

THE INFLUENCE OF PROCEDURAL OPERATIONAL STANDARD IN BUILDING STUDENTS CHARACTER : A CASE STUDY OF GRADE 5 AT SDIT *AL-MADINAH*, MAROS

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Abstract: This study aims to identify and analyze the application of student SOP management at SDIT Al-Madinah. The main objective of this is to identify and analyze character building for class V at SDIT Al-Madinah, to determine and analyze the effect of student SOP management on character building for fifth-grade students at SDIT Al-Madinah Maros. The method used in this research is an associative quantitative method, with data collection techniques using observation, documentation, and questionnaires. The authors use a simple regression formula with a sample of 48 respondents. Based on the results of the study, it was proven that the character of fifth-grade students at SDIT Al-Madinah Maros was significantly and positively influenced by Student SOPs. These results were obtained from testing the hypothesis using the t-value, which shows that the t-count of Student SOP is 4.234 higher than the predetermined t-table value of 2.021. Student SOP variable (X) affects student character variables, according to a significance value of $0.000 > 0.05$. (Y). Based on the test of the coefficient of determination, the effect of applying Student Standard Operating Procedures on student character is 28%

or R² (R Square) of 0.280 (0.530). This shows that the independent variable (Student SOP) used can have a 28% effect on the dependent variable (student character). based on the results of a determination test of 0.280, which means a positive effect of 28% while 72% is influenced by other variables or factors that are not present in this study such as role models, environment, personality, etc. Therefore, according to the results of this study, student SOPs are classified as able to help in building student character at school.

Keywords: Student SOP Management and Student Character Development

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, their families, society, nation, and society. according to the state (Law: 2003). According to Yaumi, M., & Getteng, A: 2018 Education is seen as exploring and developing human inner capacity which includes the four pillars of cultivation; thought, feeling, body, and heart.

The goal to be achieved in the implementation of education is to form quality human beings. By looking at children in the digital era, of course, we often witness the loss of character and morals in the nation's children. Of course, in this digital era, it is easy to find information, it will be easier,

but rapid information and technology can plunge children into bad behavior, especially children at an early age who prefer to imitate the things they see.

This is the nation's challenge, especially for educators, to restore the character of the nation's children so they don't lose their identity. The birth of madrasa schools, of course, will be one of the solutions to face the challenges of the future.

SDIT AL-Madinah Maros is a private educational institution that has an important role in building the character of students who are not only intelligent but monotheistic and have character. In the process of building student character, many things are done, both through general subjects, Islamic religious education, and the habits that are carried out every day. Therefore, it will not work properly and optimally if it is not regulated in the SOP.

RESEARCH METHOD

A. Type of The Research

This study uses associative quantitative research which aims to determine the effect or relationship between two or more variables. With this research, it can build a theory that functions to explain, predict, and control a symptom. According to (Sujarweni, V. W.: 2015) Research that can be achieved (obtained) by applying statistical techniques or other quantification methods is referred to as quantitative research. Quantitative techniques concentrate on phenomena that have certain characteristics, or variables, in human existence. In the

quantitative method, the objective theory is used to test the nature of the relationship between variables.

B. Data Collection

The data collection methods used in this study are:

1. Observation

This technique requires observation from researchers either directly or indirectly of the research object Husein Umar (2009:15). In this study, observations were used to observe the effect of teacher creativity in developing instructional media on student learning outcomes in PAI subjects at SMA Negeri 2 Makassar.

2. Questionnaire

The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer them using a 5-point Likert scale.

3. Documentation

Documentation is used to obtain data directly from the research site. Documentation is intended to complement data from observations and questionnaires, documentation is a stable data source, which shows a fact that has taken place, to get a clear picture of the condition of the research object.

