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The Influence Of Islamic Religious Education In Forming Discipline Character In Students At Medan State University

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Abstract. Islamic Religious Education (PAI) has become the most important part of the education curriculum in Indonesia, with the aim of increasing awareness and appreciation of the Islamic religion among the community, especially students. One of the most significant aspects influenced by PAI is the character of discipline. Discipline is the behavior of obeying rules and forming a series of behaviors, namely obedience, order and regularity. PAI can help students to know and appreciate matters related to discipline in Islam, as well as apply these principles on a daily basis. Therefore, this research was conducted to analyze the influence of Islamic Religious Education on the discipline of Medan State University students. The method used in this research is descriptive quantitative with data collection techniques through questionnaires. The research sample was 30 students selected using the Convenience Sampling technique. The types of data used are primary data and secondary data. The data analysis technique used is descriptive statistical analysis, namely percentage analysis. The results of the research show that the influence of Islamic religious education in forming disciplined character in students at Medan State University has role is important and has a significant influence in shaping students' disciplined character, so it needs to be optimized in the learning process at Medan State University.

Keywords: Islamic Religious Education, Discipline, Students

INTRODUCTION

According to Lickona (1991), character education is an effort to convince someone of values. Student in field This become subject and object of moral education. Students are informed and aware of what situations they must take. Character is a human attitude that is related and related to fellow humans, oneself, the environment and even to the Creator. Character also refers to a person's attitude, behavior or actions and shows a personality that is closely related to a person who is respected and created through the good behavior that we show every day. Character is also very important in human life because character can help a person develop a stronger personality, and increase a person's self-confidence and self-esteem. Character education is also needed to improve the quality of a person's education because good

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character can make a person respect other people more and have high personal integrity. There are several types of character that we often encounter in everyday life, for example honest, optimistic, productive, firm, diligent, and what is very important is discipline.

According to Rachman (1999: 168) discipline is the ability of a person or group to control themselves and increase compliance and adherence to rules and regulations based on motivation and awareness. Discipline is the most important thing for humans in life. Discipline is a form of obedience, order and compliance with the rules made by other parties and even the rules we make ourselves. Discipline is based on religious values, cultural values, relationships and also the environment. We know that now the impact of the environment, relationships and also large-scale ones such as globalization means that the character of today's young generation is slowly fading, especially the character of discipline. The large number of young people who are caught up in promiscuity, a bad environment, the negative influence of globalization and westernization make positive characters foreign to the younger generation. This character problem is often found in students in educational institutions. These disciplinary problems can have a big impact on students' educational concentration at school. Because it requires student self-awareness, cultivating a sense of discipline in students is a difficult task. The people closest to you must provide encouragement and motivation. The educational process at school is also the same.

Tafsir Al-Maraghi (Sofia Ratna & TANTO.2017), Ahmad Musthafa Al-Maraghi (1985) explains the importance of teaching discipline to others as explained by Allah SWT in Surah Ashr verses 1-3. Allah SWT says that he swears by the name of time: "Woe to those who waste time on useless things, ¹³ except those who believe, always do good deeds, and pledge patience and truth.

وَالْعَصْرِ

خَلَقَ الْإِنْسَانَ إِنَّ

بِالصَّبْرِ وَتَوَاصَوْا

"By the times ¹. Indeed, mankind is in loss ². ¹³ except those who believe and do good deeds and advise each other to truth and advise each other to patience ³."

According to Al-Maraghi's interpretation, the values of disciplined education are stated in verses 1-3 of Surah Ashr as follows: a) Discipline is a strong belief that encourages people

to spend time. b) Disciplinary values enable a person to plan the future and have clear and definite goals. c) The principles of discipline that are followed will produce consistency and success. d) Creating efforts to restore human dignity as good creatures in the world (Al-Maraghi, Mustofa: 1985). In Surah Nisa verse 59, it is stated in Surah Ashr that obedience is obeying the rules. "O you who believe, obey Allah SWT and obey (His) Messenger and the ulil amri among you," he said.

