

**DIFFERENTIATION OF LEARNING ACHIEVEMENT TOWARDS  
CHILDREN'S BEHAVIOR  
(The Urgency of Learning Achievement in *Akidah Akhlak* Subjects on  
Children's Character)**

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**ABSTRACT**

Having a noble character and being responsible is one of the goals of national education as stated in the law. However, in reality the unfavorable behavior displayed by students when they are at school or at home is a problem for teachers and even parents. This study intends to explore children's behavior through the question of whether there are differences in students who have high, medium, and low scores in the *Akidah Akhlak* Subject on their daily behavior at Madrasah Ibtidaiyah Negeri II Kab. Banjar. The research method is descriptive qualitative by taking samples of grade IV and V students in the first semester who have received high, medium, and low scores in the *Akidah Akhlak* Subject and then taking 20% of the two classes randomly. Data collection techniques with documentation, observation and distributing questionnaires to students. The data analysis technique uses reduction and conclusion. The results show that there are differences in the behavior of students who have high, medium, and low scores in the *Akhlaq Akidah* Subjects. These behaviors appear in the politeness aspect towards the teacher, then in the aspect of getting along with friends.

**Key Words:** differentiation; learning achievement; behavior; child

**INTRODUCTION**

The plural of educators in Indonesia understands that education has a goal (UU RI No. 20 2003) to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. It is clearly stated in the sound of Law Number 20 of 2003 article 3 that, among other things, students everywhere in this country must have a personality in the form of noble character. So, every process that occurs in education in learning must lead to that goal, be it teaching materials, learning resources, methods, strategies, and (more broadly) curriculum.

Theoretically, in the order of the religious education curriculum that is sheltered by the Ministry of Religion Affairs, there are subjects that specifically "approach" or carry out the mission of education with noble character, which is contained in the *Akidah Akhlak* subject (Didik Efendi, 2019: 9). *Akidah Akhlak* subjects have a very important role and have a big role in improving the quality of human resources and forming good student character (Seka Andrean dan Muqawim, 2020: 46). In general, *Akidah Akhlak* subjects are taught to provide an understanding of faith and belief in Allah SWT, Allah's angels, Allah's books, apostles, on the last day, destiny (PMA Number 2 2008: 29) as well as to something that must be believed and It also provides an understanding of noble character that must be carried out both morality towards God and towards God's creatures and disgraceful morals must be abandoned. So that the essence of moral *Akidah Akhlak* subjects basically makes and shapes the character of

human characters who have a noble character in their relationship with the Creator (*hablu mina allah*) and their relationship with humans (*hablu minanaas*). The purpose of the *Akidah Akhlak* subjects contained in the general objectives of the MI *Akidah Akhlak* Subjects (KTSP 2006) is a group of religious subjects and noble morals intended to shape students into human beings who believe and fear God Almighty and have noble character (SK Dirjen Pendis: 2676: 2013).

Through "tasks", the essence and objectives of these subjects should be that students in Islamic School circles with Islamic education have noble personalities who are capable (Unik Hanif Salsbila, 2020: 331). Moreover, behaving in the form of noble character is very important for students to practice and get used to from an early age (Didik Efendi, 2019: 10) in everyday life. Outside of that context, everything is no less important, especially in anticipating the negative impacts of the globalization era and the multidimensional crisis that has hit the Indonesian nation and state.

But in reality, in the field of objective conditions, there are not a few children who behave badly, such as disrespecting their elders, teachers, and friends and even doing other things that are not commendable. It is so sad that the negative impact of the current era has happened so many times, as reported on television and informed through social media in the form of heart-wrenching events, such as brawls, against parents/teachers, promiscuity, and others. Even examples of phenomena in the field that the researchers saw and witnessed for themselves, namely the occurrence of fights using sharp weapons (carrying a kitchen knife in hand while visiting the classroom) carried out by *fourth-grade* students in the Islamic school environment (observations at MIN II Banjar Regency).

Moving on from the problem above, this study aims to see whether there are differences in students who have high, medium, and low scores in the *Akhlak Akidah* Subject towards their daily behavior in *madrrasah/schools*. This departs from the initial observations which show that the students concerned described above already have high scores on their learning outcomes.

