

The Influence Of A Socio-Emotional Approach In The Learning Process Of Student Affairs

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ABSTRACT

The research location at MI NU Manafiul Ulum I using a questionnaire method and supported by the results of documentation to students as many as 30 people and data analysis techniques using a simple regression test formula. The results of this study are: (1) The socio-emotional approach technique in the Akidah Akhlak Subject at MI NU Manafiul Ulum I is in the good category, it can be seen from the analysis that shows an average value (mean) of 85.3 which is included in the interval 75-86, meaning that the socio-emotional approach to the Akidah Akhlak Subject is carried out effectively. (2) Students' moral abilities in the Akidah Akhlak Subject at MI NU Manafiul Ulum I are in the good category, it can be seen from the analysis that the mean value of students' Morals is 86.33 which is included in the 84- 95. So, the better the Students' Morals in the Akidah Akhlak Subject, the easier it is for the teacher to deliver the learning material being taught. (3) There is a positive and significant relationship between the Relationship between the Socio-emotional Approach and the Students' Morals in the Akidah Akhlak Subject. This is evident from the results of the regression analysis which shows that at the 5% significant level there is $r_{table} = 0.361$ while $r_o = 0.721$ which means that r_o is greater than r_t ($r_o > r_t$) so H_o is rejected and H_a is accepted.

Keywords: socio-emotional approach, with students' morals

ABSTRAK

Lokasi penelitian di MI NU Manafiul Ulum I dengan menggunakan metode angket dan didukung oleh hasil dokumentasi pada siswa sebanyak 30 orang dan teknik analisis data menggunakan rumus uji regresi sederhana. Adapun hasil penelitian ini adalah: (1) Teknik Pendekatan sosioemosional Pada Mata Pelajaran Akidah Akhlak di MI NU Manafiul Ulum I termasuk dalam kategori baik, hal itu dapat dilihat dari hasil analisa menunjukkan nilai rata-rata (*mean*) sebesar 85,3 yang masuk dalam interval 75-86, artinya pelaksanaan Pendekatan sosio-emosional Pada Mata Pelajaran Akidah Akhlak terlaksana dengan efektif. (2) Kemampuan Akhlak Siswa Pada Mata Pelajaran Akidah Akhlak di MI NU Manafiul Ulum I termasuk dalam kategori baik, hal itu dapat dilihat dari hasil analisa menunjukkan nilai rata-rata (*mean*) dari Akhlak siswa sebesar 86,33 yang masuk dalam interval 84-95. Jadi, semakin baik Akhlak Siswa Pada Mata Pelajaran Akidah Akhlak, maka semakin mudah pula guru menyampaikan materi pembelajaran yang diajarkan. (3) Terdapat hubungan yang positif dan signifikan antara Hubungan Pendekatan Sosio-emosional dengan Akhlak Siswa Pada Mata Pelajaran Akidah Akhlak. Ini terbukti dari hasil analisis regresi yang diketahui bahwa pada taraf signifikan 5% terdapat r_{tabel} adalah $= 0,361$ sedangkan $r_o = 0,721$ yang berarti r_o lebih besar dari r_t ($r_o > r_t$) maka H_o ditolak dan H_a diterima.

Kata kunci : Pendekatan Sosio-emosional, Dengan Akhlak siswa

INTRODUCTION

Children are a gift and a mandate from Allah SWT to their parents, therefore parents and society are fully responsible for the growth and development of children in order to become human beings who are useful for themselves, the community, the nation, the state and religion (Abu Tauhid MS, 1990). For this reason, parents are obliged to educate, nurture and guide their children so that one day they become virtuous and virtuous generations (Zuharini et al, 1990). Because humans are born without the ability to do anything between good and bad, between beautiful and bad, between right and wrong and that they have the readiness to be good and bad (Kartini Kartono, 1985).

At this early age, children need special attention because they will absorb whatever is given and seen by themselves, be it good teachings, bad teachings, good behavior, bad behavior, all of which are imitated because the child does not have the concept of rejecting it (Fuaduddin Nashih Ulwan, 1992).