RESULTS AND DISCUSSION

Description of Student SOP Variable Data

Table 1

Student SOP Descriptive Statistics Statistics

Total		
N	Valid	48
	Missing	0
Mean		36.13
Median		36.00
Mode		34
Std. Deviation		3.292
Variance		10.835
Range		12
Minimum		31
Maximum		43
Sum		1734

Source: Data taken December 2022

Based on the table above, it can be seen that the value of the Student SOP variable is the median score of the questionnaires distributed, namely 36.13 with a range of 12, the minimum value is 31, the maximum value is 43, and the standard deviation is 3,292. Based on the table above, it is clear that the Student SOP variable has a value of 36.13, with a median of 36, a standard deviation of 3.292, a variance of 10.835, a minimum value of 31, and a maximum value of 43, and a range of 12 using the IBM SPSS application 25. Based on the results of observations conducted by researchers at SDIT Al-Madinah Maros, as follows:

The implementation of SOP Management at SDIT Al-Madinah Maros was carried out in several stages; The first stage (planning/planning) is socialization to all parents of

students regarding the rules of conduct when they register at school. The second stage (organizing/organizing) is the preparation of picket schedules in charge of starting from the picket for the arrival of students, morning dhikr and Duha prayer, guiding midday prayer and Asr prayer, evening dhikr, as well as the Imam praying and the muezzin. Then the student section handles students who experience problems at school.

The third stage (implementation/actuating) is conveying and directing regarding the rules of conduct during the flag ceremony on Monday when they have finished the morning dhikr and Duha' prayers at the mosque as well as conveying and directing regarding the rules when students are in class then follow up students or students who commit violations following the SOP that has been set by the school. The fourth stage (supervision/controlling), namely the school also supervises the application of student discipline that applies at SDIT Al-Madinah Maros by involving all school parties such as teachers and other education staff so that they can supervise the application of student discipline properly and take advantage of the existence of CCTV in several corners of the school.

From the description of the discussion above, it is described that the implementation of student SOP management at SDIT Al-Madinah Maros has been going well regarding student discipline, case handling, and sanctions gave that are appropriate and easy to carry out by students and education staff.

Description of Student Character Variable Data

Table 2

Student Character Descriptive Statistics Statistics

Total		
N	Valid	48
	Missing	0
Mean		78.46
Median		78.00
Mode		73 ^a
Std. Deviation		5.275
Variance		27.828
Range		25
Minimum		66
Maximum		91
Sum		3766

Source: Data taken December 2022

Based on the table above, it can be seen that the average score of the student character variables distributed is by using the SPSS IBM 25 application, the average score of the distributed questionnaires is 78.46, the median is 78, the standard deviation is 5.275, the variance is 27,828 and the minimum value is 66 and the maximum score is 91. Based on the results of interviews and observations conducted by researchers at SDIT Al-Madinah Maros, as follows:

Student character building is carried out by the teacher in class V, namely by giving birth to their awareness to try to do or get used to good habits every day which will continue to be escorted by the teacher so that these habits become a character in a student.

This good habit is of course not one of the coaching carried out by the teacher, but the teacher also provides good *qudwa* (example) so that students can imitate/imitate this good behavior. Because that character can be born from what they see, from what they hear, and the form of habits that are continued so that other people who see it also have the same character understanding of what is understood by the person doing it.

After there is habituation and a good example by the teacher, of course, there are students who violate the rules that have been made by the school. Students who violate school rules are not immediately given sanctions for what they have done, but they are invited to discuss their mistakes. Discussions conducted by the teacher include:

1. Telling what mistakes they did.
2. Ask them why they did that.
3. Ask them about the solution to the problem.
4. Make a contract or agreement so as not to repeat the mistake.
5. Give sanctions according to the violations they have committed.

Especially the character of class V students has a variety of characters caused of different backgrounds and different environments. Therefore the teacher pays more attention to them so that negative characters can be eliminated by continuing to coach and control good habits carried out by the teacher.

The character development of class V students is related to the rules in the class in the form of; tidying shoes outside class, entering class saying greetings, reading prayers, getting rid of things that have nothing to do with the lesson to be learned, paying attention and listening to lessons, closing activities by reading prayers, entering class on time, keeping class clean.

Character building for fifth-grade students, of course, there is a curriculum that supports the formation of these characters. SDIT Al-Madinah Maros combines 2 curriculum concepts, namely the national curriculum and the local curriculum. The national curriculum is contained in Law no. 20 of 2003 article 37 which explains that the compulsory curriculum includes; Religious Education, Citizenship Education, Indonesian Language, Mathematics, Science, Social Studies, Arts and Culture, Physical Education, and Sports. Then the local curriculum, namely Tahfidz, BTQ, and Arabic. Then add the contents of the Islamic dinul, among others; Al-Qur'an, Hadith/Islamic Morals, Arabic, Monotheism, and Fiqh of Worship.