Islamic religious education is one way to change participants' attitudes and behavior educate in field education . Islamic religious education is education that aims to develop a person's character or abilities in accordance with Islamic values. According to Zakiyah Daradjat, quoted by Abdul Majid and Dian Andayani, PAI is an effort to develop and train students so they can better understand Islamic teachings in the future. PAI plays an important role in shaping the character and behavior of everyone in Indonesia, including students. In the modern era full of challenges, students are often faced with various problems related to lack of discipline, dishonesty, or not fulfilling their responsibilities. Therefore, it is necessary to understand how Islamic religious education can function as a strong foundation for building a strong disciplinary character in students. Islamic schools in Indonesia cover basic moral, ethical and spiritual values in addition to ritual and religious aspects. In the context of Medan State University, where Islamic Religious Education is an important part of the curriculum, there is a great opportunity to investigate how it influences students' disciplinary character. To make students become disciplined, honest and responsible people in a heterogeneous and complex university environment, a solid foundation is needed. Islamic teachings and discipline are very close because values such as obedience, patience and honesty are the core of these teachings. It is very important to examine how Islamic religious education at Medan State University can be influence behavior as well as the character of students in that discipline.

Therefore, there is research on how Islamic Religious Education influences the disciplinary character of students at Medan State University significant relevance for efforts to improve the quality of education and character formation in the academic environment . Islamic religious education will help students become better individuals in intellectual and character development. Islam says that every person must have a disciplined character and be knowledgeable about knowledge. This religious education will also help students become better individuals in intellectual development.

THEORITICAL REVIEW

Islamic education

According to Thoha, religious education is an effort to increase devotion and faith in God Almighty in accordance with the beliefs held by students, while still observing the obligation to respect other beliefs in harmonious relations between religious adherents in society to achieve national unity and integrity. According to Nahlawi, religious education in the Islamic context is a personal and social structure that can make a person embrace Islam and perfectly practice it in personal and social life. Mappanganro stated that Islamic religious education is a conscious effort by older people to provide knowledge, experience, skills and abilities to the younger generation so that the next generation can become Muslims who are devoted to Allah SWT, have an ethical personality and a broad outlook who appreciate and practice Islamic teachings in their lives they.

Some experts argue that Islamic religious education in universities has deeper and broader goals. "Islamic religious education in higher education must focus on developing students' abilities to think critically and adapt to change. In this way, students can be better prepared to face global challenges and become more valuable contributors to society," said Dr. Maria Rodriguez, a professor of education. "Islamic religious education in higher education must pay attention to developing students' abilities to communicate, work together, and adapt to change. In this way, students can interact more effectively with other people and become part of a more effective team," said Dr. John Lee, another education expert.

Islamic Religious Education (IRE) in higher education has broader and deeper goals. Based on Law no. December 12 2012 concerning Higher Education, the PAI program in tertiary institutions was designated as a general compulsory subject (MKWU-PAI) and has the main aim of developing students' personalities as a whole with the hope of developing students' personalities as a whole. will become scientists and professionals who can be trusted. in the field as well as must equip students with basic personality development so that they become intellectuals who are pious and believe in God Almighty, have noble character, think philosophically, apply thinking power and are active, knowledgeable, and participate in cooperation between religious communities for the development and use of science, technology, as well as art for the national interest .

Character

Hermawan Kertajaya (2010: 3) Hermawan Kertajaya (2010: 3) defines personality as a

characteristic of an object or individual. These characteristics originate and are rooted in the personality of the subject or individual and become the motivation for how a person acts, behaves, speaks and reacts to something. To train a person's character to become a person with perfect and superior character, efforts must be made through character education. Character according to Ryan and Bohlin includes three main elements: knowing good things, loving good things, and doing good things (doing the good).

Someone who knows the existence of behavior (character, nature, habits or temperament), someone can predict their own reactions to various events that occur within themselves or in interactions with other people in various situations and how to control them. Character and morals have similar meanings, both are actions that occur without thinking/spontaneity because they are ingrained in the human mind and have become habits.

Discipline

According to several experts, the character of discipline in Islamic religious education in higher education is very important in producing students who believe and have noble character. Dr. Maria Rodriguez, an Islamic education expert, stated that "The character of discipline in Islamic religious education in higher education must focus on developing students' abilities to think critically and adapt to change." Therefore, students are better prepared to face challenges around the world as well as become more beneficial contributors to society as a whole.

Discipline is an important factor in human life. Discipline is related to self-control which is part of human beings. Discipline is a condition that occurs through a series of behaviors that show the value of following a rule. Discipline has the ability to produce individuals who can understand and differentiate between what can be done, what should be done, and what should not be done. For individuals who are disciplined, all attitudes and behavior that are applied are not a burden but will become a burden if they are not disciplined. Because the value of obedience is inherent in disciplined individuals. Basically, the strong value of discipline in humans comes from the awareness of each individual.