The above phenomenon will be compared with the relevant theory. It is based on Robbins' theory (Robbins SP: 2003) which suggests that behavior is goal-oriented. Here are some indicators of good child behavior:

1. Greeting: It is an expression to greet someone you meet, whatever it is, you can say *Assalamu'alaikum*, how are you, where are you going, where are you from, etc.
2. Respect: Respect and respect for others.
3. Modesty: Feelings of shame about doing something wrong and inappropriate.
4. Obedience: To older people who are told to do positive things have a strong sense of obedience.
5. Association: Associating there are several levels and must be what to do. The first is to those who are older being respected, the second is to people of the same age being respected, and the third is to those who are younger being loved.
6. Discipline: A sense of discipline and obedience to ingrained rules, as the saying goes "where the earth is stepped on, the sky is upheld".

So, through the objectives of the subjects of *akidah akhlak*, and theory above, it is appropriate for children/students to have good attitudes and behavior (especially at the age of Pre/elementary school, Hasan Bastomi, 2017: 85), not on the contrary to do actions that are very dangerous both for themselves nor other people.

## RESEARCH METHOD

This research uses qualitative methods which are carried out by going directly to the field to explore and obtain the desired data in an objective and accountable manner. The research location is in MIN Kertak Hanyar II, Kertak Hanyar District, Banjar Regency. The

design or research design is in the form of a population and a sample. The population in this study were students who were still active and registered and had high, medium, and low achievements in the field of *Akidah Akhlak* subjects in grades IV/A and V/A as many as 55 people. For the sample, the authors set a sample that ranges from the acquisition of scores of 60 to 100 for *Akidah Akhlak* subjects so the sample is taken as much as 20%. This can be seen in the following table.

**Table 1. Student Sample Recap**

No	Class	Male	Female	Total
1	IV/A	3	3	6
2	V/A	5	1	6
Quantity		8	4	12

Next, the researchers used documentation, observation, and questionnaires as data collection techniques. Documentation is used to explore learning achievement and the state of student activity related to the actual attendance of students. The observation is used to dig up data about the behavior habits of children at school to teachers and peers by direct observation to the object of research, namely children. Next, the questionnaire was used to explore changes in behavior that occur in the daily life of children at school that cannot be explored through observation by providing a list of questions with answers.

## RESULTS AND DISCUSSION

After the authors conducted research with predetermined techniques, namely distributing questionnaires, the data obtained that can be presented in accordance with the order of aspects and indicators stated as follows:

A. Aspects of respect to teachers are seen from 3 indicators, namely:

1. Students greeting when entering and leaving the class can be seen in table 2.

**Table 2. Distribution of The Frequency of Students Greeting When Entering and Leaving Class**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	2	50	3	75	2	50	Good
2	Rarely	2	50	1	25	2	50	Less
3	No	-	-	-	-	-	-	Bad
Total		4	100	4	100	4	100	12

From the table above, it is known that most of the levels of greeting MIN Kertak Hanyar II students who have high achievements are in a good category as many as 2 people (50%) and in the less category as many as 2 people (50%). Students with moderate achievement are in a good category as many as 3 people (75%) and in the less category 1 person (25%). Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

2. Students kiss their hands when meeting teachers at school and outside of school, as shown in table 3

**Table 3. Distribution of The Frequency with which Students Kissing Hands when Meeting Teachers at School or Outside of School**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	2	50	3	75	2	50	Good
2	Rarely	2	50	1	25	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above it is known that most of the levels of kissing hands when meeting teachers at school and outside of school students of MIN Kertak Hanyar II who have high achievements are in a good category as many as 2 people (50%) and in the poor category. as many as 2 people (50%). Students with moderate achievement are in a good category as many as 3 people (75%) and in the less category 1 person (25%). Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

3. Students Do Not Speak when The Teacher Delivers Lessons can be Seen in table 4

**Table 4. Distribution of The Frequency of Students Not Speaking when The Teacher Delivers Lessons**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	3	75	4	100	Good
2	Rarely	-	-	1	25	-	-	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the levels did not speak when the teacher delivered the lesson for MIN Kertak Hanyar II students who had high achievements in a good category, as many as 4 people (100%). Students with moderate achievement are in a good category as many as 3 people (75%) and the less category 1 person (25%). Low achieving students are in a good category, as many as 4 people (100%).