The responsibilities most prominent and considered by Islam are the responsibilities of educators for their teaching and education. In essence, that responsibility is a big, complicated and very important responsibility. Because, this responsibility starts from the time of birth until the child gradually reaches the period of analysis, puberty, and until the child becomes an adult who is obliged to assume all obligations (Abdullah Nashih Ulwan, 1992).

Therefore, parents as well as the adults around them (educators) must be responsible for educating their children through religious education. Because education includes efforts to foster children's creativity, preserve divine and human values and equip children with productive abilities (Noeng Muhajir, 1987).

Efforts to educate children through education can be successful if the components of education are considered carefully such as: student factors, material methods, basics and objectives, so that students can easily absorb them into functional understandings of their behavior (M. Arifin, 1981).

Indeed, originally the duties and responsibilities of education were on the family, then in the current development era parents are busy earning a living. So the duties and responsibilities in educating children are delegated to formal educational institutions, for example in Madrasah Ibtidaiyah. When parents enter their children in the institution, there is a delegation of the parents' duties as educators to other people, namely teachers.

Madrasah Ibtidaiyah is a form of education unit that is in the path of school education within the Directorate General of Islamic Religious Institutional Development at the Ministry of Religion and is an educational institution that makes Islamic religious knowledge the principal of teaching with a total religious teaching of at least 50% of the total number of lessons (. Project for Enhancing Religious Research, 1971)

Teaching Islamic religious education is not just teaching religious knowledge and training children's skills in performing worship. However, religious education is much broader than that, religious education aims to shape children's personalities in accordance with religious teachings. The development of attitudes, mental and moral is far more important than memorizing religious arguments and laws that are not felt and lived in. Because good religious education, not only benefits those concerned, but will bring benefits and benefits to the community and environment and even all mankind (Zakiah Daradjat, 1976).

Among the basics in educating children that need to be considered are the social and emotional aspects. This social and emotional aspect can only be achieved through the socio-emotional approach used in the learning process. Social approach by accustoming children to implement social basics in general, and forming them on the very important pedagogical foundations, since their childhood. So, if the child becomes a young man, gradually leaves his childhood and begins to understand the nature of something, then his association with other people will be good, as well as behavior in society will look very good. He will do good and be gentle to others, love others and have a noble character. Meanwhile, the emotional approach has a very important role in shaping a person's personality. What is meant here is

an attempt to arouse the feelings or emotions of students in believing, understanding, and living up to religious teachings. With this approach, efforts are made to always develop students' religious feelings in order to strengthen their belief in the greatness of Allah SWT and the truth of their religious teachings (Syailul Bahri Djamaroh, 1997).

And almost everyone agrees that teaching children appropriate social and emotional skills is a top priority and will become the foundation for a healthy mental and enjoyable life. Children are born with different temperaments, and perhaps even different levels of emotional intelligence. However, they learn attitude, interaction skills, and good attitudes (Syilvia Rimm, 2003).

From the results of temporary observations made, after seeing the situation that occurred in grade 6 students at MI Manafiul Ulum Getassrabi Gebog Kudus, they have shown a tendency that can be classified as student delinquency. For this reason, it is appropriate to provide al-Karimah moral education in the learning process using a socio-emotional approach.

RESEARCH METHODS

The research method is a method used to carry out research or research, namely an attempt to find, develop, test the truth of a knowledge carried out by scientific methods.

1. Type of Research

The type of research used is quantitative research, as the name implies, many are required to use numbers, starting from data collection, interpretation of data, and the appearance of research results.

2. Research Approach

The type of approach according to the sampling technique is to use a population approach, according to the emergence of variables is to use a non-experimental approach that is comparative causal and according to the development model or growth model is to use a one-shot model, namely an approach model that uses one time data collection at "a time" (Suharsimi Arikunto, 1989).

3. Data Sources

Data sources consist of primary data, namely the ongoing information sources that have the authority and are responsible for data collection or storage. To get primary data, the technique used is to use a questionnaire.