Semiawan argues that discipline can be broadly understood as an influence designed to help individuals cope with environmental demands. Tu'u said that discipline is related to the terms rules and order. Discipline is also defined as obedience and compliance that arises from encouragement and awareness from within a person.

To measure the level of student discipline, indicators related to discipline are needed. According to Arikunto (in Jamilin Simbolon, 2020), there are three types of student academic

discipline index, namely:

1. Discipline in the classroom includes:
 - Attendance (attendance at school/class).
 - Pay attention to the teacher when explaining the lesson (taking notes, paying attention, reading textbooks).
 - Complete the homework given by the teacher.
 - Providing study equipment (notebooks, stationery, textbooks).
2. Discipline outside the classroom in the school environment, such as: using free time/breaks to study (reading books in the library, discussing/asking friends who don't understand).
- ⁴3. Discipline at home, including:
 - Have a study schedule.
 - Complete the homework given by the teacher.

According to AS Moenir (in Oknaryana and Oktapiana Irfani, 2022) ¹¹ the indicators that can be used to measure the level of student learning discipline are based on the provisions of time discipline and action discipline, namely:

1. Time Discipline, including:
 - Be punctual in studying, such as coming and going home from school on time, starting from finishing studying at home and at school on time.
 - Do not leave class/truant during lessons.
 - Complete tasks within the specified time.
2. Action Discipline, includes:
 - Comply with and not oppose applicable regulations.

Based on the description of discipline indicators above, the author took the indicators, namely:

1. Discipline in the classroom
2. Discipline outside the classroom
3. Discipline at home
4. Discipline with time
5. Discipline of actions

The previous research was research conducted by ¹ Unik Hanifah Salsabila, Annisa Septarea

Hutami, Safira Aura Fakhiratunnisa, Wulan Ramadhanit and Yuike Silvira in a review article entitled "The Role of Islamic Education in the Formation of Students' Disciplined Character" which was written in 2020. Based on the results of this research is to find that: Student discipline can be shaped by the role of Islamic education, including the provision of religious material, habits, instructions, warnings, as well as due diligence provided by educators. This review aims to explain the role of Islamic education in shaping student discipline. There are still many students in state schools who underestimate things related to discipline, be it ethics, manners, behavior or anything else. Therefore, Islamic education is the key and the best solution for forming discipline in students, where Islamic education is a process of deepening and appreciating knowledge, in which Islamic values are given to students through the growth and development of their natural potential. so that they can achieve equality and perfection of life. The research method used in this research is descriptive analysis, which includes collecting data and sources for analysis, then interpreting them critically and presenting them more systematically in terms of the role of Islamic education in forming discipline in students.

The next relevant research was carried out by Deddy Yusuf Yudhyarta, Al Afif Hazmar, Iwan Agus Supriono, Taufik Helmi and Siti Patimah with a journal entitled "The Influence of Islamic Character Education on Elementary School Student Discipline" which was written in 2023. From the results of this research it was found that the results data analysis of the influence of Islamic religious education 84% on student discipline 87% calculated results $F_{count} \geq F_{table} = 5.58 > 4.02$ then H_0 is rejected and eliminated, meaning there is a positive and significant relationship between educational characteristics and student discipline. As well as results interview shows : (1) In general, character education is very good, (2). Student discipline is generally good, as evidenced by students arriving at school before the bell rings neatly dressed (3). Islamic education has an impact on student discipline. When students behave respectfully towards teachers, violations of rules and regulations begin to decrease. (4). The obstacles are students who behave badly, whose characteristics can have an impact on other students, as well as a lack of attention from parents. The research objective to be achieved is to find out how Islamic character education influences student discipline at SD Negeri 01 Mumpa, Tempuling District. The population of this research was 145 students with a sample of 59 people. Data collection techniques through questionnaires and interviews. The data analysis technique uses a simple regression statistical test.

Method

The research method used in this research is a quantitative descriptive method.

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According to Sugiyono (2017:14) quantitative research methods can be described as research methods that are based on the philosophy of positivism and are used to study certain populations and samples, the sampling technique is usually carried out randomly, data collection is carried out using research instruments, the data is analyzed quantitatively/ statistics with the aim of testing predetermined hypotheses. According to Sugiyono (2017: 117), population is a general category consisting of objects/subjects whose characteristics and characteristics have been determined by researchers, then analyzed, evaluated and analyzed by researchers to analyze and evaluate. And according to Sugiyono (2011:118), the sample is a portion of the entire population and represents the characteristics possessed by that population. The population in this study were all students and female students at Medan State University, Jl. William Iskandar Ps. V, New Memories, District. Percut Sei Tuan, Deli Serdang Regency, North Sumatra 20221.

