



CORRELATION OF AKIDAH AKHLAK LEARNING OUTCOMES WITH THE POLITENESS BEHAVIOR OF CLASS FIFTH STUDENTS AT MIS NURUL HUDA BANJARMASIN

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Abstrak : The behavior of politeness in students' speech is the result of the formation of behavior that comes from learning akidah akhlak, because in the subject of akidah akhlak there is about getting used to praiseworthy behavior, getting used to avoiding despicable behavior and how to speak well. This study aims to examine the correlation between the learning outcomes of akidah akhlak and the politeness behavior of students' speech. This study uses a quantitative approach with a correlational method. the study population is grade V students of MIS Nurul Huda Banjarmasin totaling 16 students and all of them are used as research samples. The data was collected through questionnaires and documentation. The data was analyzed with Product Moment correlation analysis techniques. the results showed a relationship between the learning outcomes of akidah akhlak and the politeness behavior of students' speech. This can be seen from the percentage correlation coefficient value of $0.933 > 0.497$ with a significance level of 5% from the r product moment table or a simple linear regression value of Sig. $0,000 < 0,05$. Therefore, the better the learning outcomes of students' akidah akhlak, the better the politeness behavior of students' speech and vice versa.

Keyword : Correlation, Akidah Akhlak Learning Outcomes, Politeness Behavior in students' speech

A. INTRODUCTION

Education is often interpreted as a human effort to foster his personality in accordance with the values in culture and society. In its development, the term education is guidance or assistance given to students who are intentionally by adults so that students become mature individuals.¹ In the Republic of Indonesia Law No. 20 of 2003 concerning the National Education system, the function is to develop and characterize students in order to educate the nation so that they become human beings who have noble morals.²

Learning is done to seek changes in behavior in individuals who learn. This change in behavior is an acquisition that is the result of learning.³ Sardiman argues that learning outcomes are changes in behavior in students. These behavioral changes involve changes in knowledge, attitudes and skills.⁴

In an effort to shape these positive behaviors, Akidah Akhlak is presented as a crucial subject in Madrasah Ibtidaiyah. The curriculum design explicitly targets the cultivation of strong faith and morals so that students can implement praiseworthy behavior in their daily lives. Substantially, this subject contributes greatly to motivating students to practice good, polite, and civilized behavior as a tangible manifestation of their faith. However, the reality on the ground often shows contradictions. Although Akidah Akhlak has been taught, we still often encounter cases of deviant behavior, such as a lack of manners and

¹ Dayun Riadi, *Dasar-Dasar Pendidikan* (Yogyakarta: Samudra Biru, 2018), 12.

² Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang, "Sistem Pendidikan Nasional" (Jakarta: Departemen Pendidikan Nasional Republik Indonesia, 2003), 6.

³ Nurdin and Munzir, "Pengaruh Lingkungan Belajar Dan Kesiapan Belajar Terhadap Prestasi Belajar Ilmu Pengetahuan Sosial," *Faktor Jurnal Ilmiah Kependidikan* 6, no. 3 (2019): 248, <https://journal.lppmunindra.ac.id/index.php/Faktor/article/view/5266>.

⁴ Umi Suswati, "Penerapan Problem Based Learning (Pbl) Meningkatkan Hasil Belajar Kimia," *TEACHING : Jurnal Inovasi Keguruan Dan Ilmu Pendidikan* 1, no. 3 (2021): 3, <https://doi.org/10.51878/teaching.vii3.444>.

etiquette in children towards parents and teachers, as well as incidents of delinquency and chaos that often occur in the school environment.⁵

Courtesy speech behavior is a way of communicating that pays attention to social and ethical norms in speaking or writing. It includes using polite words, respecting others, avoiding harsh or demeaning words, and paying attention to the context and situation in communication.

