

THE RELATIONSHIP OF MUHADHARAH ACTIVITIES WITH STUDENT LEARNING OUTCOMES IN THE AKIDAH AKHLAK SUBJECT

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Abstract: The aim of this research is to determine the relationship between muhadharah activities and student learning outcomes in akidah and morals subjects at Madrasah Tsanawiyah Daarul Ahsan Tangerang. Because Akidah Akhlak is a foundation or basis that must be instilled in students in order to become ethical and civilized. humans in their daily lives. This research uses a quantitative descriptive approach. Researcher using correlational methods (methods that look for relationships or correlations between the variables being searched for) which are supported by data and facts through questionnaires/questionnaires distributed. The population taken was all students of Madrasah Tsanawiyah (MTs) Daarul Ahsan Tangerang, totaling 150 people. Regarding sampling techniques, the author uses the "Purposive Sampling" technique. In this study, the samples taken were 30 class VIII students. The data collection techniques used are observation, questionnaires and documentation. In data analysis techniques, researchers decided to use statistical calculation analysis techniques. The research used the data analysis technique used, namely the product moment technique. Then finally a hypothesis test is carried out. The results of this research prove that between muhadharah activities (variable 0.80). This means that the relationship between muhadharah activities (Further variable, based on the results of the product moment calculation "r" it is known that $t_{count} = 18 > t_{table} = 1.70$ Ha is accepted. This means that there is a significant relationship between muhadharah activities and student learning outcomes in the subject of Akidah Akhlak.

Keywords: Learning Outcomes, Muhadharah Activities, Akidah Akhlak

INTRODUCTION

Education is a program where the program is defined as a series of integrated elements to achieve predetermined goals with various interrelated processes. Education is an activity carried out consciously to achieve goals as a program. Whether or not the implementation of an education program is successful in achieving its goals can be determined by the learning results that have been obtained (Purwanto, 2009).

Teachers are one of the important factors in implementing education in schools. Therefore, improving the quality of education also means improving the quality of teachers. Completing the curriculum and increasing teacher competency through training, upgrading, and improvements in the field of education is an integral part of the teacher's overall responsibilities in the learning process (Djollong & Akbar, 2019). The development of students is one part that must always receive attention from all parties.

An Islamic Religious Education Teacher is a person who has mastered knowledge (Islamic religion), internalization, and practice (implementation) and is able to convey to students so that they can grow and develop their intelligence and creative power for the benefit of themselves and society, able to become a model or central self-identification and consultants for students, have information, intellectual and spiritual-moral sensitivity and are able to develop students' talents, interests and abilities and are able to prepare students to be responsible (Hidayat et al., 2018).

An Islamic religious education teacher can be said to be a position or professional who has special abilities to educate professionally in the process of interacting with students and forming main personalities based on Islamic teachings (Khoiriyah, 2012).

To produce students who are knowledgeable and have good morals is not an easy thing, but it is a tough job and requires a long and sincere struggle based on a high level of professionalism (Akbar & Farikhin, 2020).

In order to form students' morals, Islamic religious education teachers must have competence so that their teaching can be successful. Teacher knowledge in reading the opportunities and challenges in successfully shaping students' morals is an important factor that teachers must have so that with these opportunities, teachers are able to form and develop students' morals easily. These opportunities include teacher professionalism and good cooperation between teachers, students, and staff (Hamalik, 2003).

Islamic Religious Education is expected to produce people who always strive to perfect their faith, have piety and noble character, and are active in building civilization and harmony. Islamic Religious Education, especially through its moral material, is expected to be a separate lesson for students so that the material provided at school is not just knowledge but rather helps shape students' attitudes and personalities so that students have noble morals and are beneficial to the surrounding environment, especially in relationships with fellow humans (Asber, 2019).