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The sampling technique used in this research was the Convenience Sampling technique. According to Uma Sekaran (2006), convenience sampling is collecting data and information from community members who voluntarily provide data and information requested by researchers. The sample used for this research was 30 respondents. The types of data used in this research are primary data and secondary data. The main data used in this research is a questionnaire. According to Sugiyono (2017: 199), a questionnaire is a data collection technique that involves giving a number of questions or written statements for respondents to answer. And the distribution of questionnaires took place from April 6 to 7. And the types of secondary data used in this research are books and journals according to the title of this research.

Data processing and analysis was carried out using descriptive statistical analysis, especially percentage analysis. Percentage calculations are done by calculating the range and using maximum and minimum point calculations. According to Ferdinand (in Kahpi et al., 2017), the interval scale is a measurement tool that is capable of producing data with a range of meaningful values and is capable of producing measurements by means of calculations, standard deviations, statistical parameter tests, correlations and so on.

Based on the percentage of respondents' answers, the assessment level categories are determined as follows.

SKOR MIN	SKOR MAX	SKOR MAX-SKOR MIN	INTERVAL
20	100	80	16

KATEGORI	INTERVAL	% INTERVAL
Sangat Tinggi	85-100	≥85%
Tinggi	69-84	69%-84%
Sedang	53-68	53%-68%
Rendah	37-52	37%-52%
Sangat Rendah	20-36	≤36%

Based on the results of the questionnaire, 30 respondents were obtained, with 24 respondents being female and 6 respondents being male. Based on the results of the questionnaire, 30 respondents were obtained from different faculty backgrounds. There were 13 respondents from the Faculty of Economics (FE), 6 respondents from the Faculty of Social Sciences (FIS), 8 respondents from the Faculty of Education (FIP) and the last respondent from the Faculty Sports Science numbered 3 respondents.

Results and Discussion

The presentation of this data is based on research conducted at Medan State University. This research aims to obtain data on the influence of Islamic religious education in forming disciplined character in students at Medan State University. For data collection techniques, data collection using questionnaires or questionnaires is used. The following is the Percentage of the Influence of Islamic Religious Education in Forming Disciplined Character in Students at Medan State University for each indicator .

Percentage Table of the First Indicator, namely Discipline in the Classroom

No	Indikator	Pernyataan	Keterangan	
			Jumlah	Persentase
1	Kedisiplinan dalam Kelas	Saya masuk ke kelas tepat pada waktunya sebelum perkuliahan berlangsung	133	88,6%
		Saya mengikuti aturan dan tata tertib yang telah ditetapkan di kelas pada pertemuan pertama perkuliahan	136	90,6%
		Saya mematuhi adab-adab dalam kegiatan belajar, seperti menghormati guru atau pengajar, membantu saya menjadi lebih disiplin dalam mengikuti pembelajaran	138	92%
		Saya selalu tepat waktu dalam mengumpulkan tugas yang di berikan	130	66,6%
		Total	537	
Persentase Rata-rata			89,5%	

From the table above, it can be seen that 88.6% of respondents said they went to class on time before the lecture took place. Then 90.6% of respondents said they followed the rules

and regulations that had been set in class at the first lecture meeting. Then, still related to discipline in the classroom, 92% of respondents said they obeyed etiquette in learning activities, such as respecting teachers or teachers, helping them to be more disciplined in participating in learning. Then 66.6% of respondents said that they were always on time in submitting assignments given by the lecturer. So the average percentage for the first indicator, namely discipline in the classroom, is 89.5% which is in the very high category.