Lately there has been a phenomenon that students often make mistakes when interacting in the madrasah environment or while in the classroom, where students are unable to use good polite language when speaking, both with their friends and with teachers, some of them still have mistaken in speaking such as insinuating, mocking or even not accepting other people's opinions. This can be seen in the research conducted by Hambali and Novia which reveals the problem of students' tendency to use impolite language. For example, there is mutual mockery between students, students have dared to yell at teachers, students who are disrespectful to each other, and students fight teachers through their speech. There are even students who dare to brawl due to disrespectful communication (mocking each other).⁶

Research conducted by Raodiah on grade IV students of MI Riadhul Ulum Ampenan showed a very strong relationship between Akidah Akhlak learning and student behavior. The study reported that both

⁵ Muslich Ansori, *Metode Penelitian Kuantitatif Edisi 2* (Surabaya: Airlangga University Press, 2020), 3, <https://books.google.co.id/books?id=rKbJDwAAQBAJ>.

⁶ Daimun Hambali and Novia, "Kesantunan Berbahasa Indonesia Siswa Sekolah Dasar Negeri o6 Kota Bengkulu," *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 10, no. 1 (2017): 15, <https://ejournal.unib.ac.id/index.php/pgsd/article/view/2875>.

Akidah Akhlak scores and student behavior scores were in the good category, with the correlation coefficient reaching 0.973.⁷

Therefore, the author feels interested and wants to study further about the correlation of the results of learning akidah akhlak with the politeness behavior of students' speech. The author conducted research at MIS Nurul Huda Banjarmasin, because at MIS Nurul Huda Banjarmasin there are still students who behave poorly in politeness, such as making fun of each other, saying harsh words, saying impolite (dirty) and so on. However, if seen from the learning outcomes, there are some students who get satisfactory grades in the subject of akidah akhlak but have poor politeness behavior. There are also some students whose moral creed learning results are not satisfactory but have good politeness behavior. The data was obtained through the observations of researchers when conducting observations and also through the statement of the fifth grade moral creed subject teacher at MIS Nurul Huda Banjarmasin. Based on these problems, the author wants to know whether there is a correlation between the results of learning akidah akhlak and the politeness behavior of speaking in class V students at MIS Nurul Huda Banjarmasin.

Based on the background of the problem above, there are several problem formulations to be studied, namely: 1) How is the learning outcome of akhlak akidah of fifth grade students of MIS Nurul Huda Banjarmasin. 2) How is the behavior of politeness in speech of fifth grade students of MIS Nurul Huda Banjarmasin. 3) Is there a correlation between the learning outcomes of akidah akhlak and the politeness behavior of the words of fifth grade students of MIS Nurul Huda Banjarmasin. In line with the formulation of the problem, this research aims as follows: 1) Knowing the learning outcomes of akhlak akidah of fifth grade students of MIS Nurul Huda Banjarmasin. 2) Knowing the behavior of politeness in speech of fifth grade students of MIS Nurul

⁷ Raodiah, "Hubungan Akidah Akhlak Dengan Perilaku Siswa Kelas IV Di MI Riadhul Ulum Ampenan Tahun Pelajaran 2019/2020" (Universitas Islam Negeri Mataram, 2020).

Huda Banjarmasin. 3) To find out the correlation between the learning outcomes of akidah akhlak and the politeness behavior of the fifth grade students of MIS Nurul Huda Banjarmasin. This study uses a quantitative approach with a correlation method. The sampling technique is total sampling, namely the entire population is sampled. The data analysis technique uses descriptive techniques and Product Moment correlation analysis techniques with the help of the SPSS (Statistical Package for The Social Science) for Windows version 25 program.

B. THEORETICAL FOUNDATION

1. Learning Outcomes

Learning outcomes are the results achieved in the form of numbers or scores after being given a learning outcome test at the end of each lesson. The scores obtained by students become a reference to see the mastery of students in receiving subject matter.⁸ Learning outcomes are always expressed in the form of changes in behavior. In accordance with the explanation in the lesson plan section, the assessment of learning outcomes is adjusted to the indicators of competency achievement and refers to the assessment standards. Indicators that include knowledge, attitudes and skills, in accordance with the opinion of Benjamin S. Bloom that learning outcomes are classified into three aspects, namely cognitive aspects, affective aspects and psychomotor aspects.⁹

From the description above, learning outcomes are the achievement of educational goals in students who follow the teaching and learning process. Learning outcomes are in the form

⁸ Andi Adam, "Penggunaan Media Pembelajaran Berbasis Media Visual," *Jurnal Riset Pendidikan Dasar* 04, no. 1 (2021): 4, <https://doi.org/10.26618/jrpd.v4i1.4820>.