Secondary data is a source of information that indirectly has the authority and responsibility for the information available to it. Including secondary data are books, magazines, articles and others related to this research.

4. Population and Sample

What is meant by population in this research is the whole object of research, or the whole information that can provide data in the form of humans, symptoms, objects or events with predetermined qualities and characteristics. While the sample is part or representative of the population under study.

Regarding sampling, Suharsimi Arikunto provides guidelines, if the subject is less than 100 it is better to take all of them. And if the number is more than 100, it can be taken between 10% - 15% or 20% - 25%.

The population in this study were students of grade 6 at MI NU Manafiul Ulum Getassrabi Gebog Kudus, totaling 68 children, moving on to the theory above, so in this case the entire population was taken so that the research was population research.

5. Data Collection Techniques

The methods used to obtain data were interviews, questionnaires, and documentation.

The interview is a question and answer process in research that takes place orally between two or more people face to face, listening directly to information or statements (Narbuko and Abu Achmadi, 2001).

The questionnaire is a data collection method that contains a written list of questions addressed to the subject or research respondent (Sanafiah Faisal, 2001). The questionnaire used is a questionnaire in the form of structured questions.

The questionnaire method was used to determine the extent of parental exemplary influence on children's diversity by submitting written and structured questions to be filled in by grade 6 students at MI NU Manafiul Ulum.

RESULTS AND DISCUSSION

Implementation of the Socio-emotional Approach in the Learning Process

In the learning process it is necessary to remember that the learning process is a means to achieve educational goals. The important thing to pay attention to is how to strive for optimal development of students, and this must be embedded in the basic attitude of the teacher both in terms of morals, social, emotional, and so on which is manifested in the teacher's approach when the learning process for students is in accordance with the stage of development. In this case, to develop children's social and emotional sensitivity in the learning process at MI NU Manafiul Ulum Getassrabi Gebog Kudus, internalization of social and emotional values is carried out through several learning methods, including:

a. Lecture method

The lecture method is a lesson that is given to students by means of information or oral narrative. This method is used to provide explanations to children so that they really understand the material presented. With this method the teacher can provide a stimulus and reflect on various experiences in children to increase children's social and emotional sensitivity.

When returned to the child's psychological state, education with the lecture method which contains good advice will give very positive values in the elementary school period. Children will know it is good and can be done or something is bad and should not be done, if there is direction and advice from adults. Without direction, children only understand their lust and emotions which tend to be negative.

In this case the teacher at MI Manafiul Ulum spoke softly, avoiding harsh and dirty words.

b. Exemplary Methods

The exemplary method is a situation when a human being follows another human being, whether in goodness, ugliness, evil (Al-Raghib Al-Ashfahani). In the learning process this method is used to motivate children to behave well. The teacher positions himself as a figure that the child deserves to emulate in every behavior, thought, feeling, character, worship, and so on. At this time the child is experiencing imitation, all the behavior of the people around him becomes the object of being imitated. By providing a good example will determine success in shaping morals, social and emotions. So that students from the age of growth can grow in kindness. Since childhood he has known noble morals.

The exemplary method at MI Manafiul Ulum is carried out by the principal and all teachers. In this method, according to the principal, the teacher must show good behavior and obey the rules of the teacher both at school and outside of school, such as dressing neatly and politely, sitting well in front of students and so on.

c. Habitual Method

The habituation method is the process of getting something or someone to become accustomed to. This method is used by accustoming children to always behave and act in accordance with existing regulations and carry out religious guidance. This is intended so that in further development religious guidance will continue to color in all aspects of the life of students. So that with the personality he has since he can obey all the teachings of Islam.

This habituation method is carried out by teachers and students, for example every day the teacher and students carry out their morning routine by reading prayers together, curbing tables and chairs every

time they come home from school and shaking hands by kissing the teacher's hand every time they come home from school.

d. Socio-drama method

The socio-drama method is an unscripted drama that will be played by a group of people. The socio-drama method is a form of teaching and learning method by means of dramatizing or acting out a number of actions. In this case, it aims to understand the feelings of others, as well as how someone should act or behave. Through this method, it is hoped that children can express their sensitivity and develop social feelings with others.

