

## The Influence of Student Personality on Akhlak Establishment in SMK Gelora Pancasila Pengajahan

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### Abstract

*This study aims to describe the effect of student personality on moral formation at SMK Gelora Pancasila Pengajahan with a quantitative descriptive approach. This study took a sample of SMK Gelora Pancasila Pengajahan Medan City. Of the 22 samples that the author distributed from SMK Gelora Pancasila Pengajahan were analyzed using Moment Products to see the effect. The hypothesis is that there is a significant influence on Student Personality Formation on Moral Formation in Gelora Pancasila Pengajahan Vocational Schools. Research locations at SMK Gelora Pancasila Pengajahan Medan City class IX. The results showed that there was a significant effect of student personality on the formation of student morals with the correlation coefficient amounted to 0.429, or 18.44%.*

### Keywords

student personality, moral formation



## I. Introduction

The main function of national education is to develop all existing abilities and shape the character and civilization of a nation that has a level of being the intellectual life of the nation, aims to develop the talents of students so that they become human beings who believe and obey the commands of God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent and become democratic and responsible citizens (Titik Handayani:2015; 264-277). Formal educational institutions that exist on the principle of running as mandated by Blom's Taxonomy are wrongly affective or called attitudes. A good attitude can be said with morals. Akhlakul Karimah or Akhlaq al Karimah or also known as Islamic morals are behaviors that appear to be carried out by a person but do not contradict the Qur'an and Hadith. Likewise, all good and bad deeds are recorded and accounted for, it is reflected in the Qur'an and Hadith (Mulyadi, 1997: 9). Morals are also often referred to as behavior, temperament, character. According to Yatimin Abdullah, akhlakul karimah is a good deed that is done by someone but does not violate Allah's rules which is the perfection of faith. (Yatimin Abdullah, 2007: 40).

If something is good, it can be said that a person has good morals. Besides that, good morals should have values that must be instilled by a Muslim. Karimah moral values that can be secured in students include: 1) Getting children used to praying in congregation, 2) Getting children to enforce discipline, 3) Getting children to maintain cleanliness. 4) Getting children to maintain order, 5) Getting children to maintain honesty, 6) Getting children to have an attitude of mutual help (Said Agil Husin, 2003: 42) According to Ibn Athir, khuluq or morality is a form of human occurrence from an inner perspective. The figure of Islamic moral philosophy, Miskawaih (1966) also formulated that morals are actions that are carried out by someone who is deliberately raised daily and becomes his routine. Imam Al-Ghazali (without a date) also explained that morals are a state that exists in the person or soul of a person who gives birth or acts that make acts of worship. It is a state or trait that exists within

the human soul or soul, so that it easily creates good or bad behavior without being designed in advance (Mohd Sulaiman Yasin, 1992).

Ahmad Amin (1974; 63) also formulated that morality is the will that is done which becomes the habituation of an action based on a will that is carried out repeatedly, then it will become part of morals. He also emphasized that morals are an ongoing habit. According to him, the tendency is not to become a sustainable habit. The view given by Ahmad Amin is in line with the concept of morality expressed by Ibn Miskawaih and Al-Ghazali which emphasizes that morals have several elements that do not change in a real state in a person's soul, giving birth to actions or behavior. Just like Al-Ghazali, Ahmad Amin explained that morals are traits in the psyche or real conditions in a person. Ab. Halim and Zarin (2002) also formulate that actions / morals are an important part of laws and systems related to human actions or actions that determine a case related to human monotheism to Allah SWT as the creator. This is also related to Law No.20 of 2003 concerning the National Education System Chapter 2 Article 3 states that national education functions to develop abilities and shape the character and civilization of a nation with dignity in order to educate the life of the nation, aiming at developing the potential of students to become faithful and human beings devoted to God Almighty, have noble character, healthy, knowledgeable, creative ability, independent and become a democratic and responsible citizen (Rahayu, 2016).