⁹ Kemendikbud, *Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 81A Tahun 2013 Tentang Pedoman Implementasi Kurikulum 2013* (Jakarta: Kemendikbud, 2013), 42.

of knowledge, understanding, attitudes and skills.¹⁰ Referring to the theory above, this means that the success of students plays an important role in observing the behavior or actions of students. It can be concluded that learning outcomes are the results obtained by students in every learning activity carried out at school and presented in the form of numbers or report cards.

2. Akidah Akhlak Learning

The lesson of moral creed itself has two basic components, namely learning about Islamic creed, and moral lessons. The lesson on Islamic creed is to learn about belief in Allah, Rasullullah, Angels, the Last Day (Doomsday), and Qodo and Qadar Allah, so that they have firm beliefs. This is in accordance with the definition of creed put forward by Abdullah Al-Hamid Al-Atsari, that creed is a firm and fixed and strong belief about Allah and His Messenger. As for morals according to Ibn Miskwaih is something that discusses human behavior, as well as efforts to instill praiseworthy morals.

As in the national education system, the purpose of the lesson of akidah akhlak is to develop akidah through the provision, fertilization, and development of knowledge, appreciation, experience, habituation, and experience of students about Islamic belief, so that they become Muslim humans who continue to develop their faith and devotion to Allah SWT, as well as realizing humans who have noble character and avoid reprehensible morals in everyday life, both in individual and social life.¹¹

¹⁰ Makherus Sholeh, "Metode Jigsaw Dalam Pembelajaran Matematika Untuk Meningkatkan Hasil Belajar Peserta Didik Kelas V Di MI Bendiljati Wetan Pada Operasi Hitung Bilangan Bulat Tahun Pelajaran 2010/2011" (UIN Sayyid Ali Rahmatullah Tulungagung, 2011), 32, <http://repo.iain-tulungagung.ac.id/1242/>.

¹¹ Harpan Reski Mulia, "Integrasi Pendidikan Karakter Dalam Pembelajaran Akidah Akhlak," *TADRIS: Jurnal Pendidikan Islam* 15, no. 1 (2020): 5–6, <https://doi.org/10.19105/tjpi.v15i1.3092>.

3. Politeness Behavior in Speech

Behavior is an individual response or reaction manifested in movement (attitude), action or deed in implementing the results of the Akidah Akhlak material obtained by students in everyday life. The behavior referred to in this study is the behavior of students related to morals.¹² Whereas politeness in speech is the expression of thoughts and feelings in a smooth, kind and polite manner in verbal communication. Politeness in speech reflects a person's good manners and noble character by not hurting feelings and giving choices to others.¹³

C. DISCUSSION

1. Grade V Akidah Akhlak Learning Outcomes

Data collection on learning outcomes of Akidah Akhlak subjects was carried out through documentation techniques, by taking odd semester test scores in the 2023/2024 school year from fifth grade students of MIS Nurul Huda Banjarmasin. The data researchers obtained from the documentation of the odd semester test scores of grade V students on the subject matter of moral creed for one semester is categorized using the guidelines in Table 1.

Table 1. Interpretation Guidelines for Akidah Akhlak Learning Outcomes

Score Calculation	Interpretation
Score $\geq M + 1,5SD$	Excellent
$M + 0,5SD \leq \text{Score} < M + 1,5SD$	Good
$M - 0,5SD \leq \text{Score} < M + 0,5SD$	Average
$M - 1,5SD \leq \text{Score} < M - 0,5SD$	Poor
Score $< M - 1,5SD$	Unsatisfactory

¹² Tim Dosen PAI, *Bunga Rampai Penelitian Dalam Pendidikan Agama Islam* (Yogyakarta: Deepublish, 2016), 166, <https://books.google.co.id/books?id=JsReDwAAQBAJ>.
¹³ Fitria Salsabella et al., “Kesantunan Berbahasa Menurut Pandangan Islam,” *Jurnal Religion: Jurnal Agama, Sosial, Dan Budaya* 1, no. 2 (2023): 4, <https://doi.org/10.55606/religion.vii2.62>.

