

THE INFLUENCE OF BPI PROGRAM ACTIVITY AND DISCIPLINE WORSHIP STUDENT ACHIEVEMENT AT RIAU JUNIOR HIGH SCHOOL

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Received: 03-03-2024; **Accepted:** 05-04-2024 ; **Published:** 30-04-2024

Abstract. The study aims to find the influence of BPI activeness and worship discipline on learning achievement in Islamic Religious Education lessons. The method used in this study is the survey method. The number of population was 90 and samples studied was 30 students of the Integrated Islamic Junior High School in Kampar. Using random sampling technique. Data collection using a questionnaire. The research method used in the research is a survey method using Multiple Linear Regression analysis. The results of the research obtained are as follows: There is a significant influence of BPI activeness and worship discipline together on PAI learning achievement. The test results obtained that the value of $F = 6.821$ and $\text{Sig. } 0.004 < 0.05$. There is no significant effect of BPI activeness on PAI Learning Achievement. The results showed that $t = 0.615$ and $\text{Sig. } = 0.544 > 0.05$. There is a significant influence of Worship Discipline on PAI Learning Achievement. The test results obtained the results that the value of $t = 2.596$ and $\text{Sig. } 0.015 < 0.05$.

Keywords: *BPI Activeness, Discipline, Learning Achievement*

1. INTRODUCTION

Education is a widespread and common phenomenon in human life, because it can be found anywhere and anytime. In essence, education is a human effort to improve human dignity itself by developing culture. With effective education, we can create a smart generation and contribute positively to the progress of the country. Education cannot be separated from human life because it is able to transform individuals into individuals who are knowledgeable, skilled, and innovative. Education is basically an attempt to change the human person through increasing knowledge, attitudes, and behaviors. The main objective of education is to develop human knowledge, skills, and abilities and improve student achievement through effective learning processes in an educational environment. A student is considered outstanding when he is able to achieve the best results in the learning process at his school [1]. In Wayan Cong Sujana's opinion, the purpose of education is to produce individuals who have faith and piety

to God Almighty, have noble character, healthy, intelligent, empathetic, have the will and ability to work, can meet needs wisely, are able to control their passions, have a good personality, are able to interact in society, and have a good culture [2]. Thus, Islamic education focuses on character building that reflects Islamic values, such as honesty, patience, and compassion. In addition, the purpose of Islamic education also includes the development of deep religious knowledge, so that individuals are able to live their lives in accordance with the guidance of Allah [3].

Education has a crucial role in efforts to build a nation and state, because without adequate education, the progress of a nation and state cannot be realized properly. This is clearly seen in the comparison between urban and rural development, where cities tend to be more advanced because of the development system led by highly educated individuals. Education is also the main capital for individuals to achieve success in the future. Individuals who receive a good education have great potential to achieve a brighter future. Therefore, the quality of education received by a learner has a direct impact on his learning achievement and ultimately, forms the key to his success [4] Education is considered the backbone of a nation's development, with a special role in shaping individual character and spirituality. The era of globalization, with its technological advances and social dynamics, poses significant challenges for the education system in Indonesia. Therefore, a deep understanding of these challenges is the key to formulating effective solutions in aligning Islamic values with the needs of the times [5] The implementation of education at every stage of a child's development is considered a necessity, especially at school, because it is one of the key aspects in forming individuals with noble character. Users emphasize the need for systematic efforts to shape ethical values, morality and positive personality in each individual, especially in the school environment[6].

The hope is that the results of education obtained by each citizen can improve the quality of human resources individually and as a whole, both now and in the future. Quality human resources are characterized by the characteristics described in the objectives of national education, namely developing abilities, shaping character, and advancing the nation's civilization to improve the quality of life of the nation as a whole. Education also aims to develop the potential of students to become individuals who believe, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve good performance in the learning process, discipline and motivation are needed as driving factors. In addition to increasing discipline in learning, it is also important to increase discipline in worship as part of building a complete character. Based on Eva Yanah's opinion [7], the influence of prayer discipline on learning achievement in Islamic religious education is the attitude of students when praying on time and also performing prayer procedures perfectly, both the pillars of prayer and the sunnah of prayer, so in the world of education where almost educational institutions always have lessons about

Islamic education. Efforts to instill discipline in students' worship cannot be separated from the role of educators to familiarize students with a disciplined attitude through activities to guide them in perseverance, enthusiasm and orderly carrying out worship with full sincerity to Allah SWT throughout their lives [8].