Description of the Influence of Student SOP Management in Character Building for Class V Students at SDIT AL-Madinah Maros.

Validity Test

Table 4
Validity Test Result

No.	Rcount	Rtable	Status	Explanation
1	0,509	0,284	Valid	$R_{hitung} > R_{tabel}$
2	0,383	0,284	Valid	$R_{hitung} > R_{tabel}$
3	0,435	0,284	Valid	$R_{hitung} > R_{tabel}$
4	0,537	0,284	Valid	$R_{hitung} > R_{tabel}$
5	0,618	0,284	Valid	$R_{hitung} > R_{tabel}$
6	0,483	0,284	Valid	$R_{hitung} > R_{tabel}$
7	0,538	0,284	Valid	$R_{hitung} > R_{tabel}$
8	0,343	0,284	Valid	$R_{hitung} > R_{tabel}$
9	0,354	0,284	Valid	$R_{hitung} > R_{tabel}$
10	0,394	0,284	Valid	$R_{hitung} > R_{tabel}$
11	0,310	0,284	Valid	$R_{hitung} > R_{tabel}$
12	0,499	0,284	Valid	$R_{hitung} > R_{tabel}$
13	0,240	0,284	Invalid	$R_{hitung} < R_{tabel}$
14	0,524	0,284	Valid	$R_{hitung} > R_{tabel}$
15	0,083	0,284	Invalid	$R_{hitung} < R_{tabel}$
16	0,403	0,284	Valid	$R_{hitung} > R_{tabel}$
17	0,427	0,284	Valid	$R_{hitung} > R_{tabel}$
18	0,150	0,284	Invalid	$R_{hitung} < R_{tabel}$
19	0,927	0,284	Valid	$R_{hitung} > R_{tabel}$

20	0,310	0,284	Valid	$R_{hitung} > R_{tabel}$
21	0,499	0,284	Valid	$R_{hitung} > R_{tabel}$
22	0,240	0,284	Invalid	$R_{hitung} < R_{tabel}$
23	0,524	0,284	Valid	$R_{hitung} > R_{tabel}$
24	0,083	0,284	Tidak Valid	$R_{hitung} < R_{tabel}$
25	0,403	0,284	Valid	$R_{hitung} > R_{tabel}$
26	0,427	0,284	Valid	$R_{hitung} > R_{tabel}$
27	0,150	0,284	Tidak Valid	$R_{hitung} < R_{tabel}$

Source: Data taken December 2022

The statement items on the instrument given to 48 respondents totalled 27 statements, in accordance with the results of the validity test listed above. 21 statements are considered valid, while numbers 13, 15, 18, 22, 24, and 27 are considered invalid because t-count is less than t-table. Invalid statements were omitted to maintain the positive influence of student SOPs on student character development.

Normality Test

**Table
Normality Test Result
One-Sample Kolmogorov-Smirnov Test**

		X	Y
N		48	48
Normal Parameters ^{a,b}	Mean	36.13	78.42
	Std. Deviation	3.292	5.181
	Absolute	.113	.083

Most Extreme Differences	Positive	.113	.075
	Negative	-.080	-.083
Test Statistic		.113	.083
Asymp. Sig. (2-tailed)		.164 ^c	.200 ^{c,d}

Source: Data diolah Desember 2022

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

The results of the IBM SPSS 25 calculation can be read as follows:

Based on these tests it can be said that the data on the independent variable SOP on student (X) and the data on the dependent variable on Student Character (Y) are normally distributed because the p sig probability value for the student character variable is greater than the significance level ($p > = 0.05$).

Realibility Test

Table 6
Reability Test Result

Variable	R _{alpha}	R _{tabel}	Status
SOP Students	0,520	0,284	Reliable
Students Character	0,697	0,284	Reliable

Source: Data taken December 2022

Based on the reliability test results table above, it is clear that the instrument can be considered consistent because Cronbach's Alpha (r-count) is higher than the r-table value.

Simple Linear Regression Test

Table
Simple Linear Regression Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.304	7.140		6.765	.000
SOP_Kesiswaan	.834	.197	.530	4.234	.000

a. Dependent Variable: Students Character

Source: Data taken December 2022

Based on the table above, it is known that the constant value is 48.304 while the Student SOP value is 0.834. So the value of participation can be written:

$$Y = a + bX$$

$$Y = 48,304 + 0,834X$$

This equation can be explained:

1) If there is a student SOP (X), then the consistency value of the Student Character variable is 48.304 which will have an impact on Student Character (Y).