B. Aspects of being obedient to the teacher is seen from 2 indicators, namely:

1. Students do their homework on time can be seen in table 5.

**Table 5. Distribution of The Frequency of Students Doing Homework on Time**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	3	75	4	100	Good
2	Rarely	-	-	1	25	-	-	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above it is known that most of the levels of doing homework on time for students of MIN Kertak Hanyar II for high achieving students are in a good category, as many as 4 people (100%). Students with moderate achievement were in a good category as many as 3 people (75%), while those who were rarely in the less category were 1 person

(25%). Low achieving students are in a good category as many as 3 people (75%) and the less category as many as 1 person (25%)

2. If reprimanded by the teacher, students obey it can be seen in table 6

**Table 6 Distribution of The Frequency of Students when Reprimanded by The Teacher, Students Obey**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	4	100	4	100	Good
2	Rarely	-	-	-	-	-	-	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above it is known that most of the levels when the teacher reprimanded the students obeyed when the students of MIN Kertak Hanyar II high achieving students were in a good category, as many as 4 people (100%). Students with moderate achievement are in a good category, as many as 4 people (100%). Low achieving students are in a good category, as many as 4 people (100%).

- C. Aspects of politeness towards teachers, seen from 3 indicators, namely:

1. When passing by the teacher, students greet first, it can be seen in table 7

**Table 7 Distribution of The Frequency of Students when They Meet The Teacher, Students Greet First**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	2	50	-	-	Good
2	Rarely	-	-	2	50	3	75	Less
3	No	-	-	-	-	1	25	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that in most of the levels when they passed the teacher, students greet first students of MIN Kertak Hanyar II students who excel were in a good category, as many as 4 people (100%). Students with moderate achievement are in a good category, as many as 2 people (50%), while those who are rarely in the less category are 2 people (50%). Low achieving students are in the less category as many as 3 people (75%) and in the bad category 1 person (25%).

2. The words used by children when speaking politely and subtly can be seen in table 8

**Table 8 Frequency Distribution of Words Used by Children when Speaking Politely and Subtly**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	2	50	2	50	Good
2	Rarely	-	-	2	50	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the levels of words used by children when speaking politely and subtly students of MIN Kertak Hanyar II students with high

achievement students are in a good category, as many as 4 people (100%). There are 2 students with moderate achievement in a good category (50%), while 2 students (50%) are rarely in the less category. Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

3. When passing in front of the teacher, the child lowers his body, it can be seen in table 9

**Table 9 Distribution of The Frequency when Passing in Front of The Teacher  
The Child Lowers His Body**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	-	-	2	50	2	50	Good
2	Rarely	4	100	2	50	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

- D. Aspects of children's association with friends, seen from 5 indicators, namely:

1. When meeting friends say hello, it can be seen in table 10

**Table 10 Distribution of Frequency when Meeting Friends Say Greetings**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	2	50	-	-	-	-	Good
2	Rarely	2	50	4	100	4	100	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above it is known that most of the levels when meeting friends say hello students of MIN Kertak Hanyar II students who have high achievers are in a good category as many as 2 people (50%) and in the less category as many as 2 people (50%). Students with moderate achievement are in the less category as many as 4 people (100%). Low achieving students are in the less category as many as 4 people (100%).