One of the efforts to improve educational achievement in character building, especially in the learning achievement of a student, is by implementing special additional programs in daily development, such as the Islamic Personal Development program (BPI). Bina Pribadi Islami (BPI) is an Islamic education and coaching program organized through group-based studies. Each group is accompanied by a murabbi or guide. Islamic Personal Development activities are carried out regularly every week and take place continuously. This approach is carried out with small groups so that the material delivered at each meeting can be easily understood by students [9]. Islamic Personal Development (BPI) is an Islamic religious education and development program carried out in small groups. Each group consists of a BPI teacher or supervisor and 9 to 12 students. This program is held regularly every week and continues on an ongoing basis. The aim of Islamic Personal Development is to provide holistic and sustainable Islamic religious education to participants. Through small groups, participants can get more intensive and personal attention in understanding Islamic teachings, deepen their understanding of Islamic values, and strengthen their spirituality[10]. In the Quality Standards for Integrated Islamic Schools, the standards for student development are explained which basically aim to form an Islamic personality, increase the participation and initiative of students in protecting and developing themselves and their environment. This is done with the aim that they can avoid cultural influences that conflict with Islamic values[11].

Extracurricular activities carried out in schools aim to inspire and motivate students in certain fields [12]. Therefore, extracurricular activities must be adjusted to the interests and conditions of students, so that through these activities, students can develop their self-identity. Some educators consider that these additional activities are a direct part of the teaching-learning process, so they include them in the curriculum materials taught. For example, like BPI extracurriculars, the material discussed in the program also has a relationship with the learning material in class. Making it easier for students to understand and apply it in everyday life. Therefore, with the implementation and activeness of students in the program, it can facilitate them in achieving achievements in learning. Especially in the subject of Islamic Religious Education.

In order for the achievement of Islamic Religious Education learning in academics to be able to achieve learning objectives effectively, the school formed additional programs. Islamic personal development activities carried out every week aim to foster enthusiasm and good achievement in learning in academics. The activeness of students in the program will help in implementing the learning obtained in academics and implemented in dormitories. Through this program, it will be easier for PAI teachers to monitor students in applying

religious values in PAI learning. So that when learning in class, able to achieve learning achievements in class [13]. Meanwhile, the aim of Islamic education as stated by Julkarnai. The main aim of Islamic education is to perfect the formation of human morals, both vertically by serving their Lord, and horizontally as social creatures who always interact with other humans. The essence of moral education in Islam is to grow and develop human attitudes so that they become better morally and ethically, so that their lives are always open to goodness and closed from all kinds of evil. Moral education aims to make humans have noble character[14].

In addition to the Islamic Personal Development program. Student learning achievement can also increase with the influence of existing discipline on students. Both discipline in learning, as well as discipline in worship. Learning discipline is an attitude or behavior that shows compliance with the rules that apply during the learning process [15]. This includes various aspects such as order in learning time, seriousness in preparing learning materials, consistency in following the schedule and tasks given, and an attitude of responsibility towards learning outcomes. By having good learning discipline, students can achieve more optimal results in the learning process and build the ability to face academic challenges more effectively. The application of this discipline does not only include discipline in terms of time, such as when to start studying, but also in all aspects of teaching and learning activities, such as doing homework, assignments on time, and carrying out exam practice questions in accordance with applicable regulations. Apart from that, discipline is also reflected in students' ability to divide their time between learning activities in class and extracurricular activities outside of class[16]. Study discipline can create a spirit of respect for time so that not much time is wasted, by carrying out study discipline you can also make more thorough preparations in various things, especially things that require a lot of preparation such as going to school, taking exams, taking part in job selection. In the modern era, time has become one of the things that is really paid attention to and taken into account because it is related to the level of productivity that will be achieved, therefore, a disciplined learning attitude has been trained since school, so that later students will be used to a disciplined attitude and be able to compete with other communities[17].