Learning is an action or effort to make changes to students' personal selves so that they can develop their potential. Learning activities are a step to develop students' intelligence so that developments that occur today can be followed. According to Rosnawati (2020), learning is an activity carried out intentionally or unintentionally by each individual so that there is a change from not knowing to knowing, from not being able to walk to being able to walk, not being able to read to being able to read.

Meanwhile, learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide changes in behavior, including knowledge, understanding, attitudes, and skills of students so that they become better than before (Zahara et al., 2022). Student learning outcomes are essentially changes in behavior as a result of learning in a broader sense, covering the cognitive, affective, and psychomotor fields.

Student learning outcomes are not only seen from academic grades at school but also from changes within the student because, in teaching and learning activities, students experience the teaching and learning process as a process of change that occurs within students as a result of the experiences students gain when interacting with their environment. A person's recognition of the results or progress of their learning is very important because by knowing the results that have been achieved, students will try more to improve their learning results. In this way, the increase in learning outcomes can be more optimal because students feel motivated to improve the learning outcomes that have been achieved previously (Yusuf, 2022).

In order to obtain optimal learning results, students not only need to receive learning material based on the existing curriculum and implemented at school but also need to be accompanied by various additional activities outside the mandatory curriculum. Additional activities outside the lesson curriculum are created in the form of programs or platforms designed

to support the teaching and learning process, which can later help improve student's learning abilities and skills to be better than before (Dzikrillah, 2019).

Madrasahs should have activity patterns that are arranged in such a way as to highlight the character of students through activities that have been well-programmed so that they become literate and can integrate several subjects (Ramami, 2021). The school has provided a lot of support to support the educational process, which can improve abilities and skills towards more advanced knowledge and develop students at school. Namely, intracurricular activities are carried out in the classroom, and extracurricular activities are carried out outside the classroom. In the Tsanawiyah madrasah curriculum, it is explained that extracurricular activities are activities carried out after mandatory class hours have been completed and are included in the program list, which is adjusted according to the needs and circumstances of the madrasah.

Extracurricular activities are activities held outside normal class hours in a teaching program structure, in addition to better linking the knowledge obtained in the curriculum program with environmental conditions and needs, as well as to enrich insight and as an effort to strengthen personality (Noer et al., 2017). Based on this definition, activities at school or outside school that are related to the learning assignments of a subject are not extracurricular activities.

One activity that can be used as a place to channel students' talents and interests is muhadharah; this activity can integrate several subjects, including Islamic Religious Education subjects. The muhadharah activity is said to be an integration of Islamic Religious Education subjects because in this activity the participants gave several orations, theoretical, performances and others that can encourage creativity by channeling the interests and talents of students who give speeches or religious lectures.

Muhadharah activities aim to educate students to be skilled and able to speak in front of an audience to convey Islamic teachings in public with confidence (Khadijah & Ramayani, 2023). Muhadharah activities can influence students' personalities. Personality itself is an adjective that shows a person's behavior in everyday life. Personality tends to be innate and can also be influenced by education in the surrounding environment, thus forming the psyche. Personality influences a person's attitude in living life both in the family, school, and community environments.

This activity can enable students to have knowledge outside of learning hours and practice what they have learned in class. The material presented by the lecturers is the religious lessons they received in class, one of which is material on moral beliefs. This aims to mature knowledge regarding subjects, especially Islamic Religious Subjects.

In this case, it is known that the Akidah Akhlak is a subject of Islamic Religious Education. The material contained in the Akidah Akhlak is very extensive, so there is a lot to discuss. This requires quite a lot of time for the teacher to be able to explain the material as a whole. Therefore, we need a way that can deliver students to learning goals efficiently.

Thus, it can be concluded that extracurricular activities at school contribute to creating a high level of intelligence. This activity does not include subject matter that is separate from other subject matter, and it can be carried out between the delivery of subject matter, considering that this activity is an important part of the school curriculum.

Madrasah Tsanawiyah Daarul Ahsan Tangerang held a muhadharah activity. This activity is religious in nature and aims to develop students' potential and can also improve learning outcomes. This Muhadharah activity is held on Friday before learning time takes place.