Data Results Check list of the Socio-emotional Approach in the Learning Process

In presenting data about the socio-emotional approach in the learning process in grade 6 MI NU Manafiul Ulum Getassrabi Gebog Kudus, the data is taken from the results of the check list that has been given to respondents, which are as follows:

- Summing up the answers of all items, either answers with options a, b, c, or d.
- Assessing each respondent's answer by giving a score of 4 for the answer coded a. score 3 for the coded answer b. score 2 for the coded answer c. score 1 for the coded answer d.

The data obtained from the results of the checklist on the socio-emotional approach in the learning process are as follows:

CHECK LIST'S ANSWERS ABOUT SOCIO-EMOTIONAL APPROACHES IN LEARNING PROCESS IN CLASS 6 MI NU MANAFIUL ULUM GETASSRABI GEBOG KUDUS

No Response	Answer				Score				amount
	a	b	C	d	A	b	C	d	
1	11	8	6		44	24	12		80
2	10	6	9		40	18	18		76
3	3	9	10	3	12	27	20	3	62
4	9	10	6		36	30	12		78
5	10	8	7		40	24	14		78
6	10	6	9		40	18	18		76
7	6	14	3	2	24	42	6	2	74
8	11	8	5	1	44	24	10	1	79
9	10	4	8	3	40	12	16	3	71
10	10	8	7		40	24	14		78
11	12	3	10		48	9	20		77
12	8	7	7	3	32	2	14	3	70
13	7	6	8	4	28	18	16	4	66
14	9	13	2	1	36	39	4	1	80
15	10	8	5	2	40	24	10	2	76

16	6	15	4		24	45	8		77
17	8	7	10		32	21	20		73
18	7	11	7		28	33	14		75
19	10	6	9		40	18	18		76
20	11	8	6		44	24	12		80
21	9	8	7	1	36	24	14	1	75
22	8	8	5	4	32	24	10	4	70
23	12	3	10		48	9	20		77
24	12	3	10		48	9	20		77
25	8	7	10		32	21	20		73
26	7	11	7		28	33	14		75
27	10	6	9		40	18	18		76
28	11	8	6		44	24	12		80
29	9	8	7	1	36	24	14	1	75
30	8	8	5	4	32	24	10	4	70
31	12	3	10		48	9	20		77
32	10	6	9		40	18	18		76
33	13	5	4	3	52	15	8	3	78
34	5	8	7	5	20	24	14	5	63
35	11	3	11		44	9	22		75
36	8	8	6	3	32	24	12	3	71
37	9	8	8		36	24	16		76
38	10	9	6		40	27	12		79
39	5	6	8	6	20	18	16	6	60
40	10	3	12		40	9	24		73
41	7	8	6	4	28	24	12	4	68
42	8	10	5	2	32	30	10	2	74
43	6	8	8	3	24	24	16	3	67
44	11	8	6		44	24	12		80
45	7	12	6		28	36	12		76
46	13	7	4	1	52	21	8	1	82

47	10	12	3		40	36	6		82
48	12	8	4	1	48	24	8	1	81
49	10	3	12		40	9	24		73
50	7	12	5	1	28	36	10	1	75
51	9	6	10		38	18	20		74
52	9	12	4		36	36	8		80
53	10	8	5	2	40	24	10	2	76
54	11	9	5		44	27	10		81
55	5	6	8	6	20	18	16	6	60
56	12	9	4		48	27	8		83
57	10	6	8	1	40	18	16	1	75
58	10	6	9		40	18	18		76
59	9	13	3		36	39	6		81
60	5	7	12	1	20	21	24	1	66
61	12	8	4	1	48	24	8	1	81
62	7	15	3		28	45	6		79
63	8	3	12	2	32	9	24	2	67
64	11	9	5		42	27	10		81
65	6	6	13		24	18	26		68
66	10	10	5		40	30	10		80
67	10	8	7		40	24	14		78
68	6	15	4		24	45	8		77