While the discipline of worship is a form of obedience to the rules contained in the commands of Allah SWT. This includes a servant's devotion to carrying out His commandments and avoiding His prohibitions. By having a strong discipline of worship, a person shows obedience and respect for religious teachings and strengthens his spiritual bond with God. Discipline in worship also helps a person to maintain consistency in carrying out worship regularly and meaningfully, and avoid behavior that is contrary to religious values [18]. The influence of worship discipline on Islamic religious education is the attitude of students when praying on time and also performing prayer procedures perfectly, both the pillars of prayer even though the sunnah prays, so in the world of education where almost

educational institutions always have lessons about Islamic religious education. But why do we still often encounter students who are lacking in carrying out religious commandments, such as praying. Although there are still students who perform prayers, even if only partially. While Islamic Religious Education is to instill in students a greater sense of faith and understanding of religion as Muslims who believe in Allah SWT. Have a noble nature in all personal life, social, national, and political fields[7]. The discipline of worship begins when children are at an early age, so that when they are older they will be able to be consistent in carrying out their obligations as a servant. In this way, apart from forming family habits, schools also play an important role in forming a student's discipline while in the school environment[19].

Based on preliminary research conducted by the author at SMPIT Pondok Pesantren Al Ihsan Boarding School Riau, there are still symptoms that show that the discipline of worship of students is still relatively low. Even though the Al Ihsan Boarding School Riau Islamic Boarding School already has rules of worship for students that have been enforced before. Cooperation with student guardians is also relatively good, shown through parental concern for students, especially when they are at home. Such as reminding them to pray five times a day, reading the Qur'an, studying well and behaving well towards others and parents also communicate with teachers about their children's progress at school and work together to remind children to always be disciplined, especially in matters of worship. The difference between this research and other research is that this research was conducted to find out how much influence students' activeness in the BPI program and their discipline in carrying out religious services has in producing good learning, especially in Islamic Religious Education subjects. Because in reality, the values contained in PAI learning are more dominantly applied in the implementation of worship and practice in daily life. So that the implementation of the BPI program is assisted by student discipline in carrying out worship. Able to make it easier for students to achieve achievement in PAI lessons.

Likewise, the role of teachers at SMPIT Al Ihsan Boarding School Riau, especially guidance teachers in the BPI program which is classified as good, is shown by teachers always inviting students to the mosque after learning hours have been completed, carrying out prayers in congregation, teachers always reprimanding noisy students when in the mosque, teachers also always provide motivation and guidance about worship discipline, The teacher gave punishment for students who did not participate in congregational prayers in the mosque. However, there are still symptoms that indicate discipline in worship.

Based on the background description described above, the author is interested in conducting research on the effect of BPI program activity and worship discipline on student achievement in Riau Junior High School.

2. RESEARCH METHOD

The research method used in research is the survey method. The survey method is one of the methods of investigation carried out to obtain facts from existing symptoms and seek factual information about various aspects, such as social, economic, or political institutions of a group or region. This method usually involves collecting data through questions that are arranged systematically and given to respondents who are representative of the population studied. Survey results can be used to analyze and understand certain conditions or characteristics of a group or region in more depth. The data collection technique used is to use questionnaires / questionnaires based on Likert scale measurements.