Personality is a person's character and actions that differentiate him from others, part of his character and structures, behavior patterns, interests, attitudes, abilities and potentials that exist in a shy person. People who are easy to conform are given a sign of an outgoing personality and people who are not opinionated, cowardly, and the like are given all the actions and behavior that are known to others (Nurusakinah Daulay, 2019). Personality is a certain sign or character of a person or style or characteristic of a person that comes from outside himself which is received from the environment, for example family in childhood, and also one's innate innocence. Personality is related to heredity, while others argue that personality is more influenced by the ways and patterns of your life experiences (Mark Parkinson, 2007).

According to Scheneider in Syamsu Yusuf, personality is a developmental structure within the individual as a psycho-physical system that determines a unique way of adapting an individual to the environment. Nana Syaodih Sukmadinata (2019:35) said that the characteristics that stand out are the integration of personality aspects, namely the psychological aspects such as me, intelligence, talents, attitudes, ability motives, morals, and physical aspects such as body posture, height, senses and so on. Other. According to Alwisol, the salient characteristics are the integral part of the soul to build human existence into one unity, not divided in functions. Understanding personality means understanding me, self, self, or fully understanding humans (Alwisol, 2018). Meanwhile, according to Hurlock in Khadijah, an example of personality is that anxiety is an uncomfortable mental state with respect to threatening or imagined pain. This is characterized by worry, discomfort, and bad feelings that cannot be avoided by a person, accompanied by feelings of helplessness because they feel they are at a dead end and are also accompanied by the inability to find solutions to the problems they face (Khadijah, 2017).

Anxiety at the high school level often occurs in oneself because of the influence of the social environment that occurs in individuals. Here individual counseling is required. According to Mesiono (2015:173), Islamic counseling is reflected in the process of face-to-face relationship or personal contract between a competent counselor and a counselee with a problem. So that it is easy for students to face the personality changes they experience, they carry out individual counseling services so that personal problems, namely in the form of

personal changes in themselves, can be resolved optimally through one-on-one meetings, namely counselors with clients.

Rasulullah possesses the best personality. According to Syafaruddin (2016:148), the Prophet was a good role model (*uswatun hasanah*), the gentle and forgiving attitude that the Prophet Muhammad had to be emulated by all mankind. Personality at the high school level is often turbulent because those who enter their teens. According to Syafaruddin et al, said that adolescence is an age filled with high and burning enthusiasm, but sometimes this spirit leads to something that is negative so it is often called juvenile delinquency. According to Fenti Hikmawati, a person's personality is divided into: 1) anger personality (*Nafs Ammarah*) is a personality that tends to be a body character and pursues the pleasure principle. The *Lawwamah* personality (*Nafs al-Lawwamah*) is a personality who has obtained the light of the heart, then he rises to improve the guidance between two things, the *lawwamah* personality is a personality that is dominated by reason. *Muthmainnah's* personality (*Nafs Al Muthmainnah*) is a personality that has been given the perfection of the heart's nurses, so that it can leave good qualities. *Muthmainnah* personality is a personality based on or supra-human consciousness, with this personality orientation is theocentric.( Fenti Hikmawati :2016:144-146).

As for what is the goal of personality change according to Yusuf Gunawan (2001:42) is formulated as follows: 1) Understand himself and his environment, 2) Able to choose, decide and plan his life wisely in the fields of education, work, and socio-personal. 3) Develop abilities and abilities maximally, 4) Solve problems faced wisely. 5) Manage their life activities, develop their point of view, and make decisions and take responsibility for them. 6) Understand and direct themselves in acting and behaving in accordance with the demands and circumstances of the environment. The goals that have been stated in overcoming personality changes can be concluded that a student must understand himself and his environment, plan his life wisely, develop his abilities and abilities, manage his life activities and understand and direct himself in acting in accordance with the circumstances of his environment.

