

THE INFLUENCE OF THE MORAL REASONING METHOD ON STUDENTS' ANALYTICAL THINKING THROUGH SELF-EFFICACY IN THE AKIDAH AKHLAK SUBJECT AT MAN 2 BONE REGENCY

PENGARUH METODE MORAL REASONING TERHADAP ANALYTICAL THINKING PESERTA DIDIK MELALUI EFIKASI DIRI PADA MATA PELAJARAN AKIDAH AKHLAK DI MAN 2 KABUPATEN BONE

Andi Suci Wahyuni¹, Amir. B², Arisal Arsyad³, Aksi Hamzah⁴

Institut Agama Islam Negeri Bone^{1,2,3,4}

*andiswahyuni31@gmail.com¹, amiramir141970@gmail.com², arsyadarisal@gmail.com³, aksihamzah@gmail.com⁴

**Corresponding Author*

ABSTRACT

This study aims to analyze the direct influence of the method Moral Reasoning towards ability analytical thinking and self-efficacy of students in learning Akidah Akhlak, and examine the role of self-efficacy as a mediator in this relationship. The background of this research is based on the urgency of implementing learning methods that not only optimize cognitive aspects but also strengthen students' self-confidence in facing academic challenges, especially in the context of Islamic religious education. This study uses a quantitative approach with an explanatory design, involving a sample of class XI students of MAN 2 Bone Regency who were selected proportionally. Data were collected through a questionnaire that has passed the validity and reliability tests, then analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM). The results of the study show that the method Moral Reasoning directly improves students' analytical thinking skills and self-efficacy. In addition, self-efficacy has been shown to play an important role as a mediator that strengthens the influence of learning methods. Moral Reasoning on analytical thinking skills. This finding confirms that the effectiveness of the method Moral Reasoning in learning, does not only depend on the teaching strategies used, but also on strengthening students' self-confidence.

Keywords: Analytical Thinking, Self-Efficacy Method, Moral Reasoning

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh langsung metode Moral Reasoning terhadap kemampuan analytical thinking dan efikasi diri peserta didik dalam pembelajaran Akidah Akhlak, serta menguji peran efikasi diri sebagai mediator dalam hubungan tersebut. Latar belakang penelitian berangkat dari urgensi penerapan metode pembelajaran yang tidak hanya mengoptimalkan aspek kognitif, tetapi juga memperkuat keyakinan diri siswa dalam menghadapi tantangan akademik, khususnya pada konteks pendidikan agama Islam. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksplanatori, melibatkan sampel siswa kelas XI MAN 2 Kabupaten Bone yang dipilih secara proporsional. Data dikumpulkan melalui kuesioner yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan Partial Least Square Structural Equation Modeling (PLS-SEM). Hasil penelitian menunjukkan bahwa metode Moral Reasoning secara langsung meningkatkan kemampuan berpikir analitis dan efikasi diri peserta didik. Selain itu, efikasi diri terbukti berperan penting sebagai mediator yang memperkuat pengaruh metode Moral Reasoning terhadap kemampuan berpikir analitis. Temuan ini menegaskan bahwa efektivitas metode Moral Reasoning dalam pembelajaran tidak hanya bergantung pada strategi pengajaran yang digunakan, tetapi juga pada penguatan keyakinan diri peserta didik.

Kata Kunci: Analytical Thinking, Metode Efikasi Diri, Moral Reasoning

1. INTRODUCTION

Amidst the flow of information and global challenges of the 21st century, analytical thinking skills (Analytical Thinking) is one of the crucial competencies that must be possessed by every individual, including Madrasah Aliyah (MAN) students. Analytical Thinking defined as the cognitive ability to identify and break down a complex concept, problem, or system into smaller parts. This process involves a thorough examination of the characteristics and functions of each part, the identification of cause-and-effect relationships, patterns, or themes between the parts, and the ability to communicate how the parts are interrelated and form a whole. This ability is not only vital for academic success but also equips students to face various real-life problems rationally, logically, and responsibly. In the context of learning Aqidah Akhlak, Analytical Thinking, enabling students to not only receive information, but also to be able to analyze religious teachings critically, understand their implications and relevance in contemporary life, evaluate moral arguments, and ultimately make ethical decisions based on deep understanding, not just formal compliance or memorization of doctrine.