Based on the theoretical basis described above, the framework of thinking in this study can be described as follows:

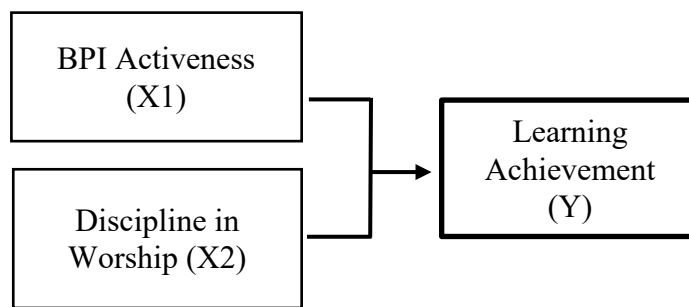


Figure 1. Influence between variables X1, X2, and Y

Information:

Independent Variables (X1 and X2)

Dependent variable (Y)

The population in this study is 190 students of SMPIT Al Ihsan Boarding School. According to Sugiono in Imelda Khairani's research [20] said that the population is a generational area consisting of objects or subjects that have certain quantities and characteristics determined by the researcher to be studied and then drawn conclusions And as for the sample The sample is part of the number of characteristics possessed by the population, then the sample of the population is as many as 30 students. The data analysis used is Descriptive Analysis, then performs Analysis Prerequisite Tests such as Normality Test, Multicollinearity Test, Heteroscedasticity Test. Furthermore, conducting a Multiple Linear Regression Analysis Hypothesis Test including Partial Test (t Test), Simultaneous Test (F), and Coefficient Test (R²) to find the magnitude of influence between variables X1, X2, to Y.

3. RESULTS AND DISCUSSION

3.1 RESULT

Descriptive Data

In this study, the tests carried out to be able to find out the regression model obtained were by using classical assumption prerequisite tests, including the normality Test, Multicollinearity Test, and Heterokedasticity Test. Hypothesis testing with multiple linear regression analysis, t-test (Partial), F-test (simultaneous), and coefficient of determination test (R²).

This study was conducted on 30 respondents who were used to measure three variables, namely BPI Activeness (X1) and Worship Discipline (X2) as independent variables, as well as Islamic Religious Education learning achievement in the even semester of class XI (Y) as a dependent variable. The compilation of data can be seen in the table below. The data description of each variable is as follows:

Table 1. Descriptive Statistical Variables of BPI Activity, Worship Discipline, and Learning Achievement

		BPI Activeness	Discipline in Worship	Learning Achievement
N	Valid	30	30	30
	Missing	2	2	2
Mean		45.8667	47.4333	34.5333
Std. Error of Mean		.85465	.94283	.60407
Median		47.0000	46.5000	34.5000
Mode		42.00 ^a	43.00	36.00
Std. Deviation		4.68109	5.16409	3.30864
Variance		21.913	26.668	10.947
Skewness		-.416	.520	-.158
Std. Error of Skewness		.427	.427	.427
Kurtosis		-.187	-.492	-.635
Std. Error of Kurtosis		.833	.833	.833
Range		19.00	Statistics	12.00
BPI Activeness		Worship Discipline	Learning Achievement	N
Valid		30	30	30
Sum		Missing	2	2
		2		

Prerequisite Test Multiple Regression Analysis

Multiple regression analysis was performed on the available data using SPSS software, resulting in a number of tables that included both core and additional tables. The core table consists of three parts, namely (i) Summary Table containing R and R² values, (ii) ANOVA Table to examine the effect of independent variables on dependent variables and the

significance of R and R², and (iii) Double Regression Coefficient Table containing non-standard and standard regression coefficients, standard errors, t test values, and Sig values.

Tabel 2. Tabel SPSS One-Sample Kolmogrov Smirnov

		BPI Activeness	Discipline in Worship	Learning Achievement
N		30	30	30
Normal Parameters ^{a,b}	Mean	45.87	47.43	34.53
	Std. Deviation	4.681	5.164	3.309
Most Extreme Differences	Absolute	.129	.133	.105
	Positive	.070	.133	.078
	Negative	-.129	-.088	-.105
Test Statistic		.129	.133	.105
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.183 ^c	.200 ^{c,d}

In Kolmogrov Smirnov's SPSS One-Sample table above, for the BPI Activeness variable the value (Sig.) = 0.200 > α (0.05), for the Worship Discipline variable the value (Sig.) = 0.183 > α (0.05), and for the PAI Learning Achievement variable the value (Sig.) = 0.200 > α (0.05). Since all significance values of the three variables are greater than the alpha values, it can be concluded that the three variables are normally distributed.