The goals of personality according to Willis in Mesiono (2015:149) are: 1) To develop individual potential optimally so that students become creative, productive, independent, and religious in nature, 2) Solve problems faced by individuals so that students are free from emotional pressure, then come up with brilliant ideas to plan their lives fairly. From some of the objectives that have been described, it can be learned that each carrying out personality goals has a deep or lasting meaning for students.

According to Alwisol (2018:47), personality changes as described by Jung's personality structure are as follows: 1) Consciousness and Ego, Consciousness appears early in life, maybe even before birth. Gradually, the baby's general-gross consciousness becomes more and more specific as the baby begins to recognize humans and the objects around them. 2) Personal and Complexes, Experiences that the ego does not approve of appearing into consciousness do not disappear, but it is stored in the personal unconscious (personal unconscious similar to the pre-consciousness of Freud), so that the personal unconscious contains experiences that are suppressed, forgotten and which fail to create a conscious impression. 3) Collective Unconscious. 4) Archetype, Personality, there are factors that occur according to Alport. In supratikya (1992:52), these factors are socio-cultural, temporary conditions or moods, organic conditions, and other variables.

Personality according to Jaka Siswanta (2017:115) is by using various methods such as the method of advice, giving good examples, habituation, punishment, playing methods and monitoring children's activities. Strategies suitable for personality change should be when the child is in the early years. Sigmund Freud mentioned that personality is mostly formed at the

age of five. In order not to be mistaken in shaping the child's personality, it is better for parents to understand better that at the age of five years is the initial foundation for the formation of the child's personality. So don't make the mistake of educating your parents about every day. Early personality changes have a big influence on the formation of personality in the future. To deal with the turmoil that arises when there is a change in personality, according to Toto Tasmara (2006:138), the soul feels calm when it remembers Allah.

According to Nurussakinah in Abin Syamsudin, the aspects of personality include: 1) Character, which is the consequence of adhering to ethical behavior, whether or not he is consistent in holding a stance or opinion, 2) Temperament: namely, a person's reactive disposition, or how quickly they react to stimuli comes from the environment, 3) Attitude: connection to objects that are positive, negative, or ambivalent, 4) Emotional stability: namely the level of stability of emotional reactions to stimuli from the environment, such as being easily offended, sad or hopeless, 5) Responsibility (responsibility responsible), readiness to accept risks from actions or actions taken, such as being willing to accept risks fairly, washing hands, or avoiding risks faced. 6) Sociability.

After understanding the aspects of personality, it is necessary to understand that the personality is introverted and extroverted. Each introvert and extrovert personality has the following characteristics of introvert personality, namely as follows: 1) Tend to like a calm and alone atmosphere. 2) Thinker. Usually, this personality type tends to think first and then talk. 3) Quiet more. 4) Shy. 5) Does not really like teamwork (prefers to work independently). 6) Sometimes, introverts tend to get annoyed because they can't interact with many people. 7) Prefer to express feelings in written language rather than spoken language (Aris Hartanti: 2018:19).

Introvert personality traits tend to like a calm atmosphere, thinker, more silent, shy, do not like team work, I prefer to express feelings in written language rather than spoken. Even personality traits according to Carl Jung in his book *Alwisol* (2012:49) are: human philosophers, internal intellectual research, creative writers, hiding feelings, often experiencing emotional storms, artists, experiencing the world in a personal way and trying to express it personally too, clairvoyant people, difficult communicating his intuition. According to Imam Cahyadi the characteristics of introverted personality are: 1) Thinker, 2) Quiet, 3) Like to be alone, 4) Shy, 5) Difficult to socialize, 6) Prefers to work alone, 7) Prefer to interact directly with one person ( 1 on 1 intercation), 8) Think first and then talk or do, 9) Like to imagine, 10) It is easier to express feelings in writing, 11) Prefer to observe in an interaction, 12) Do not talk much, but enjoy listening to other people's stories , 13) Suksa with quiet activities such as reading, fishing, playing computer and relaxing.