After obtaining the value of the learning outcomes of the morals of class V students, then analyzed using descriptive statistics using the SPSS program, the following results were obtained.

Table 2. Deskriptif Statistics of Akidah Akhlak Learning Outcomes

	N	Min	Max	Mean	Std. Deviation
Akidah Akhlak Learning Outcomes	16	32	100	64.25	23.573
Valid N (listwise)	16				

After knowing the minimum value, maximum value, mean and standard deviation. Then compile the frequency distribution of students' moral character learning outcomes using the following steps.

- a. Calculating the number of intervals

$$\begin{aligned}
 \text{Number of intervals (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \text{ Log } 16 \\
 &= 1 + 3,3 (1,204) \\
 &= 1 + 3,98 \\
 &= 4,98 \text{ rounded to } 5
 \end{aligned}$$

- b. Calculating the data range

$$\begin{aligned}
 \text{Data range (R)} &= \text{highest data} - \text{lowest data} \\
 &= 100 - 32 \\
 &= 68
 \end{aligned}$$

- c. Calculating class length

$$\begin{aligned}
 \text{Class length (P)} &= \text{data range/number of interval} \\
 &\quad \text{classes} \\
 &= 68/5 \\
 &= 13,6 \text{ rounded up to } 14
 \end{aligned}$$

Table 3. Frequency Distribution of Akidah Akhlak Learning Outcomes

No	Interval Class	Frequency
1	32 – 45	3
2	46 – 59	4
3	60 – 73	3
4	74 – 87	2
5	88 – 101	4
Total		16

To find out the tendency of a good level or not regarding the learning outcomes of moral akidah, then use the determination of the mean standard deviation.

$$M + 1,5SD = 64,26 + 1,5 (23,58) = 99,63$$

$$M + 0,5SD = 64,26 + 0,5 (23,58) = 76,05$$

$$M - 0,5SD = 64,26 - 0,5 (23,58) = 52,47$$

$$M - 1,5SD = 64,26 - 1,5 (23,58) = 28,89$$

Based on the calculation of the above categories, the category of learning outcomes of moral akidah is as follows.

Table 4. Category of Akidah Akhlak Learning Outcomes

No	Interval Class	Frequency		Category
		Absolut (f)	Relative (%)	
1	>99,63	1	6,25	Excellent
2	76,05 – 99,63	5	31,25	Good
3	52,47 – 76,05	4	25	Average
4	28,89 – 52,47	6	37,5	Poor
5	<28,89	0	0	Unsatisfactory
Total N		16	100	

Based on the table above, it can be seen that the level of learning outcomes of class V students moral character subjects is mostly included in the poor category (37.5%).

2. Politeness Behavior of Class V Students Words

Data on the politeness behavior of students' speech was collected by researchers from the results of distributing questionnaires about the politeness behavior of students' speech categorized using the guidelines in Table 5.

Table 5. Interpretation Guidelines for Akidah Akhlak Learning Outcomes

Score Calculation	Interpretation
$\text{Skor} \geq M + 1,5SD$	Excellent
$M + 0,5SD \leq \text{Skor}$	Good
$M - 0,5SD \leq \text{Skor}$	Average
$M - 1,5SD \leq \text{Skor}$	Poor
$\text{Skor} < M - 1,5SD$	Unsatisfactory

After obtaining the questionnaire scores of politeness in speech of class V students, then analyzed using descriptive statistics using the SPSS program, the following results were obtained.

Table 6. Descriptive Statistics of Politeness Behavior in Speech

	N	Min	Max	Mean	Std. Deviation
Politeness Behavior of Learner's Speech	16	42	67	52.19	7.609
Valid N (listwise)	16				

After knowing the minimum value, maximum value, mean and standard deviation. Then compile the frequency distribution of students' politeness behavior using the following steps.