Linearity Test

Table 3. Variable Linearity Test of BPI Activeness and Learning Achievement

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * BPI Activeness	Between Groups	(Combined)	206.717	14	14.765	2.000	.098
		Linearity	53.936	1	53.936	7.305	.016
		Deviation from Linearity	152.781	13	11.752	1.592	.193
	Within Groups		110.750	15	7.383		
Total		317.467	29				

Based on the table above, it is known that the value (Sig.) Deviation from Linearity = 0.193 > α (0.05), it can be concluded that the relationship between BPI Activeness and BPI Learning Achievement is linear.

Table 4. Variable Linearity Test of Worship Discipline and Learning Achievement

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Dicipline of worship	Between Groups	(Combined)	222.333	15	14.822	2.181	.077
		Linearity	103.608	1	103.608	15.247	.002
		Deviation from Linearity	118.726	14	8.480	1.248	.342
	Within Groups		95.133	14	6.795		
	Total		317.467	29			

Based on the table above, it is known that the value (Sig.) Deviation from Linearity = $0.342 > \alpha (0.05)$, it can be concluded that the relationship between Worship Discipline and Linear Learning Achievement.

Multicollinearity Test

Independent variables consisting of BPI Activeness and Worship Discipline variables in regression analysis require no multicollinearity. In statistic tolerance criteria states that the free variable is declared not multicollinearity if the TOL is greater than 0.10. Similarly, it is said that collinearity does not exist if the value of VIF is less than 10 [21].

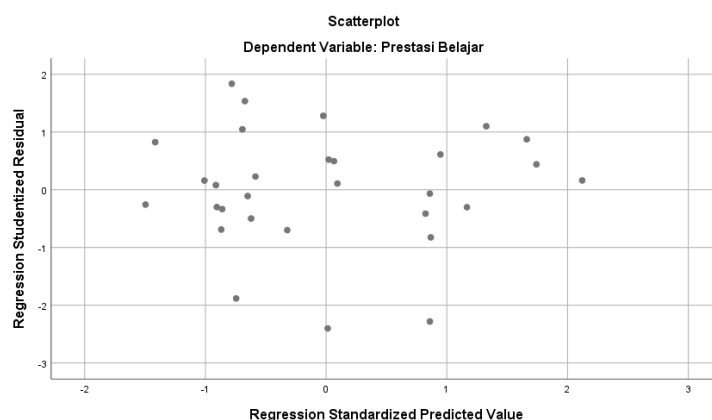
Table 5. Regression Coefficient and Partial Significance Test

		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		
	Activeness BPI	.658	1.519
	Dicipline of Worship	.658	1.519

Based on the table above, it is known that the value of $VIF = 1.519 < 10$, based on decision making if the value of $VIF < 10$, it can be concluded that between the independent variables (X1 and X2) do not experience multicollinearity.

Heteroscedasticity Test

To identify heteroscedasticity, you can use Graph Patterns by creating a scatter chart between standardized error (Z-RESID) as the Y axis and standardized predicted values (Y-Pred) as the X-axis. If there is no systematically visible pattern of Z-RESID values against Z-PRED, then the data is considered homoscedatic. Thus, multiple regression analysis shows that there is no pattern of heteroscedasticity in these data, satisfying the assumption that the data are homogeneous.



Picture 2. Z-Resid (Y) and Z-Pred (X) Scatter Diagrams

Based on the table above, it is known that the points on scatterplots do not show a certain pattern. Then it can be concluded that it does not experience heteroscedasticity.