From the results of the data above, it can be seen that children who have socio-emotional in the learning process with a very good category are 3 people, namely those who have a score of 82 are 2 people and those who have a score of 83 are 1 person. Children who have socio-emotional learning processes with good categories are 62 people, namely those who have a score of 63 are 1 person, who have a score of 66, are 2 people, who have a score of 67, are 2 people, who have a score of 68, total 2 people, who have score 70 is 3 people, who has a score of 71 is 2 people, who has a score of 73 is 4 people, who has a score of 74 is 3 people, who has a score of 75 is 7 people, who has a score of 76 is 10 people, who has a score of 77 totaled 6 people, who have a score of 78 totaling 5 people, who have a score of 79 totaling 3 people, who have a score of 80 totaling 7 people, and those who have a score of 81 are 5 people. There are 3 children who have socio-emotional in the learning process, namely 2 people who have a score of 60 and 1 person who has a score of 62. Meanwhile, children who have socio-emotional learning process with less category are 0 people

Data on the results of check lists about student morals

Data on students' moral development were obtained from the results of the check list. To find out the quantitative results, the same calculations were carried out in the X variable (the urgency of the socio-emotional approach in the learning process).

The data or value calculated by the check list of moral variables for students in grade 6 at MI NU Manafiul Ulum Getassrabi Gebog Kudus are as follows:

No Response	Answer				Score				amount
	A	b	c	d	a	b	C	d	
1	10	4	8	3	40	12	16	3	71
2	9	8	8		36	24	16		76
3	10	9	6		40	27	12		79
4	7	12	4	2	28	36	8	2	74
5	10	5	8	2	40	15	16	2	73
6	8	13	2	1	32	39	4	1	76
7	7	12	4	2	28	36	8	2	74
8	12	9	4		48	27	8		83
9	12	3	10		48	9	20		77
10	10	6	9		40	18	18		76
11	13	5	4	3	52	15	8	3	78
12	5	8	7	5	20	24	14	5	63
13	11	3	11		44	9	22		75
14	8	8	6	3	32	24	12	3	71
15	10	8	5	2	40	24	10	2	76
16	6	15	4		24	45	8		77
17	8	7	10		32	21	20		73
18	7	11	7		28	33	14		75
19	10	6	9		40	18	18		76
20	11	8	6		44	24	12		80
21	10	4	8	3	40	12	16	3	71
22	10	8	7		40	24	14		78
23	12	3	10		48	9	20		77

24	8	7	7	3	32	2	14	3	70
25	7	6	8	4	28	18	16	4	66
26	9	13	2	1	36	39	4	1	80
27	10	6	9		40	18	18		76
28	11	8	6		44	24	12		80
29	9	8	7	1	36	24	14	1	75
30	8	8	5	4	32	24	10	4	70
31	12	3	10		48	9	20		77
32	10	6	9		40	18	18		76
33	13	5	4	3	52	15	8	3	78
34	5	8	7	5	20	24	14	5	63
35	11	3	11		44	9	22		75
36	8	8	6	3	32	24	12	3	71
37	9	8	8		36	24	16		76
38	10	9	6		40	27	12		79
39	5	6	8	6	20	18	16	6	60
40	10	3	12		40	9	24		73
41	7	8	6	4	28	24	12	4	68
42	8	10	5	2	32	30	10	2	74
43	6	8	8	3	24	24	16	3	67
44	11	8	6		44	24	12		80
45	7	12	6		28	36	12		76
46	13	7	4	1	52	21	8	1	82
47	10	12	3		40	36	6		82
48	12	8	4	1	48	24	8	1	81
49	10	3	12		40	9	24		73
50	7	12	5	1	28	36	10	1	75
51	9	6	10		38	18	20		74
52	9	12	4		36	36	8		80
53	11	3	11		44	9	22		75

