

## THE INFLUENCE OF SCHOOL ENVIRONMENT ON STUDENTS' LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION COURSES AT SMP MUHAMMADIYAH 57 MEDAN

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### ABSTRACT

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**Abstrak:** Lingkungan sekolah merupakan lingkungan pendidikan utama kedua setelah keluarga. Peserta didik, guru, administrator, konselor hidup bersama dan melaksanakan pendidikan secara teratur dan terencana. Permasalahan yang dikaji dalam artikel ini adalah bagaimana lingkungan SMP Muhammadiyah 57 Medan. Bagaimana hasil belajar peserta didik pada mata pelajaran Pendidikan Agama Islam di SMP Muhammadiyah 57 Medan. Apakah ada pengaruh lingkungan sekolah terhadap hasil belajar peserta didik pada mata pelajaran Pendidikan Agama Islam di SMP Muhammadiyah 57 Medan? Pendidikan karakter melibatkan budaya sekolah dan lingkungan keluarga, pendidikan karakter merupakan upaya membantu mengembangkan potensi manusia dalam rangka membentuk akhlak, karakter, dan kepribadian sebagai manusia seutuhnya.

**Kata Kunci:** Sekolah; Lingkungan; Hasil Belajar

**Abstract:** The school environment is the second main educational environment after the family. Students, teachers administrators, counselors live together and carry out education regularly and well planned. The problem studied in this article is how the environment of SMP Muhammadiyah 57 Medan. How are the students' learning outcomes in Islamic Religious Education subjects at SMP Muhammadiyah 57 Medan. Is there an influence of school environment on student learning outcomes in Islamic Religious Education subjects at Muhammadiyah 57 Junior High School in Medan? Character education involves school culture and family environment, character education is an effort to help develop human potential in order to form morals, character and personality as a whole human being.

**Keywords:** School; Environment; Learning Outcomes

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### A. INTRODUCTION

Education is a cultural process to improve human dignity and lasts a lifetime, implemented in the family, school, and community environment. Education is a shared responsibility between family, school and government. The main mission of educational institutions is to teach good character, ethics, mutual compromise, and prioritizing public interests over personal interests. This is applied in everyday life, both in the family and in society. After that, institutions and educators will teach skills that make the seeds of humanity able to support their own lives in the future.

In a simple sense, education is often interpreted as a human effort to develop his personality in accordance with the values in society and culture.

In its development, the term education or pedagogy means guidance or assistance given intentionally by adults so that he becomes an adult. Furthermore, education is interpreted as an effort carried out by a person or group of other people to become adults or achieve a higher standard of living or life in a mental sense. The influence of schools on society basically depends on the extent of the quality of the output (graduates) of the school's education itself. The greater the output is accompanied by good quality in the sense of being able to produce quality human resources, then of course the influence is very positive for society. On the other hand, if the output issued with low quality human resources will also be a problem, not only for the output concerned but also has an effect on society.

In this case, schools have an important role to fulfill these needs. The task of teachers and school leaders, in addition to providing moral education, is also to provide basic knowledge. When schools open up offers and are able to guarantee quality, both government and private schools, the community's choices will increase. Their awareness of paying is no longer determined by how much money must be deposited, but how good the quality of the school is. To respond to the increasingly varied needs and demands of the community, schools must be able to be different from other schools. Learning achievement in schools is not only influenced by how actively children study and can understand lessons at school, but also by the supportive conditions of the school environment. A comfortable and clean school environment can support optimal child growth and development, children become healthier and can think clearly, so that they can become children. In the case of children experiencing learning difficulties or being unable to integrate themselves into study groups, it is often considered a personal problem for the students concerned. However, aren't many of the difficulties that arise precisely as a result of the structure and work programs of these schools?