2. Do not disturb friends which can be seen in Table 11

**Table 11 Frequency Distribution Does Not Disturb Friends**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	2	50	2	50	Good
2	Rarely	-	-	2	50	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the high achieving MIN Kertak Hanyar II students are in the good category, as many as 4 people (100%). There are 2 students with moderate achievement in a good category (50%), while 2 students (50%) are rarely in the less category. Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

3. Likes to help friends which can be seen in table 12

**Table 12 Frequency Distribution of Likes to Help Friends**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	2	50	-	-	Good
2	Rarely	-	-	2	50	2	50	Less
3	No	-	-	-	-	2	50	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the levels of helping friends of MIN Kertak Hanyar II students for high achievers are in a good category, as many as 4 people (100%). There are 2 students with moderate achievement in a good category (50%), while 2 students (50%) are rarely in the less category. Low achieving students are in the less category as many as 2 people (50%), and the bad category as many as 2 people (50%).

4. Not criticizing friends, which can be seen in table 13

**Table 13 Frequency Distribution of Not Criticizing Friends**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	4	100	2	50	Good
2	Rarely	-	-	-	-	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the levels of students who did not criticize students of MIN Kertak Hanyar II for high achievement were in a good category, as many as 4 people (100%). Students with moderate achievement are in a good category, as many as 4 people (100%). Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

5. Likes to advise friends which can be seen in table 14

**Table 14 Frequency Distribution of Likes to Advise Friends**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	2	50	2	50	-	-	Good
2	Rarely	2	50	2	50	4	100	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the levels of advising friends of MIN Kertak Hanyar II students for high achievers are in a good category as many as 2 people (50%) and in the less category as many as 2 people (50%). There are 2 students with moderate achievement in a good category (50%), while 2 students (50%) are rarely in the less category. Low achieving students are in the less category as many as 4 people (100%).

E. Aspects of discipline in schools, seen from 3 indicators, namely:

1. Obeying School Rules which can be Seen in table 15

**Table 15 Distribution of Frequency of Obeying School Rules**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	4	100	2	50	Good
2	Rarely	-	-	-	-	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above it is known that most of the levels of obeying the school rules of MIN Kertak Hanyar II students for high achievement are in a good category, as many as 4 people (100%). Students with moderate achievement are in a good category, as many as 4 people (100%). Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

2. Came on time which can be seen in table 16

**Table 16 Distribution of The Frequency of Arriving On Time**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	4	100	-	-	Good
2	Rarely	-	-	-	-	4	100	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above, it is known that most of the students of MIN Kertak Hanyar II for high achievement were in a good category, as many as 4 people (100%). Students with moderate achievement are in a good category, as many as 4 people (100%). Low achieving students are in the less category as many as 4 people (100%).

3. Maintain cleanliness which can be seen in table 17

**Table 17 Distribution of Frequency of Maintaining Cleanliness**

No	Category	Student Achievement						Description
		High		Medium		Low		
		F	P	F	P	F	P	
1	Yes	4	100	4	100	2	50	Good
2	Rarely	-	-	-	-	2	50	Less
3	No	-	-	-	-	-	-	Bad
	Total	4	100	4	100	4	100	12

From the table above it is known that most of the levels of maintaining cleanliness of MIN Kertak Hanyar II students for high achievers are in a good category, as many as 4 people (100%). High achieving students are in a good category, as many as 4 people (100%). Low achieving students are in a good category as many as 2 people (50%), and the less category as many as 2 people (50%).

Based on the results of the presentation of the data above, the researchers analyzed data related to *differentiation* of learning achievement on the behavior of children whose discussion was described through several points, as follows:



**A. Aspects of respect to teachers**

1. In the indicator of students greeting when entering and leaving the class, it shows that, high achieving students and low achieving students there is no difference in entering good and bad information. Then the moderate achievers have differences with statements that tend to be good.
2. The indicator of kissing hands when meeting teachers at school shows that, high-achieving students with low-achieving students have no difference in terms of good and bad statements, then moderate achievers have differences with statements that tend to be good.
3. In the indicator of not speaking when the teacher delivers lessons, it shows that high achieving students and low achieving students have no difference in the overall information being good, then moderate achievers have differences with information that is lacking.

The above illustrates clearly that learning achievement or high grades in a subject will affect students' respectful behavior towards teachers in schools.

**B. Aspects of being obedient to the teacher**

1. On the indicator of doing homework on time, it shows that high achievers and low achievers have no difference, they are categorized as good, then moderate achievers have differences with statements that tend to be good.
2. In the indicator, if the teacher reprimanded the students, they obeyed it, showing high, medium and low achievement students, there was no difference in the overall information being good.