This activity targets students so that they can gain knowledge outside of learning hours and practice what they have learned in class. The material presented by the lecturers is the religious lessons they received in class. This aims to mature knowledge regarding religious studies, especially the subject of Akidah Akhlak because Akidah Akhlak is the foundation or foundation that must be instilled in students in order to become ethical and civilized human beings in their daily lives.

In this study, researchers feel it is necessary to find out the relationship between muhadharah activities and student learning outcomes in the akidah and morals subject at Madrasah Tsanawiyah Daarul Ahsan Tangerang.

METHOD

This research uses a descriptive quantitative approach, namely an approach that emphasizes the existence of variables as research objects, and these variables must be defined in the form of operationalization of each variable (Siregar, 2014). Then, to facilitate data and information that reveals and explains the problems in this research, the author uses a correlational method (a method that looks for relationships or correlations between the variables being sought), which is supported by data and facts through questionnaires that will be distributed at Madrasah Tsanawiyah Daarul Ahsan Tangerang.

The population taken was all 150 Madrasah Tsanawiyah (MTs) Daarul Ahsan Tangerang students. As for the sampling technique, the author uses "Purposive Sampling." This technique is carried out for the reason that samples are taken deliberately according to the required sample requirements. In this study, the samples taken were 30 students in class VIII of Madrasah Tsanawiyah Daarul Ahsan Tangerang. The researcher took class VIII as a sample because class VIII is quite representative of the other classes to be researched and has often carried out muhadharah activities compared to class VII.

The data collection techniques used are observation, questionnaires, and documentation. This observation activity was carried out by conducting direct observations regarding Muhadharah activities and the learning process at MTs Daarul Ahsan Tangerang. Meanwhile, the type of questionnaire used in this research is a closed questionnaire. A closed questionnaire means it consists of questions or statements with a certain number of answers as choices. Respondents check the answer that best fits their position. A Likert scale was used for this questionnaire. This research uses four levels, namely Always (SL), Attack (S), Sometimes (KK), and Never (TP). The documentation technique used by researchers is using internal school documents consisting of data on the number of students, students' names, and students' grades. This data was used as a complement to prepare this research.

The data sources in this research are divided into two, namely primary data and secondary data. Primary data is data obtained by researchers directly (from first-hand), while secondary data is data obtained by researchers from existing sources. The primary data in this

research is information about the relationship between muhadharah activities (X) and student learning outcomes in the subject of moral akidah (Y), which was obtained by distributing questionnaires to class VIII students totaling 30 students. Meanwhile, secondary data was obtained by researchers by reading, studying, and understanding through other media sourced from school documents.

In this data analysis technique, according to the nature and type of data required, the researcher decided to use statistical calculation techniques in using statistical techniques, namely range, class interval, class interval length, central tendency analysis, and normality test.

After that, the researcher carried out data classification, namely an attempt to classify data based on certain categorizations according to sub-problems created based on variable analysis. To see the relationship between two variables, the author uses the data analysis technique of product moment. Then, finally, a hypothesis test is carried out. The hypotheses proposed by the researcher are $H_a: \mu = 0$ (There is a relationship) and $H_o: \mu \neq 0$ (There is no relationship).

Basically, this section explains how the research was carried out. The main materials of this section are: (1) research design; (2) population and sample (research targets); (3) data collection techniques and instrument development; (4) data analysis techniques. For research that uses tools and materials, it is necessary to write down the specifications for the tools and materials. Tool specifications describe the sophistication of the tools used, while material specifications describe the types of materials used.

RESULTS AND DISCUSSION

Results

Muhadharah Activity Data Analysis

To find out data about Muhadharah activities (variable X), the author distributed 20 questionnaire items to 30 respondents. Then, the data from distributing the questionnaire was quantified using a Likert Scale; for positive answers, SL = 4, S = 3, KK = 2, and TP = 1, while for negative answers, the opposite applies to SL = 1, S = 2, KK = 3, and TP = 4.