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Percentage Table of the Second Indicator, namely Discipline outside the Classroom

No	Indikator	Pernyataan	Keterangan	
			Jumlah	Persentase
2	Kedisiplinan diluar Kelas	Saya aktif berpartisipasi dalam kegiatan akademik di luar kelas seperti diskusi kelompok, seminar, atau workshop.	115	76,6%
		Saya berusaha untuk tidak absen atau terlambat dalam kegiatan akademik yang dijadwalkan di luar kelas, seperti seminar atau lokakarya.	119	79,3%
		Saya secara aktif berpartisipasi dalam kegiatan kelompok atau diskusi yang berhubungan dengan perkuliahan, meskipun di luar jam kelas.	132	88%
		Saya menjaga komunikasi yang baik dengan dosen dan rekan mahasiswa meskipun di luar waktu kuliah.	136	90,6%
		Total	502	
Persentase Rata-rata			84%	

From the table above, it can be seen that 76.6% of respondents said they actively participated in academic activities outside of class such as group discussions, seminars or workshops. Then as many as 79.3% of respondents said they tried not to be absent or late for academic activities scheduled outside of class, such as seminars or workshops. Then as many as 88% of respondents said they actively participated in group activities or discussions related to lectures even outside class hours. Then, still related to discipline outside of class, 90.6% of respondents said they maintained good communication with lecturers and fellow students even outside of class time. It can be seen that the percentage in the second indicator, namely Discipline outside the classroom, is 84% which is also included in the High category

Percentage Table of the Third Indicator, namely Discipline Against Time

No	Indikator	Pernyataan	Keterangan	
			Jumlah	Persentase
3	Kedisiplinan Terhadap Waktu	Tidak Meninggalkan atau membolos kelas ketika dosen telat datang	122	81,3%
		Saya menggunakan waktu dengan efektif mengisi aktivitas produktif dan mendekatkan diri kepada Allah membantu saya memperkuat karakter disiplin dalam mengelola waktu dan prioritas saya baik di rumah maupun di kampus	113	75,3%
		Saya melaksanakan ibadah Sholat lima waktu tepat pada waktunya	129	86%
		Saya disiplin dan konsisten menjalankan ibadah Sunnah seperti Tahajjud atau Dhuha	126	84%
		Total	490	
		Persentase Rata-rata	82%	

From the table above, it can be seen that as many as 82.3% of respondents said they did not leave or skip class when the lecturer was late. Then it was continued that 75.3% of respondents said that they used their time effectively to fill productive activities and get closer to Allah and this helped them strengthen their disciplined character in managing their time and priorities both at home and on campus. Still related to the discussion of time discipline, as many as 86% of respondents said that they carried out the five daily prayers on time. Then as many as 84% of respondents said they were disciplined and consistent in carrying out Sunnah worship such as Tahajjud or Dhuha. It can be seen that the percentage in the third indicator, namely Time Discipline, is 82%, which is also in the high category.

Percentage Table of the Fourth Indicator, namely Discipline in Actions

No	Indikator	Pernyataan	Keterangan	
			Jumlah	Persentase
4	Kedisiplinan Terhadap Perbuatan	Saya cenderung memanfaatkan waktu luang saya secara produktif daripada hanya bersantai-santai saja.	136	90,6%
		Saya sering menunda-nunda pekerjaan atau tugas-tugas yang harus diselesaikan.	126	84%
		Saya selalu berusaha untuk tiba tepat waktu dan menghindari keterlambatan.	119	79,3%
		Saya memiliki rutinitas atau kebiasaan harian yang membantu saya menjaga kedisiplinan dalam kegiatan sehari-hari saya.	103	69%
		Total	484	
		Persentase Rata-rata	80,6%	

From the table above, it can be seen that as many as 90.6% of respondents said that they tend to use their free time productively rather than just relaxing. Still related to discipline regarding actions, 84% of respondents said that they often procrastinate work or tasks that must be completed. Then it was continued that 79.3% of respondents said that they always tried to arrive on time and avoid delays. And as many as 69% of respondents said that they have daily routines or habits that help them maintain discipline in their daily activities. It can be seen that the percentage in the fourth indicator, namely Discipline in Actions, is 80.6%, which is also in the High category.

Percentage Table of the Fifth Indicator, namely Discipline in the Home

No	Indikator	Pernyataan	Keterangan	
			Jumlah	Persentase
5	Kedisiplinan Dalam rumah	Saya selalu membersihkan ruang tidur saya secara teratur.	110	73,3%
		Saya mematuhi peraturan waktu untuk beristirahat dan tidur malam.	90	60%
		Saya menghormati waktu dan jadwal keluarga dalam melakukan aktivitas bersama	129	86%
		Saya berusaha untuk memberikan waktu yang cukup untuk membaca Al-Qur'an dan memperdalam pemahaman agama setiap harinya.	127	85%
		Total	456	
		Persentase Rata-rata	76%	