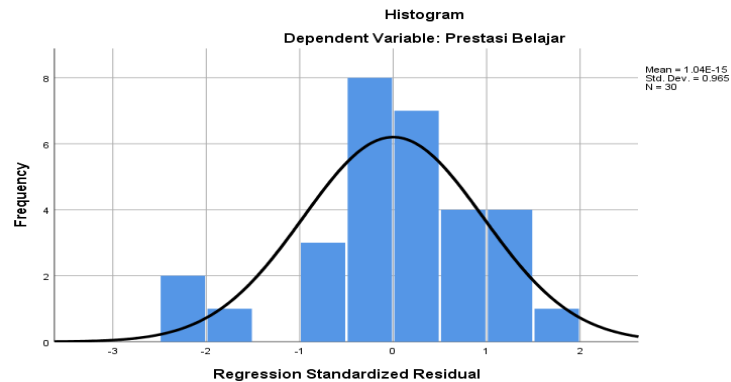
Normality Test

The Normality Test is used to evaluate whether the independent variable and the bound variable follow a normal distribution or not in the regression equation. This is done through the Kolmogorov-Smirnov normality test, where the data are tested to see if they produce a distribution that can be considered normal. The results of this test are evaluated by observing the probability value or asymp sig (2-tailed). If the significance value is greater than 0.05, then the data distribution is considered normal. Conversely, if the significance value is less than 0.05, then the distribution is considered abnormal [22].

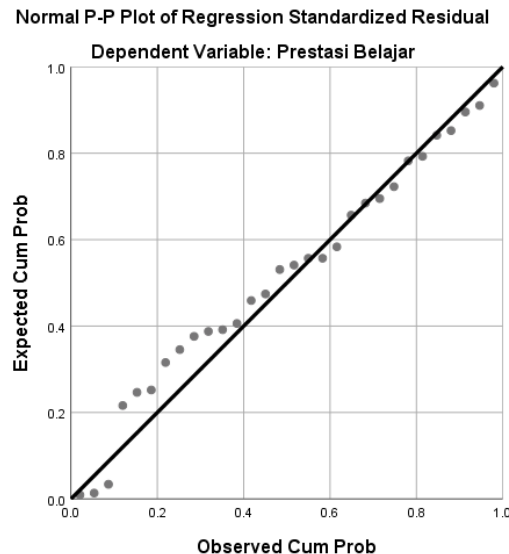
Table 6. Normality Test

		Unstandardized Residual	Standardized Residual
N		30	30
Normal Parameters ^{a,b}	Mean	.0000000	.0000000
	Std. Deviation	2.69676490	.96490128
Most Extreme Differences	Absolute	.109	.109
	Positive	.071	.071
	Negative	-.109	-.109
	Negative	-.109	-.109
Test Statistic		.109	.109
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

Based on the table above, it is known that the significance value = $0.200 > \alpha (0.05)$. It follows then that residual data (errors) do not come from normally distributed populations.



Picture 3. Histogram and Normal Curve Error



Picture 4. P-P plots cumulative errors

Based on the table above, it is known that the significance value = $0.200 > \alpha (0.05)$. It follows then that residual data (errors) do not come from normally distributed populations.

HYPOTHESIS TEST

Multiple linear regression analysis aims to determine the positive or negative influence between two independent variables or one dependent variable using a multiple linear regression model calculated based on equations. To find out how the influence between two independent variables, namely BPI Activeness (X1) and Worship Discipline (X2) on the

dependent variable, namely Learning Achievement (Y). In the Hypothesis Test section carried out is like the provisions in Chapter III. So the results of calculations and tests can be seen based on the following table:

F Test (Simultaneous)

The Model Test or F Test aims to determine the influence of BPI activeness and worship discipline simultaneously on learning achievement. In this study, if the significance value is $0.000 < 0.05 (\alpha)$. So according to the basis of decision making in test F, it is concluded that the hypothesis is accepted or in other words, BPI Activeness and Worship Discipline, simultaneously affect investment decisions.