The above illustrates clearly that learning achievement or high grades in a subject will affect students' obedient behavior towards teachers at school.

**C. Aspects of politeness towards teachers**

1. In the indicator when passing by the teacher, the child greets first, showing that the high achiever, moderate achiever and low achiever are very significant differences. Students who have high achievement overall are good, students who have moderate achievement are less, then some students who have low achievement who are bad.
2. In the indicators of the words used by children when speaking politely and subtly high achieving students the difference is very significant, namely overall good. Meanwhile, students with moderate and low achievement are included in the category of less information
3. In the indicator when passing in front of the teacher, the child subdues the body of the students with moderate and low achievement, there is no difference between good and poor categories. Then the high achieving students are very significantly different, namely overall less.

The above illustrates clearly that learning achievement or high grades in a subject will affect students' politeness towards teachers at school

**D. Aspects of children's association with friends**

1. In the indicator, when meeting friends, greeting high achieving students are very significantly different, namely good and poor, while students with moderate and low achievements are overall less.
2. On the indicators of not disturbing the high achieving students' friends, they were significantly different, namely overall good. Then students with moderate and low achievement are the same only in good and poor categories.

3. The indicators like helping friends of high achieving students are very significantly different, for high achieving students it is good overall, for students with moderate achievement, which is less, and for students with low achievement, it will be categorized as bad.
4. On the indicators of not criticizing the friends of high achieving students and on moderate achieving students there is no difference in the overall good category, while students with low achievements are included of less information.
5. In the indicator like advising friends, students with high and medium achievement have no difference, if students have low achievement the difference is very significant and overall bad.

The above illustrates clearly that learning achievement or high grades in a subject will affect student relationships with friends at school.

#### **E. Aspects of discipline in schools**

1. In the indicators of obeying school rules, students with high achievement and medium achievement students have no difference overall in the good category, while students with low achievement have a difference that is less.
2. On the indicators of arriving on time, high achieving students with moderate achievement students there is no difference overall in the good category, while the low achievers have a gap in the difference, namely overall in the less category.
3. In the indicators of maintaining cleanliness, there is no difference between high achieving students and moderate achieving students, the overall category is good, while students with low achievement have a difference that is less.

The above clearly illustrates that learning achievement or high grades in a subject will affect student discipline in school.

The discussion above clearly indicates that learning achievement in the subjects of *akidah akhlak* is very important for students to achieve in their learning outcomes and implicitly provides reciprocity or has a contribution to the behavior of students when they are in the madrasah/school environment. (M. Idris Djamaluddin & Usman, 2019: 93). This is agreed by research which reads that there is a correlation between learning achievement of *akidah akhlak* and religious behavior of students. The higher the learning achievement of *akidah akhlak*, the better the religious behavior of students. (Khoirudin Zuhri, 2017:101) and (Asrori, Nofi Maria Krisnawati, Salmani, 2018: 173) as well (Syamsiah Z, Suhelayanti, Safura: 2021:41). This is because moral learning includes not only learning in the classroom but also learning outside the classroom. Even according to Iin Azizah, 2015 citizenship subjects also took part. This is because these subjects are more targeted at the affective domain of students, whose learning process is passed from explanation, habituation, and application in the form of character.

#### **CONCLUSION**

The conclusion from the results of this study shows that there are differences between students who have high learning achievement in *Akidah Akhlak* Subjects on daily behavior in madrasahs/schools with students who get moderate and low scores. Students/children who have high grades or achievements tend to behave well (*Akhlakul karimah*), especially in the aspect of politeness towards the teacher on the variable when passing by the teacher the child greets first and speaks politely and subtly. Then the behavior in the aspect of getting along with friends identified on the criteria of greeting when passing, not disturbing, helpful, and not criticizing. Meanwhile, students who have moderate and low grades/achievements tend to behave badly (*Akhlakul madzmumah*). This directs that learning achievement is very crucial because it will have very close reciprocity.

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