Furthermore, the data obtained regarding muhadharah activities (variable X) with a total of 30 respondents was arranged based on the lowest and highest scores. It is known that the lowest score is 43 and the highest is 66, and to analyze the data for variable X, the author took the following steps.

Search for Range

$$R = X_b - X_k$$

$$R = 66 - 43$$

$$= 23$$

Determining the Number of Classes

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 30$$

$$= 1 + 3,3 (1,4771)$$

$$= 5,8744 \text{ (rounded up to 6)}$$

Determining Class Length

$$P = r/K$$

$$=23/6$$

$$= 3,83 \text{ (rounded up to 5)}$$

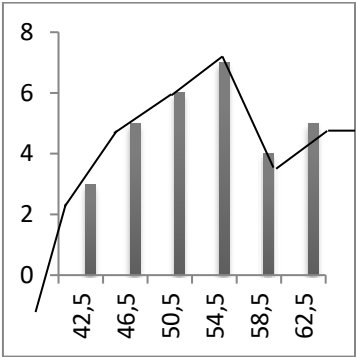
Determining the Frequency Distribution of Variable X

Table 1. Frequency Distribution of Student Behavior Variables (Y)

No	Interval	F	X	F.X	Fr
1	43-46	3	42,5	127,5	10&
2	47-50	5	46,5	232,5	16,67%
3	51-54	6	50,5	303	20%
4	55-58	7	54,5	381,5	23,33%
5	59-62	4	58,5	234	13,33
6	63-66	5	62,5	312,5	16,67%
Σ		$\Sigma 30$		$\Sigma 1591$	$\Sigma 100\%$

Create a polygon histogram graph.

Figure 1. Polygon Histogram of Muhadharah Activity Variables (X)



Determining the size of central symptoms/central tendency

Mean

$$X = \frac{\sum fx}{N}$$

$$X = \frac{\sum 1591}{30}$$
$$= 53,03$$

Determining Standard Deviation

Table 2. The average deviation of Muhadharah activities

Interval	F	X	X ²	FX	FX ²
43 – 46	3	42,5	1806,25	127,5	5418,75
47 – 50	5	46,5	2162,25	232,5	10811,25
51 – 54	6	50,5	2550,25	303	15301,5
55 – 58	7	54,5	2970,25	281,5	20791,75
59 – 62	4	58,5	3422,25	234	13689
63 – 66	5	62,5	3906,25	312,5	19531,25
Σ	30	315	16817,5	1591	85543,5
\bar{X}				53,03	

SD = $\sqrt{\frac{\sum fx^2}{\sum f} - (\frac{\sum fx}{\sum f})^2}$
= $\sqrt{\frac{85543,5}{30} - (\frac{1591}{30})^2}$
= $\sqrt{2851,45 - (53,03)^2}$
= $\sqrt{2851,45 - 2812,1809}$
= $\sqrt{39,2691}$
= 6,27

Determining the Normality Test for Variable X

Finding the Z Value

Table 3. Normality test for Muahadharah Activity Variables (X)

Interval Kelas	Class Bound Aries	Z Score	Z Table	LZ Table	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	42,5	-1,67	0,0475				
43 – 46				0,1017	3,05	3	0,001
	46,5	-1,04	0,1492				
47 – 50				0,1954	5,86	5	0,126
	50,5	-0,40	0,3446				
51 – 54				0,2464	7,39	6	0,261
	54,5	0,23	0,5910				
55 – 58				0,2168	6,50	7	0,038
	58,5	0,87	0,8078				
59 – 62				0,1267	3,80	4	0,010
	62,5	1,51	0,9345				
63 – 66				0,0493	2,48	5	2,560
	66,5	2,14	0,9838				
$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$							2,996