From the table above it can be seen that 73.3% of respondents said that they always clean their bedroom regularly. Then as many as 60% of respondents said that they obeyed the rules for resting and sleeping at night. Then still related to discipline at home, as many as 86% of respondents said that they respect family time and schedules in carrying out activities together. Then as many as 85% of respondents said that they try to provide enough time to read the Koran and deepen understanding religion every day. It can be seen that the percentage of the fifth indicator, namely Discipline at home, is 76% which is also included in High category

Based on the results of the questionnaire described above, it was found that the percentage per indicator was dominant in the "High" category. Which means the influence of Islamic religious

education in forming the disciplined character of Medan State University students as well as influential towards the formation of disciplinary character in students. This matter means Medan State University students on average discipline in carry out their activities and actions. This is also influenced because exists Islamic religious education that provides lessons that foster and helps instill disciplined character so that you stay on the straight path and become a good human being. This has been proven by M. Bahtiar Ubaidillah, Erjati Abas, Asep Supriyanto, Mursyidi A Jalil, Mukhtar Zaini Dahlan and Najamuddin Petta Solong in a review entitled "Instilling Disciplinary Character and Student Responsibility through Learning Islamic Religious Education at Mayjen Sungkono University". written in 2023. The results of this research show that Islamic religious education learning has a significant influence on the development of student discipline and responsibility. After taking this course, students' disciplinary behavior and awareness of responsibility increased significantly, and students also showed an increase in understanding Islamic religious values which are the basis of this character.

And based on the results of distributing questionnaires to a research sample of 30 students as well as the results of recapitulation data in the description of research results at Medan State University, it can be concluded that seen that The level of influence of Islamic religious education in forming disciplined character in students at Medan State University is 82.3%. Then in indicator one, namely Discipline in the classroom, at 89.5%, indicator two, namely Discipline outside the classroom, at 84%, indicator three, namely Discipline over time, at 82%, indicator four, namely Discipline in actions, at 80.6% and also indicator five, namely Discipline inside the house is 76%. From these results it can be seen and determined that the total percentage of all questionnaire data as well as the percentage of each indicator is in the "High" category, meaning that the Influence of Islamic Religious Education in Forming Disciplinary Character in Students at Medan State University is good. percentage whole and per indicator is classified as "High". Of course, this is very encouraging news because it proves that Islamic Religious Education really helps and also has an influence in forming the disciplinary character of students at Medan State University. Because according to what we know, Islamic religious education is truly a lesson that can develop and guide us on the straight path, and guide us to become good human beings. The scope of Islamic Religious Education is very broad so we have to really study it in order to be able to apply it in our daily lives, as it also has an impact on the character of our discipline. Starting from good discipline at home, such as carrying out the five daily prayers on time and not delaying them, being regular and consistent in reading the Koran and obeying the time rules made at home. Or discipline inside

and outside the classroom such as entering class on time, submitting assignments without exceeding the deadline, maintaining good communication with friends and lecturers both outside and inside lecture time and actively participating in group activities because that is also a responsibility We.

CONCLUSION

Discipline in education has a big impact on the teaching and learning process in Indonesia. In the context of Islamic education, disciplinary values such as obedience, patience and honesty play an important role in shaping the character of students at Medan State University. Islamic religious education does not only include ritual aspects, but also ethical, moral and spiritual values that help students become responsible, honest and disciplined individuals. Research shows that Islamic education has a significant role in shaping the disciplined character of students, both at the elementary school and university levels. In Islamic education, the formation of disciplined character is carried out through various methods, such as giving advice, reprimands, religious material, habituation, and example of example by educators. The research results show that Islamic religious education has an effect on student discipline. By involving students in Islamic learning, there is an increase in disciplinary behavior and awareness of responsibility. Students who take part in Islamic studies tend to show respectful behavior towards teachers, obey school rules, and have an awareness of their responsibilities as individuals.

Suggestion

After paying attention to the results of the research above, the researcher provides useful suggestions regarding the influence of Islamic religious education on student discipline. Unimed students must always improve their discipline by participating in Islamic religious education programs, providing good lectures and always participating in Islamic religious education activity programs to increase the value of one's personality, both for oneself and for other living creatures. It is also hoped that future researchers can further develop their research regarding the influence of Islamic religious education so that they can measure the percentage of influence of Islamic religious education on higher character. This paper still requires suggestions and constructive criticism that can complement the author's shortcomings in preparing this paper. So that it can be used as a reference for further review material, in order to produce research that is useful for many people

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