One of the learning methods that has great potential to develop Analytical Thinking in the context of Aqidah, Akhlak is a method Moral Reasoning (Moral Reasoning). This method is conceptually designed as a learning approach that aims to stimulate intellectual transactions at a high taxonomic level through the discussion and discussion of moral cases or dilemmas. Moral Reasoning invites students to actively analyze a problematic situation, consider various points of view, and most importantly, provide justification or logical reasons behind the choices or moral judgments they make. Kohlberg's theory of moral development, which is often the basis for this method, also explicitly links the progression of stages of moral reasoning to the development of an individual's cognitive capacities.

However, the effectiveness of a learning method is not only determined by the design of the method itself, but is also influenced by the internal psychological factors of the students. One of the key factors relevant in this context is Self-Efficacy (Self-Efficacy). Referring to Albert Bandura's Social Cognitive Theory, Self-Efficacy is an individual's belief or assessment of their own ability to succeed in carrying out a particular task, achieving a goal, or overcoming an obstacle. This belief has a significant influence on an individual's choice of actions, level of effort expended, persistence in the face of difficulties, cognitive strategies used, and ultimately the learning outcomes achieved.

Learning that uses methods Moral Reasoning Often presenting cognitively and emotionally challenging dilemmas or problems, students are required to think critically, argue, and defend their opinions based on strong reasons. In situations like this, the level of self-efficacy of students likely plays a crucial role. Students with high self-efficacy tend to view difficult tasks as challenges that can be overcome, are more actively involved in the analysis and discussion process, are more persistent when faced with different arguments or difficulties in understanding the dilemma, and are more likely to use effective thinking strategies. In contrast, students with low self-efficacy may tend to avoid active participation, give up easily when faced with difficulties, doubt their ability to reason logically, and consequently receive less optimal cognitive benefits from the method. Moral Reasoning. Self-efficacy, thus, can function as a kind of psychological 'filter' or 'gate' that modulates the extent to which learners effectively engage in the analytical thinking processes facilitated by the method. Therefore, this study is considered important to empirically test the relationship model between methods. Moral Reasoning, Self-Efficacy, and Analytical Thinking in the learning of faith and morals at MAN 2 Bone Regency, as well as providing theoretical and practical contributions to the development of more effective Islamic Religious Education learning.

2. METHODS

The type of research used is quantitative research. Quantitative research methods are research approaches based on the philosophical foundations of positivism. This research uses

an explanatory approach. Explanatory research is an approach in quantitative research that aims to explain the causal relationships between the variables studied empirically. This research was conducted at MAN 2 Bone, a formal high school educational institution located on Jl. Yos Sudarso, Tanete Riattang District, Bone Regency, South Sulawesi Province. This location was chosen because the school has implemented the Moral Reasoning method in its learning process, particularly in subjects related to character education and moral values, such as the study of faith and morals.

The instruments used in this study were tests and questionnaires. Data collection techniques used observation, tests, questionnaires, and documentation. Data processing techniques were carried out systematically, starting from checking the completeness of answers, data cleaning, data coding, variable creation, and data preparation for SEM-PLS analysis. Meanwhile, data analysis techniques were carried out using the Partial Least Square - Structural Equation Modeling (PLS-SEM) through software SmartPLS, with quantitative data processing from two sources: questionnaires (Likert scale) and test (numerical score). All types of testing in PLS-SEM are divided into three, namely outer model testing and inner model testing, as well as mediation effect testing as an important addition.

3. RESULTS AND DISCUSSIONS

3.1. Influence of Method Moral Reasoning to Analytical Thinking Students in the Learning of Aqidah and Ethics at MAN 2 Bone Regency

Based on the results of path analysis (path coefficient), obtained a picture of the relationship between the influence of the method Moral Reasoning to Analytical Thinking (MR → AT) has a value of 0.554, indicating a positive and fairly strong relationship. This means that the approach based on reasoning Morals are directly able to improve students' analytical thinking skills. This is in accordance with Kohlberg's (1984) idea that Moral Reasoning involves high-level cognitive processes that are closely related to analysis and evaluation.

