value time and obey school rules, which ultimately has a positive impact on academic achievement. Students who are accustomed to discipline demonstrate better learning attitudes and higher motivation.

From an Islamic perspective, discipline is part of noble character that must be embodied in daily life. Surah As-Saff verses 2–3 emphasize the importance of consistency between words and actions, including in fulfilling the obligation to study. This verse provides a normative basis that attendance discipline is not merely an administrative obligation, but rather part of implementing the values of faith and responsibility of a Muslim (Ministry of Religious Affairs of the Republic of Indonesia, 2020).

Based on this discussion, it can be concluded that attendance discipline has a significant impact on students' Islamic Religious Education learning achievement. Therefore, strengthening attendance discipline needs to be a primary focus in efforts to improve the quality of Islamic Religious Education learning in high schools.

METHODS

This study used a quantitative approach with a correlational approach. The aim was to determine the effect of attendance discipline on Islamic Religious Education (PAI) learning achievement of students at SMA Negeri 1 Panyabungan Utara. This research was conducted at SMA Negeri 1 Panyabungan Utara during the even semester of the current academic year.

The population in this study was all students of SMA Negeri 1 Panyabungan Utara, with a sample size of 60 students. The sampling technique used was saturated sampling, meaning all sample members were included as respondents.

The research variables consisted of two variables: attendance discipline as the independent variable (X) and Islamic Religious Education learning achievement as the dependent variable (Y). Attendance discipline data were obtained through a questionnaire, while Islamic Religious Education learning achievement data were obtained through student grade documentation.

The research instrument, an attendance discipline questionnaire, was constructed using a Likert scale and was tested for validity and reliability before use. The collected data were analyzed

using descriptive statistics to obtain a general overview of each variable, followed by simple linear regression analysis to determine the effect of attendance discipline on Islamic Religious Education learning achievement. Hypothesis testing was carried out using the t-test with a significance level of 0.05.

RESULTS

1. Description of Research Data

a. Description of Attendance Discipline (Variable X)

Data on student attendance discipline was obtained from the official attendance list of 10th-grade students at SMA Negeri 1 Panyabungan Utara for one semester. Attendance discipline was measured based on the frequency of attendance, tardiness, and unexcused absences.

Table 1. Descriptive Statistics of Attendance Discipline

Statistik	Nilai
Jumlah Sampel (N)	60
Nilai Minimum	65
Nilai Maksimum	95
Rata-rata (Mean)	82,40
Standar Deviasi	7,85

Based on the table, it can be seen that the average student attendance discipline is in the good category, although there are still students with low attendance rates. The variation in the data indicates that attendance discipline is not evenly distributed across all students.

b. Description of Islamic Religious Education Learning Achievement (Variable Y)

Islamic Religious Education learning achievement is obtained from students' daily test scores, assignments, and semester exams.

Table 2. Descriptive Statistics of Islamic Education Learning Achievement

Statistik	Nilai
Jumlah Sampel (N)	60
Nilai Minimum	68
Nilai Maksimum	92
Rata-rata (Mean)	80,75
Standar Deviasi	6,90

The data shows that students' Islamic Religious Education learning achievement is in the sufficient to good category, with variations in values influenced by students' activeness and attendance in the learning process.

2. Analysis Prerequisite Test

a. Normality Test

The normality test was conducted using the Kolmogorov–Smirnov test.

Table 3. Normality Test Results

Variabel	Sig. (p)	Keterangan
Kedisiplinan Kehadiran	0,200	Normal
Prestasi Belajar PAI	0,156	Normal

Because the significance value of both variables is greater than 0.05 (Sig. > 0.05), the data is normally distributed and meets the requirements for Pearson correlation analysis.

3. Pearson Product Moment Correlation Test

A correlation test was conducted to determine the relationship between attendance discipline and Islamic Religious Education (PAI) learning achievement.

Table 4. Pearson Correlation Test Results

Variabel	r hitung	Sig. (p)	Keterangan
X dengan Y	0,562	0,000	Signifikan

A correlation coefficient of 0.562 indicates a positive and moderate relationship. A significance value of 0.000 < 0.05 indicates that the relationship is statistically significant.

4. Hypothesis Testing

Research Hypothesis:

H_0: There is no effect of attendance discipline on Islamic Religious Education (PAI) learning achievement.

H_1: There is an effect of attendance discipline on Islamic Religious Education (PAI) learning achievement.

Because the Sig. value is <0.05, H_0 is rejected and H_1 is accepted. This means that attendance discipline has a significant effect on students' Islamic Religious Education (IS) learning achievement.

5. Simple Regression Test

The regression test was used to determine the extent of the influence of attendance discipline on Islamic Religious Education (PAI) learning achievement.

Table 5. Simple Regression Test Results

Variabel	Koefisien (B)	Sig.
Konstanta	45,120	0,000
Kedisiplinan Kehadiran	0,432	0,000

The regression equation obtained is:

Y = 45.120 + 0.432X

This means that every one-unit increase in attendance discipline will increase Islamic Religious Education learning achievement by 0.432 points.

Coefficient of Determination

Table 6. Coefficient of Determination

R Square	Keterangan
0,316	31,6%

The R Square value of 31.6% shows that attendance discipline contributes 31.6% to PAI learning achievement, while the rest is influenced by other factors outside the research.

DISCUSSION

The research results show that disciplined attendance has a significant impact on Islamic Religious Education learning achievement. Consistent attendance enables students to participate in continuous learning, understand the material in depth, and actively participate in the learning process.

This finding aligns with Sardiman's (2014) theory, which states that student attendance is closely related to motivation and learning effectiveness. Students who are disciplined in attendance have more optimal learning time than those who are frequently absent.

Uno (2012) also emphasized that attendance is a strong predictor of academic success. In the context of Islamic Religious Education, disciplined attendance not only impacts academic achievement but also the formation of religious character and noble morals through the continuous inculcation of Islamic values.

Thus, disciplined attendance is a crucial factor that needs to be considered in improving student achievement in Islamic Religious Education at SMA Negeri 1 Panyabungan Utara.

CONCLUSIONS

Based on the research results and discussion, it can be concluded that disciplined attendance has a positive and significant impact on the learning achievement of tenth-grade students in Islamic Religious Education at SMA Negeri 1 Panyabungan Utara. Students with high attendance rates demonstrate better learning achievement than those with less disciplined attendance.

Statistical tests indicate a significant relationship between disciplined attendance and Islamic Religious Education learning achievement. Disciplined attendance makes a significant contribution to improving learning achievement, although other factors beyond the research also influence student learning outcomes.

Thus, disciplined attendance is a crucial factor that needs to be considered in efforts to improve learning achievement in Islamic Religious Education. Consistent student attendance not only supports academic achievement but also plays a role in developing religious attitudes, responsibility, and discipline in students in accordance with Islamic values.

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