2) Based on the X regression coefficient of 0.834, Student Character values increase by 0.834 for every 1% increase in Student SOP values.

Based on the data above, it can be said that student SOP (X) can have a positive impact on student character (Y).

Calculation of the Coefficient of Determination

Table 4.14
Determination Test Result
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530 ^a	.280	.265	4.442

a. Predictors: (Constant), SOP_Kesiswaan

Source: Data diolah Desember 2022

The correlation or association value (R) of 0.530 is explained in the table above. The coefficient of determination of the output (R Squared) is 0.280, which indicates that the effect of the independent variable (in this case 28%) on the dependent variable (student character) is small.

Calculation of Hypothesis Test

Table 4.15
Hypothesis Test Result
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.304	7.140		6.765	.000
	SOP Students	.834	.197	.530	4.234	.000

a. Dependent Variable: Karakter Siswa

Source: Data diolah Desember 2022

Based on the table, it is known that the tcount value of student SOP is 4.234 which is greater than the ttable value set at 2.021 while the significance value is $0.000 < 0.05$. In searching ttable using the formula:

$$T_{\text{tabel}} = (a/2 : n-k-1)$$

$$T_{\text{tabel}} = (0,05/2 : 48-2-1)$$

$$T_{\text{tabel}} = (0,025 : 45)$$

$T_{\text{tabel}} = 2,021$ (seen from the distribution of ttable values)

The following criteria must be met before deciding whether to test the hypothesis:

If $t_{\text{hitung}} \geq t_{\text{tabel}}$ will resist H_0 accept H_1 means significant, and

If $t_{\text{hitung}} \leq t_{\text{tabel}}$ will resist H_1 accept H_0 means not significant.

Where :

H_1 : there is a significant influence between student SOPs on student character.

H_0 : there is no significant effect between student SOP on student character

Based on the calculation above, obtained $t_{\text{hitung}} = 4,234 > t_{\text{tabel}}$ pada $\alpha = 0,025 = 2,021$, which means H_0 is rejected and H_1 is accepted. This shows that at SDIT Al-Madinah Maros there is a substantial relationship between student SOPs and student character.

It can be seen that the student SOP has a very large influence on student character because the tcount value is 4.234 higher than the planned table value of 2.021, and the significance value is $0.000 < 0.05$.

Based on the results of a questionnaire distributed to 48 respondents, it was shown that the influence of Student SOP Management in Character Building for Class V Students at SDIT AL-Madinah Maros had an effect of 28% while 72% was influenced by variables or other factors that were not present in this study. This shows that many factors influence student character and each of these factors has a percentage of influence on student character development at school.

CONCLUSION

Based on the results of the researchers' findings regarding "the influence of SOP management (Standard Operating Procedures) in building the character of fifth-grade students at SDIT Al-Madinah Maros", it can be concluded that:

1. Student SOP at SDIT Al-Madinah Maros is included in the high category, these results were obtained from processing sample data of 48 grade V students with an average score obtained from the questionnaire results of 36.16.
2. The character of fifth-grade students at SDIT Al-Madinah Maros has a very high standard of character. This is indicated by the average value of the student

character quality table of 78.46 obtained from the processed questionnaire data of 27 statements.

3. The character of the fifth-grade students at SDIT Al-Madinah Maros is significantly and positively influenced by Student SOPs. These results were obtained from testing the hypothesis using the t-value, which shows that the t-count of Student SOP is 4.234 higher than the predetermined t-table value of 2.021. Student SOP variable (X) affects student character variables, according to a significance value of $0.000 > 0.05$. (Y). Based on the test of the coefficient of determination, the effect of applying Student Standard Operating Procedures on student character is 28% or R^2 (R Square) of 0.280 (0.530). This shows that the independent variable (Student SOP) used can have a 28% effect on the dependent variable (student character). based on the results of a determination test of 0.280, which means a positive effect of 28% while 72% is influenced by other variables or factors that are not present in this study such as role models, environment, personality, etc. Therefore, according to the results of this study, student SOPs are classified as capable of helping in building student character.

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