Calculating Z Class Boundaries

Z = $\frac{Bk - X}{SD}$
= $\frac{66,5 - 53,03}{6,27}$
= $\frac{13,47}{6,27}$
= 2,148

Calculating χ^2_{count}

$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$
= $\sum \frac{(3 - 3,05)^2}{3,05} + \frac{(5 - 5,86)^2}{5,86} + \frac{(6 - 7,39)^2}{7,39} + \frac{(7 - 6,50)^2}{6,50} + \frac{(4 - 3,80)^2}{3,80} + \frac{(5 - 2,48)^2}{2,48}$
= 0,001 + 0,126 + 0,261 + 0,038 + 0,010 + 2,560
= 2,996

Seeking Degrees of Freedom

Dk = Bk - 3
= 6 - 3
= 3

Determining the Real Level (a)

$\chi^2_{tabel} = (1 - a) (dk)$
= (1 - 0,05) (dk)
= (0,95) (3)
= 7,81

Based on the calculation above, it is known that variable X gets $\chi^2_{count} = 2.996$ and $\chi^2_{table} = 7.81$, so $\chi^2_{count} < \chi^2_{table}$. Thus it can be concluded that the sample comes from a normally distributed population.

Data Analysis of Student Learning Results in the Akidah Moral Subject

To find out data about student learning outcomes in the subject of moral akidah (variable Y), the author took the grades in the Mid-Semester Examination (UTS) for the even semester of 2017. The author also displays grades from these learning outcomes in the form of a frequency distribution table to obtain grades.

Table 4. Classification of Learning Outcomes for Akidah Moral Subjects

Klasifikasi	Jumlah	Kualifikasi
<60	-	Rendah
60-80	25	Sedang
80-100	5	Tinggi

Based on the research results above, the relationship between muhadharah activities and student learning outcomes in the akidah akhlak subject is stated to be strong, with a classified average of 60-80.

The Relationship between Understanding Muhadharah Activities and Student Learning Outcomes in the Akidah and Morals Subject

This analysis is intended to determine the relationship between Muhadharah activities (variable X) and student learning outcomes (variable Y). The steps the author took are as follows.

Arranging Data for Variable X and Variable Y

Table 5. Muhadharah Activity Variable Data (X) and Learning Outcomes (Y)

NO (1)	X (2)	Y (3)	XY (4)	X ² (5)	Y ² (6)
1	43	70	3010	1849	4900
2	43	70	3010	1849	4900
3	46	70	3220	2116	4900
4	47	70	3290	2209	4900
5	47	70	3290	2209	4900
6	60	80	4800	3600	6400
7	62	85	5270	3844	7225
8	50	70	3500	2500	4900
9	51	75	3825	2601	5625
10	51	75	3825	2601	5625
11	52	75	3900	2704	5625
12	53	75	3975	2809	5625
13	65	75	4875	4225	5625
14	65	85	5525	4225	7225
15	54	70	3780	2916	4900
16	55	75	4125	3025	5625
17	56	75	4200	3136	5625
18	56	75	4200	3136	5625
19	57	75	4275	3249	5625
20	58	70	4060	3364	4900
21	58	75	4350	3364	5625
22	59	75	4425	3481	5625
23	47	70	3290	2209	4900
24	49	70	3430	2401	4900
25	62	75	4650	3844	5625
26	63	75	4725	3969	5625
27	54	75	4050	2916	5625
28	54	75	4050	2916	5625
29	66	85	5610	4356	7225
30	66	90	5940	4356	8100
Σ	1649	2250	124475	91979	169550

Dari tabel diatas diketahui:

$$\begin{aligned}\sum X &= 1649 & \sum X^2 &= 91979 \\ \sum Y &= 2250 & \sum Y^2 &= 169550 \\ \sum XY &= 124475\end{aligned}$$