- a. Calculating the number of intervals

$$\begin{aligned}
 \text{Number of intervals (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 16
 \end{aligned}$$

$$\begin{aligned} &= 1 + 3,3 (1,204) \\ &= 4,98 \text{ rounded to } 5 \end{aligned}$$

b. Calculating the data range

$$\begin{aligned} \text{Data range (R)} &= \text{highest data} - \text{lowest data} \\ &= 67 - 42 \\ &= 25 \end{aligned}$$

c. Calculating class length

$$\begin{aligned} \text{Class length (P)} &= \text{data range/number of interval} \\ &\quad \text{classes} \\ &= 25/5 \\ &= 5 \end{aligned}$$

Table 7. Frequency Distribution of Politeness Behavior

No	Interval Class	Frequency
1	42 – 46	5
2	47 – 51	3
3	52 – 56	1
4	57 – 61	6
5	62 – 66	0
6	67 – 81	1
7	82 – 86	0
8	87 – 91	0
9	92 – 96	0
10	97 – 101	0
Total		16

To determine the tendency of a good level or not regarding the politeness behavior of students' speech, then use the determination of the mean standard deviation.

$$\begin{aligned} M + 1,5SD &= 52,19 + 1,5 (7,60) &= 63,59 \\ M + 0,5SD &= 52,19 + 0,5 (7,60) &= 55,99 \\ M - 0,5SD &= 52,19 - 0,5 (7,60) &= 48,39 \end{aligned}$$

$M - 1,5SD = 52,19 - 1,5 (7,60) = 40,79$

Based on the calculation of the above categories, the category of learning outcomes of moral akidah is as follows.

Table 8. Categories of Politeness Behavior in Speech

No	Interval Class	Frequency		Category
		Absolut (f)	Relative (%)	
1	>63,59	1	6,25	Excellent
2	55,99 – 63,59	6	37,5	Good
3	48,39 – 55,99	2	12,5	Average
4	40,79 – 48,39	7	43,75	Poor
5	<40,78	0	0	Unsatisfactory
Total N		16	100	

Based on the table above, it can be seen that the politeness behavior of class V students is mostly in the poor category (43.75%).

3. Correlation of Akidah Akhlak Learning Outcomes with Politeness Behavior in Speech

To find out the correlation between the learning outcomes of akidah akhlak and the politeness behavior of the words spoken by fifth grade students of MIS Nurul Huda Banjarmasin, the Product Moment correlation test through SPSS version 25 obtained the following results.

Table 9. Correlation of Akidah Akhlak Learning Outcomes with Students' Politeness in Speech Behavior

Correlations			
		Akidah Akhlak Learning Outcomes	Students' Politeness Behavior
	Pearson Correlation	1	0.933**

Akidah Akhlak Learning Outcomes	Sig. (2-tailed)		0.000
	N	16	16
Students' Politeness Behavior	Pearson Correlation	0.933**	1
	Sig. (2-tailed)	0.000	
	N	16	16
**. Correlation is significant at the 0.01 level (2-tailed).			

Hasil Output SPSS Versi 25

The hypotheses in this study are:

Ha: There is a correlation between the learning outcomes of akidah akhlak and the politeness behavior of the words of fifth grade students of MIS Nurul Huda Banjarmasin.

Ho: There is no correlation between the learning outcomes of akidah akhlak and the politeness behavior of the speech of fifth grade students of MIS Nurul Huda Banjarmasin.

Based on the results of the above calculations, it can be seen that the correlation number between variable X and variable Y is not negative, so there is a positive correlation. So, the decision that can be taken is that Ho is rejected and Ha is accepted, which means that there is a correlation between the results of learning akidah akhlak and the politeness behavior of speaking in the fifth-grade students of MIS Nurul Huda Banjarmasin.

To draw a conclusion, the next step is to provide an interpretation of the correlation coefficient value. The measure used to explain the correlation coefficient value is in table 10.

Table 10. Interpretation of Correlation Coefficient¹⁴

Coefficient Interval	Level of Relationship
0,00 – 0,199	Very Low

¹⁴ Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif: Dilengkapi Dengan Perhitungan Manual Dan Aplikasi SPSS Versi 17* (Jakarta: Bumi Aksara, 2023), 337, <https://books.google.co.id/books?id=knDKEAAQBAJ>.

0,20 – 0,399	Low
0,40 – 0,599	Quite Low
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Based on decision making, namely by looking at the coefficient value of 0.933, it can be seen that there is a relationship between the learning outcomes of akidah akhlak and the politeness behavior of speaking in class V students of MIS Nurul Huda Banjarmasin in the coefficient interval 0.80 - 1.000 which means a very strong correlation.