Thus it can be seen that these schools are trying to combat what is self-inflicted, for example laziness, lack of attention, passivity and aggressiveness. intelligent children who will become quality human resources in the future. The school environment is one of the places or vehicles most commonly used as a learning medium in the teaching and learning process in Indonesia. The school environment is considered to be able to foster interest and stimulate students to act and prove the results of the learning received, especially in the field of natural sciences, in every aspect and student behavior is of course visible from their daily habits. This is the case with the classroom environment and even the school environment. If the school environment and classroom environment, including classrooms, are clean and well-organized, then the motivation to learn that arises will encourage friends to be enthusiastic about participating in learning. Schools cannot be separated from society, schools are founded by society to educate children to become useful citizens in

society. but besides that the community or laboratory environment and resources are full of possibilities to enrich teaching.

Therefore, every teacher must know the community and its environment and use it functionally in his teaching. In addition, the school can be a factor inhibiting the learning process, if it appears as an environment that does not provide a place for children's spontaneity. Another obstacle caused by the school can be seen through restrictions on the desire or encouragement to move. The school climate that is not conducive to movement results in a decline in learning achievement. Sitting for hours, insufficient gymnastics and sports activities, very few opportunities to actively participate in the learning process, and almost no travel activity programs. These symptoms should receive a critical response, not only from the perspective of physical hygiene, but also in relation to the health and learning abilities of children. In the case of children experiencing learning difficulties or being unable to integrate themselves into learning groups, it is often considered a personal problem of the student concerned. However, aren't many of the difficulties that arise precisely as a result of the structure and work programs of these schools? Thus it can be seen that these schools are trying to combat what is caused by themselves, for example laziness, lack of attention, passivity, and aggression.

## **B. METHOD**

The method used in the discussion of educators' efforts in shaping students' character through Islamic Religious Education using qualitative methods. Qualitative methods are methods that focus on in-depth observation. According to Creswell, JW qualitative research is research used to examine human and social problems. Where researchers will report on the results of the study based on reports of data views and data analysis obtained in the field and then described in a detailed research report. Researchers use this method because researchers want to know the problems in depth in students in forming better character, and according to researchers this method is very suitable for solving problems that exist in students.

## **C. RESULTS AND DISCUSSION**

### **1. Formation Character Religious in Junior High School Muhammadiyah 57 Medan**

Formation character religious students in JUNIOR HIGH SCHOOL Muhammadiyah 57 Medan Which First, create a lesson plan that contains strategies and draft to make it easier for Islamic Religious Education teachers And other teachers in carry out learning in class And in outside class as effort formation religious character their students. So that teachers just have to do what Which Already stated in the concept in the

RPP. There is another one, namely the religious character development principle program students. This program is a program held by the school to make students independent in improving their ability interest And talent student to in form activity religious in school.

## **2. Stage Implementation Formation Character Religious in Junior High School Muhammadiyah 57 Medan**

- a. Implementation Formation Character Religious in increase Worship student
- b. Implementation Formation Character Religious in improve students' discipline

In addition, the implementation of religious character formation at SMP Negeri 44 Medan this can be implemented through activity fostering a disciplined attitude . Indicator success attitude discipline is with behavior discipline in school This in the form of come school No late, carry out rule or schedule of the specified school and carry out worship at school according to each class schedule .

## **3. Evaluation And Factor Inhibitor Formation Character Religious in Junior High School Country 44 Fields**

After stage implementation done the next step is evaluate or evaluate learners related character his religiousness. According to Ministry of Education and Culture, evaluation formation character religious has the aim of measuring the success of implementing the main values of character formation religious as movement national and mental revolution in world of education. The evaluation was carried out by the teacher in Country 44 Medan The Pucanglaban This is an assessment on the aspects that have been stated in RPP. This assessment is in the form of an assessment in in class and in outside the classroom. When in the classroom, the teacher observes his students starting from observing their attitudes and discussion observation. When in outside the class assess the application of activities that have been explained when in class.

## **D. CONCLUSION**

Based on the results of the data analysis that has been carried out, the formation of student character through religious culture at Muhammadiyah 57 Middle School Medan, the researcher conclude the research results as following:

1. Formation character discipline student especially discipline time, discipline in fishing do daily tasks, and Discipline in carrying out daily worship is formed through prayer activities Dhuhr Congregation And prayer dhuha congregation.
2. Madrasah's efforts in forming religious character in students are carried out by providing good examples to students. because by providing good

examples or examples then in a way automatic will followed by his students.

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