Menghitung persamaan regresi dengan rumus:

$$\hat{Y} = a + b.X$$

Menghitung konstanta (a)

$$\begin{aligned}a &= \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n(\sum X^2) - (\sum X)^2} \\ a &= \frac{(2250)(91979) - (1649)(124475)}{30(91979) - (1649)^2} \\ a &= \frac{20695275 - 205259275}{2759370 - 2719201} \\ a &= \frac{-184564}{40169} \\ a &= -4,594\end{aligned}$$

Menghitung koefisien regresi (b)

$$\begin{aligned}b &= \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum X^2) - (\sum X)^2} \\ b &= \frac{30(124475) - (1649)(2250)}{30(91979) - (1649)^2} \\ b &= \frac{3734250 - 3710250}{2759370 - 2719201} \\ b &= \frac{24000}{40169} \\ b &= 0,59\end{aligned}$$

So the regression equation is $\hat{Y} = -4.594 + 0.59$, meaning that for every unit change in variable X, there will also be a change of 0.59 in variable Y at a constant of -4.594.

Determining the Correlation Coefficient

$$\begin{aligned}r_{xy} &= \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum y^2 - (\sum y)^2\}}} \\ &= \frac{30 \times 124475 - (1649)(2250)}{\sqrt{\{30 \times 91979 - (1649)^2\} \{30 \times 169550 - (2250)^2\}}} \\ &= \frac{3734250 - 3710250}{\sqrt{\{2759370 - 2719201\} \{5086500 - 5062500\}}} \\ &= \frac{24000}{\sqrt{\{40169\} \{24000\}}} \\ &= \frac{\sqrt{964056}}{24000} \\ &= \frac{31049.251}{24000} \\ &= 0,77\end{aligned}$$

To interpret the correlation coefficient value, researchers used the "r" product moment interpretation (Arikunto, 2019).

Table 6. Interpretation of Product Moment "r" Correlation Coefficient Values

0,00 – 0,20	Between variables X and Y there is a very low or very weak correlation
0,20 – 0,40	Between variables X and Y there is a low or weak correlation
0,40 – 0,60	Between variables X and Y there is a moderate correlation
0,60 – 0,80	Between variables X and Y there is a high or strong correlation
0,80 – 1,00	Between variables X and Y there is a very high or strong correlation

From the calculation above, It is known that the correlation coefficient index of 0.77 is at 0.60 – 0.80 the interpretation is. The interpretation is between muhadharah activities (Variable X) with student learning outcomes in the subject of akidah akhlak (Variable Y),rong correlation.

Determining the Correlation Significance Test

Determine t_{count} with the formula:

$$\begin{aligned} T_{\text{count}} = t &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,77 \sqrt{30-2}}{\sqrt{1-0,77^2}} \\ &= \frac{0,77 \sqrt{28}}{\sqrt{1-0,77^2}} \\ &= \frac{0,77 \times 5,291}{0,23} \\ &= \frac{4,07407}{0,23} \\ &= 18 \end{aligned}$$

Determining degrees of freedom

$$\begin{aligned} Dk &= N - 2 \\ &= 30 - 2 \\ &= 28 \end{aligned}$$

Determine the size of the t_{table} with a significance level of 0.05% and dk 28

$$\begin{aligned} T_{\text{tabel}} &= (1-a) (dk) \\ &= (1 - 0,05) (28) \\ &= (0,95) (28) \\ &= 1,70 \end{aligned}$$

Because $t_{\text{count}} = 18$ and $t_{\text{table}} = 1.70$ where $t_{\text{count}} > t_{\text{table}}$, the alternative hypothesis (H_a) is accepted which states that there is a relationship between muhadharah activities and learning outcomes in the subject of moral akidah. In conclusion, there is a significant positive correlation between muhadharah activities (Variable X) and learning outcomes of moral akidah (Variable Y).

Determine the amount of contribution to muhadharah activities (Variable X) with the results of studying moral akidah subjects (Variable Y) by using the coefficient of determination

$$\begin{aligned} CD &= r^2 \times 100\% \\ &= 0,77^2 \times 100\% \\ &= 0,5929 \times 100\% \\ &= 59,29\% \end{aligned}$$

This means that the contribution of muhadharah activities to learning outcomes in akidah and morals subjects is 59.29%.