According to Suryabrata (1982:194), the characteristics of introverted personality are as follows: 1) Closed, 2) Feeling alone, 3) Sensitive, 4) The adjustment of the world outside of himself is not good, 5) Difficult to hang out and less able to attract the hearts of others. Likewise with Budiharjo's (1997) opinion, the introverted personality type has characteristics such as aloofness and not easy to join with others, rational can control his actions and unable to communicate effectively with others.

The extrovert personality also has other opinion characteristics which say the following: 1) Like to be with people, 2) Talk a lot. Sometimes even talking first and then thinking, 3) High self-confidence, 4) Active and happy to be outside, 5) Prefers teamwork than jobs that require independence, 6) Outgoing, 7) Prefers to express feelings in words -words rather than written language. Not only that, according to Siti Muriah and Khusnul Wardan (2018:19) in their book *Psychology of Development of Children and Adolescents*, extroverted personality traits are: active, happy with people, self-confident (sometimes can be excessive), happy to be

active, more happy. if working in groups, easy to get along (outgoing), prefer to interact with many people rather than at once, it is easier to express feelings through words, talk / do first then think, prefer to participate in an interaction, prefer to tell stories rather than listen People who tell stories, are happy with activities that many people like traveling, hanging out, partying and going to concerts.

The extracurricular personality according to Imam Cahyadi says as follows: 1) Active, 2) Enjoys being with other people, 3) Confident, 4) Likes to be active, 5) Likes to work in groups, 6) Easy to socialize, 7) Prefer to interact with many people 8) Easily express feelings through words, 9) Talking or doing things first and then thinking, 10) Prefer to participate in an interaction, 11) Prefer to tell stories, rather than listen to people who talk, 12) Enjoy the activities of many people such as walking -walking, hanging out, partying and going to concerts. Keating's opinion that extroverted personality has the following characteristics: 1) Friendly, 2) Attractive, 3) Easy to get along, 4) Having good interpersonal relationships and tends to give positive assessments of others, 5) People with extrovert personality cannot save secret unconsciously, it is easy to make the transition from one transition to another (Keating; 1987:30).

## **II. Research Methods**

This research is a correlation study. This study the authors examined several literature, books, journals, research results, and data related to morals and personality. The analysis technique used is quantitative and qualitative data are analyzed and described where the analysis is interspersed with some literature. The research was conducted at SMK Gelora Pancasila which consisted of students. This research uses population and research sample. The population is all 67 research objects in which there are a number of objects that are presented as data sources which are expected to provide the required data. The population in this study were all grade IX students of SMK

The sample is a portion of the population that can represent the entire population so that it can be used as a source of data or information in this study. Sampling was done using the Harry King Nomogram From the total population of 67 students, the sample size is 33% with a confidence level of 90%. So the number of samples taken in this study were:  $33\% \times 67$  students = 22 students. The data collection technique used includes a questionnaire. The questionnaire analysis used tabulations and each research variable was correlated using the product moment formula.

## **III. Discussion**

The hypothesis of this research is that there is a significant effect of personality on morals in SMK Gelora Pancasila Pengajahan. The results of this research show that it makes a significant contribution with a correlation coefficient value of 0.860, which means that the better the personality, the better the morals at SMK Gelora Pancasila Pengajahan or 73.96%. This hypothesis can be understood that personality greatly affects morals

## IV. Conclusion

The influence of personality makes a significant contribution to morals at SMK Gelora Pancasila Pengajahan, this is shown by the correlation coefficient value of amounted to 0.429, or 18.44%.

There are several suggestions that researchers can convey based on the results of the study, namely: For further researchers, it is hoped that this research can contribute insights and knowledge in paying attention to the personality and character of students, especially at the SMK level. For the principal, this research is expected to be used as a reference in understanding students' personality and morals. Research teachers can add knowledge and insight in observing students' personalities and morals.

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