Based on the results Path Significance Test (Bootstrapping) show that influence of the method Moral Reasoning towards analytical thinking skills (Analytical Thinking) was also shown to be significant, with a path coefficient value of 0.554, a t-statistic of 1.981, and a p-value of 0.048. The t-statistic value is slightly above the significance threshold (1.96), and the p-value is close to 0.05, so this relationship is significant but is classified as at the minimum limit of statistical significance. However, these results show that the higher the students' abilities in Moral Reasoning, the better their analytical thinking skills. This finding is in line with Kohlberg's theory (1984) which states that Moral Reasoning is part of a higher-level thinking process that is closely related to logical and evaluative reasoning.

3.2. Influence of Method Moral Reasoning on Students' Self-Efficacy in Aqidah Akhlak Learning at MAN 2 Bone Regency

Influence of Method Moral Reasoning on Self-Efficacy (MR → ED) shows a path coefficient of 0.776, which means that the higher the application of the method Moral Reasoning, the higher the student's self-efficacy. This relationship is considered strong and is in line with Bandura's (1997) theory, which states that self-efficacy is influenced by social experiences and moral reasoning.

Based on the results Path Significance Test (Bootstrapping) shows that the Method Moral Reasoning has a very significant effect on Self-Efficacy, with a path coefficient of 0.776, a t-statistic of 19.307, and a p-value of 0.000. Because the t-statistic is well above 1.96 and the p-value is less than 0.001, this effect is very strong and statistically significant. This means that the better the ability Moral Reasoning The more self-efficacy students possess, the higher their self-confidence in completing tasks. This finding aligns with Bandura's (1997) theory, which explains that self-efficacy is formed through social experiences and the ability to make moral judgments.

3.3. The Influence of Self-Efficacy on Analytical Thinking Students in the Learning of Aqidah and Ethics at MAN 2 Bone Regency

The Influence of Self-Efficacy on Analytical Thinking (ED → AT) The relationship between Self-Efficacy and analytical thinking has a coefficient value of 0.454. This indicates that the higher the self-efficacy of students, the higher their ability to think analytically. This relationship is quite strong and positive, and is in accordance with Bandura's theory (1997), which states that self-efficacy can improve thinking processes and decision-making.

Based on the results Path Significance Test (Bootstrapping) shows that Self-Efficacy has a significant effect on analytical thinking skills, with a path coefficient of 0.464, a t-statistic of 2.810, and a p-value of 0.005. This value indicates that the effect is statistically significant, because the t-statistic > 1.96 and the p-value < 0.05. This means that the higher the Self-Efficacy of students, the higher their ability to think analytically. This result is also in line with Bandura's view, which states that Self-Efficacy can improve cognitive performance, including in terms of logical and strategic thinking.

3.4. Self-Efficacy Mediates Influence Metode Moral Reasoning to Analytical Thinking Students in the Learning of Aqidah and Ethics at MAN 2 Bone Regency

	T statistics (O/STDEV)	P values
MR -> ED -> AT	2.814	0.005

The results of the mediation test in this model show that the mediation effect tested is statistically significant, indicated by t-statistic value amounting to 2,814 And p-value of 0.005. In a mediation test using the PLS-SEM approach, a mediation effect is considered significant if t-statistic > 1.96 (for a significance level of 5%) and p-value < 0.05. Therefore, these results meet the criteria and indicate that the tested mediation pathway actually occurred convincingly.

In practical terms, this means that Mediator variables play an important role in explaining the relationship between independent (free) variables and dependent (bound) variables.. In the context of research, the presence of a mediator helps clarify how or through what process the influence between two main variables occurs. This means that not only the independent variable directly influences the dependent variable, but there is a significant indirect process that passes through the mediator variable.

Self-Efficacy significantly mediates the influence between Moral Reasoning And Analytical Thinking. This means that the higher the ability Moral Reasoning Students will first improve their self-efficacy, and this improvement in self-efficacy will then contribute to improved analytical thinking skills. This finding reinforces the view that the influence between variables is not always direct, and that internal mechanisms such as self-efficacy can be an important link in the thinking and decision-making process.