Discussion

From the calculation above, it is known that the correlation coefficient index of 0.77 is at 0.60 – 0.80, which interpretation is among muhadharah activities (Variable X), there is a high or strong correlation with student learning outcomes in the subject of moral beliefs (Variable Y).

This means that Muhadharah activities are extracurricular activities carried out outside class hours that aim to expand knowledge and channel students' talents and interests. These activities help students expand their knowledge about something. So that student learning outcomes are optimal. Both from a cognitive, affective, and psychomotor perspective. Extracurricular activities have an influence on improving student learning outcomes. Muhadharah activities are able to invite students and involve students in learning that they previously learned in class.

Muhadharah activities are, however, part of the learning process. Muhadharah activities are carried out to educate students on speaking skills in front of many people, as well as train and improve students' discipline, self-confidence, and responsibility (Santoso et al., 2021). Apart from that, muhadharah activities can shape social character, namely responsibility, tolerance, discipline, sportsmanship, tolerance, and solidarity (Izza & Rachmaniah, 2022).

Muhadharah activities at MTs Daarul Ahsan are carried out by planning, implementing and evaluating. Muhadharah planning is carried out with special planning, such as preparing themes or materials, time, techniques, facilities, and infrastructure for students, as well as determining which students will appear so that when the muhadharah is carried out, it will be carried out based on the expected goals. This activity is guided by administrators who are responsible for the education sector at MTs Daarul Ahsan (Meria, 2018).

Research related to extracurricular muhadharah in forming students' religious character, conducted by Jumriani et al., (2024) stated that extracurricular muhadharah is an activity that also determines students' religious character. The more actively students participate in muhadharah extracurricular activities, the more trained and visible the religious character embedded in the students will be. Then, based on the results of research regarding the influence of muhadharah on students' speech abilities conducted by Munawir (2021), it was stated that with muhadharah, Students become more confident and accustomed to speaking in public.

Based on the results of the research conducted, the contribution of muhadharah activities to learning outcomes in akidah and morals subjects was 59.29%. Through these muhadharah activities, students will be trained to develop their public speaking skills with the aim of building their self-confidence (Syarnubi, 2016). It is very important for students to be confident so that they are successful in learning (Yanti et al., 2021). Students who are confident will be more motivated. In contrast, students who are not self-confident or self-confident tend to have negative feelings about themselves, low confidence in their abilities, and a false understanding of their potential (Andriani & Aripin, 2019). Confident students tend to be calmer than students who are not confident or doubt their potential. They do not feel anxious about their circumstances or problems (Syarnubi, 2019). As for research conducted by Faramita et al. (2021), muhadharah activities have an effect on linguistic intelligence by 62.0% and on self-confidence intelligence by 78.8%.

Thus, this research is sufficient to fulfill all the assumptions made because, overall, in this test, the results were significant and positive, and the conclusion can be drawn that muhadharah activities have a significant positive influence on Akidah Akhlak learning outcomes because all the test requirements which have been carried out obtained good influential results from the T-test to hypothesis testing.

CONCLUSION

Based on the results of research at MTs Daarul Ahsan Tangerang, the relationship between muhadharah activities and student learning outcomes in akidah akidah subject, the researcher can conclude that there is a relationship between muhadharah activities (variable X) and student learning outcomes in akidah akidah subject (variable Y) based on the analysis

correlationally obtained the number "r" (0.77), this number is in the interval (0.60 – 0.80). This means that the relationship between muhadharah activities (variable Furthermore, based on the results of the "r" product moment calculation, it is known that $t_{count} = 18 > t_{table} = 1.70$ Ha is accepted. This means that there is a significant correlation between muhadharah activities and student learning outcomes in the subject of akidah akhlak.

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