Table 7. Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.563	2	53.281	6.821	
	Residual	210.904	27	7.811		
	Total	317.467	29			

Based on the table above, it is known that the Sig. value for the (simultaneous) effect of X1 and X2 on Y is $0.004 < 0.005$ and the calculated F value is $6.821 > F$ table is 3.34. So it can be concluded that H_a is accepted which means there is an influence of BPI Activeness (X1) and Worship Discipline (X2) on Learning Achievement (Y).

T test (Partial)

The statistical test t basically shows how far one explanatory or independent variable has influence individually in explaining the variation of the dependent variable. Because this test aims to determine the influence of independent variables, both BPI activeness variables and learning discipline variables on dependent variables, namely partial learning achievement variables (individuals). If the significance $> 0.05 (\alpha)$, it means that the independent variable has no partial effect on the dependent variable. Meanwhile, if the significance $< 0.05 (\alpha)$, it means that the independent variable partially affects the dependent variable.

Table 8. Regression Coefficient and Significance Test

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	15.429	5.569		2.771	.010
	BPI Activeness	.084	.137	.119	.615	.544

Dicipline of Worship	.321	.124	.502	2.596	.015
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Based on the table above, it is known that the value of Sig. for the effect of (partial) X1 on Y is $0.544 > 0.05$ and the calculated t value is $0.615 < t$ table 2.061. So it can be concluded that H0 is accepted which means there is no influence of BPI Activeness on Learning Achievement. In the variable (partial) X2 to Y is $0.015 < 0.05$ and the calculated t value is $2.596 > 2.061$. So it can be concluded that Ha is accepted, which means that there is an influence of Worship Discipline on Learning Performance.

Coefficient of Determination Test

The coefficient of determination is a measure that indicates how much variation in the dependent variable can be explained by variation in the independent variable in a regression model. The higher the value of the coefficient of determination, the greater the ability of the independent variable to explain variations in the dependent variable. In other words, a high value of the coefficient of determination indicates that the regression model can provide a better explanation of the relationship between the independent variable and the dependent variable.

Table 9. Model Summary: R and R Squared (Determining Coefficient)

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.579 ^a	.336	.286	2.795

Based on the output above, it is known that the R Square value of 0.336 means that the influence of variables X1 and X2 simultaneously (together) on variable Y is 33.6% with the rest influenced by other variables that are not found in this study.

3.2 DISCUSSION

The Effect of Worship Discipline on PAI Learning Achievement

The results of the regression test that have been carried out in this study obtained the results that the BPI activity variable has a significance value of 0.015, meaning that this value is below the alpha value or error tolerance limit so that it can be concluded that H0 is rejected while Ha is accepted. This means that the variable of worship discipline has a significant effect on the learning achievement of Islamic Religious Education. This research is in line with the research conducted (Eky Jumrotul Laila, 2018) [29] (Ketut Wira Parta, 2023) [30] (Haryoko Ugeng Budi) [31].

Based on the results of the answers to the questionnaire that has been given to respondents. There were many respondents who gave acceptance regarding the influence of

student worship discipline on learning achievement in Islamic Religious Education subjects. Based on the results of the analysis of respondents' answers, many students said that their discipline both at home and in the dormitory had a major effect on their learning achievement in class, especially PAI lessons. This is due to the continuous discussion carried out by the dormitory coach. That way, it can help students improve learning achievement, especially in Islamic Religious Education lessons.

4. CONCLUSION

Based on the results of the study, several conclusions can be drawn including; The variable of BPI activeness has a negative and insignificant effect, so it does not affect the learning achievement of Islamic Religious Education students. The results showed that $\text{Sig. } 0.544 > 0.05$. The variable of worship discipline has a positive and significant effect, thus affecting the learning achievement of Islamic Education students. The test results obtained the results that the value of $\text{Sig. } 0.015 < 0.05$. Simultaneously, the variables of BPI activeness and worship discipline have a significant effect on the learning achievement of Islamic Education students. The test results obtained that the value of $\text{Sig. } 0.004 < 0.05$.

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