The results of the above calculations can be seen that Class V students of MIS Nurul Huda Banjarmasin whose learning outcomes are not good due to several factors. According to Abduloh et al, there are two factors that influence student learning success, namely internal factors and external factors.¹⁵ Internal factors that can affect student learning outcomes such as there are still students who have relatively low intellectual power, the level of student intelligence, motivation provided by the teacher and student talent. While external factors that can affect student learning outcomes are incomplete learning media, books, and teaching materials.¹⁶ In addition, teachers also play a very important role in good and fun learning. Teachers are expected to be able to master the material, methods, strategies and media that are suitable for students, in order to achieve the desired learning outcomes. In addition, teachers are expected to provide good role models to students.

The calculation results regarding the politeness behavior of the fifth-grade students of MIS Nurul Huda Banjarmasin are known to

¹⁵ Abduloh et al., *Peningkatan Dan Pengembangan Prestasi Belajar Peserta Didik* (Uwais Inspirasi Indonesia, 2022), 28–31, <https://books.google.co.id/books?id=jbOAEAAAQBAJ>.

¹⁶ Mudjiono and Dimiyati, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT. Rineka Cipta, 2015), 89.

have poor behavior. This can be educated by planting and fostering students' politeness behavior. One way to improve the politeness behavior of students' speech can not only be done by learning in the classroom but also by way of exemplary habituation from teachers. There are several factors that influence students' politeness behavior, namely internal factors such as race, gender, physical characteristics, personality, innate talent and also student intelligence. While external factors such as environment, education, religion, socio-economic environment and culture.¹⁷

The correlation between the learning outcomes of akidah akhlak and the politeness of the speech of fifth grade students of MIS Nurul Huda Banjarmasin has a very strong correlation. Why is it said that there is a relationship, because it is in accordance with the substance of the subject of moral creed and the results of learning moral creed have a contribution in motivating students to practice the values of religious beliefs and akhlakul karimah in everyday life.¹⁸ Moral creed education is one of the important foundations in shaping individuals with noble character.¹⁹ Growing morals can be through providing, fertilizing and developing knowledge, appreciation, practice and also habituation to improve learning outcomes and also the politeness of students' speech. In the process of implementing the learning of akidah akhlak, it can indirectly shape the politeness behavior of students' speech both from the knowledge taught by the teacher obtained in the classroom and from the experience gained by students when they are outside

¹⁷ Nailin Nikmatul Maulidiyah et al., *Perilaku Organisasi* (Padang: Get Press, 2022), 14–17, <https://books.google.co.id/books?id=HcRrEAAAQBAJ>.

¹⁸ Riyo Asmin Syaifin, "Peranan Guru Akidah Akhlak Terhadap Pembentukan Akhlak Peserta Didik Di Madrasah Aliyah Ddi At-Taufiq Padaelo Kabupaten Barru," *AL-QAYYIMAH: Jurnal Pendidikan Islam* 5, no. 1 (2022): 2, <https://doi.org/10.30863/aqym.v5i1.2918>.

¹⁹ Sarmila, Nurdin K, and Kartini, "Manajemen Pendidikan Akhlak Santri," *Kalola: Journal of Islamic Education Management* 7, no. 2 (2022): 6, <http://ejournal.iainpalopo.ac.id/index.php/kelola/article/view/3925>.

the scope of the madrasa. It is believed that the high or low success of students in absorbing moral creed material in madrasas will be seen from changes in their behavior in speaking.

D. CONCLUSION

Based on the results of the above research, it can be concluded that
 1) the learning outcomes of the moral creed of grade V students of MIS Nurul Huda Banjarmasin, the majority are in the poor category (37.5%), meaning that students have a poor understanding of the subject matter provided. 2) the behavior of politeness in speech of fifth grade students of MIS Nurul Huda Banjarmasin is included in the poor category (43.75%), meaning that students have not fully implemented the results of the moral creed material obtained by students during the learning process. 3) There is a positive correlation between the learning outcomes of akidah akhlak and the behavior of fifth grade students of MIS Nurul Huda Banjarmasin by 0.933, the better the learning outcomes of students' akidah akhlak, the better the politeness behavior of students' speech and vice versa.

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