4. CONCLUSION

Method Moral Reasoning has a significant direct influence on the ability Analytical Thinking students, with a T-statistic value of 1.981 and a p-value of 0.048. In addition, this method also has a very significant effect on Self-Efficacy, indicated by a T-statistic value of 19.307 and a p-value of 0.000. Self-Efficacy has also been shown to have a significant direct effect on Analytical Thinking, with a T-statistic of 2.814 and a p-value of 0.005. Furthermore,

Self-Efficacy acts as a significant mediator in the relationship between the Learning Method and the Learning Method. Moral Reasoning And Analytical Thinking. These findings indicate that the success of the method Moral Reasoning In improving analytical thinking skills, it is not only determined by the learning approach itself, but is also influenced by the level of self-efficacy of students.

5. REFERENCES

- Badariah, Dewi Bai, Sholeh Hidayat dan ratna Sari Dewi. "Pengertian Pendidikan". Jurnal Pendidikan Konseling, Vol. 4, No. 6, 2022.
- Basri, Hasan. "Aspek dan Dimensi Pengukuran Lingkungan Pembelajaran Berpikir Tingkat Tinggi". Tadbir Muwahhid, Vol. 4, No. 2, 2020.
- Dimiyati dan Mudjiono. Belajar dan Pembelajaran,. Jakarta:Renika Cipta, 2009.
- Efendi, Deta Hikmalia, Vira Sandayanti dan Arti Febriyani Hutasuhut. "Hubungan Efikasi Diri dengan Regulasi Diri dalam Belajar pada Mahapeserta didik Fakultas Kedokteran Universitas Malahayati". Anfusina, Vol. 3, No. 1, 2020.
- Faradina, Asti dan Mohammad Mukhlis. "Analisis Berpikir Logis Peserta didik dalam Menyelesaikan Matematis Realistik Ditinjau dari Kecerdasan Interpersonal". Jurnal Pendidikan dan Pendidikan Matematika, Vol. 2, No. 2, Desember 2020.
- Hamim, Ahmad Husni dan Uus Ruswandi. "Pengertian, Landasan, Tujuan dan Kedudukan PAI dalam Sistem Pendidikan Nasional". Jurnal Dirosah Islamiyah, Vol. 4, No. 2, 2022.
- Misnawati, Teti. "Meningkatkan Hasil Belajar dan Aktivitas Peserta didik Melalui Model Pembelajaran Auditory Intellectually Repetition (AIR) pada Materi Segi Empat Kelas VII SMPN 9Haruai Tahun Pelajaran 2016/2017",. Sagacious Jurnal Ilmiah Pendidikan dan Sosial, Vol. 4, No. 1, 2017.
- Mukino, Edi Purnomo dan Irawan Suntoro. "Penerapan Model Moral Reasoning untuk Membentuk Moralitas dan Karakter Peserta didik Pada PKN". Jurnal Studi Sosial, Vol. 4, No. 1, 2016.
- Murniawaty, Indri, Aulia Rokhali dan Nina Farlian. "Peran Keterlibatan Peserta didik dalam Memediasi Pengaruh Efikasi Diri dan Self-Regulated Learning terhadap Kemampuan Berpikir Kritis Peserta didik". Measurement in Educational Research, Vol. 4, No. 2, 2023.
- Samrin. "Pendidikan Agama Islam dalam Sistem Pendidikan Nasional di Indonesia". Jurnal Al-Ta'dib, Vol. 8, No. 1, 2015.
- Sugiyono. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Cet. XXI; Bandung: Alfabeta, 2015.
- Syam, Suhendi et al. Pengantar Ilmu Pendidikan. Cet. I; Medan: Yayasan Kita Menulis, 2021.
- Wahyudi, Dedi. Pengantar Akidah Akhlak dan Pembelajarannya. Yogyakarta: Lintang Rasi Aksara Books, 2017.
- Waruwu, Marinu. "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method)". Jurnal Pendidikan Tambusai, Vol. 7, No. 1, 2023.
- Yaqin, Ainul. Pengaruh Model Pembelajaran Akhlak Berbasis Kognitif terhadap Moral Reasoning Peserta didik. Imtiyaz: Jurnal Ilmu Keislaman, Vol. 3, No. 1, 2019.
- Yulianti, Eva. Meilia Rosani dan Nuranisa. "Pengaruh Model Pembelajaran Problem Based Learning terhadap Kemampuan Berpikir Analitis Peserta didik SMA Negeri 2 Banyuasin 1", Jurnal Swarnabhumi. Vol. 3, No. 2, Agustus 2018.