54	8	8	6	3	32	24	12	3	71
55	9	8	8		36	24	16		76
56	10	9	6		40	27	12		79
57	5	6	8	6	20	18	16	6	60
58	10	3	12		40	9	24		73
59	10	9	6		40	27	12		79
60	10	10	5		40	30	10		80
61	11	8	6		44	24	12		80
62	10	3	12		40	9	24		73
63	10	8	6	1	40	24	12	1	77
64	10	4	8	3	40	12	16	3	71
65	12	3	10		48	9	20		77
66	7	8	6	4	28	24	12	4	68
67	5	6	8	6	20	18	16	6	60
68	7	14	4		28	42	8		78

From the results of the data above, it can be seen that children who have morals with a very good category are 3 people, namely those who have a score of 82 are 2 people and those who have a score of 83 are 1 person. There are 62 children who have good morals, namely 2 people with a score of 63, 1 person who has a score of 66, 1 person has a score of 67, 2 people have a score of 68, 2 people have a score of 70. , who has a score of 71 is 6 people, who has a score of 73 is 6 people, who has a score of 74 is 4 people, who has a score of 75 is 6 people, who has a score of 76 is 10 people, who has a score of 77 is 6 people, who have a score of 78 totaling 4 people, who have a score of 79 totaling 4 people, who have a score of 80 totaling 7 people, and those who have a score of 81 are 1 person. There are 3 children who have morals in the sufficient category, namely those who have a score of 60. While there are no children who have morals in the poor category. In this preliminary analysis, the step taken is to enter the data on the value of the check list results obtained in the frequency distribution table, but before that it is necessary to determine the nominations and criteria or value categories in variable X (socio-emotional approach in the learning process) and Y (moral development). child). In this case the formula is used:

$$R = H - L$$

Where: R = Total range

$$H = \text{Number of items} \times \text{highest score}, a = 4 \\ = 25 \times 4 = 100$$

$$L = \text{Number of items} \times \text{lowest score}, d = 1 \\ = 25 \times 1 = 25$$

$$\text{So } R = H - L$$

$$= 100 - 25$$

$$= 75$$

Then look for the interval, with the following formula:

$$i = \frac{(R) + 1}{K}$$

Information

i = Interval value

R = Range (the highest value limit minus the boundary value)

K = the number of classes desired

Then the interval values are obtained as follows:

$$\begin{aligned} i &= \frac{(R) + 1}{K} \\ &= \frac{(100 - 25) + 1}{4} \\ &= \frac{75 + 1}{4} \\ &= 19 \end{aligned}$$

On the basis of the interval value, the value categories of the two variables, namely X (socio-emotional approach in the learning process) and Y (moral development of children) are as follows:

- The scores of 82 - 100 category (A) are very good
- Score of 63 - 81 category (B) is good
- The scores of 44 - 62 categories (C) are sufficient
- Score 25 - 43 category (D) is less

Analysis of the checklist value of variable X (socio-emotional approach in the learning process) which has been presented in chapter III, it is known that the scores of each respondent in a row from left to right are as follows:

80, 76, 62, 78, 78, 76, 74, 79, 71, 78, 77, 70, 66, 80, 76, 77, 73, 75, 76, 80, 75, 70, 77, 77, 73, 75, 76, 80, 75, 70, 77, 76, 78, 63, 75, 71, 76, 79, 60, 73, 68, 74, 67, 80, 76, 82, 82, 81, 73, 75, 74, 80, 76, 81, 60, 83, 75, 76, 81, 66, 81, 79, 67, 81, 68, 80, 78, 77.

Furthermore, to find out the average (mean) value of variable X (the socio-emotional approach in the learning process), it can be seen through the table as follows:

AVERAGE VALUE OF CHECK LIST APPROACH SOCIO-EMOTIONAL IN THE LEARNING PROCESS

s	X	F	FX	Percentage
1	60	2	120	2.9
2	62	1	62	1.5
3	63	1	63	1.5
4	66	2	132	2.9

5	67	2	134	2.9
6	68	2	136	2.9
7	70	3	210	4.4
8	71	2	142	2.9
9	73	4	292	5.9
10	74	3	222	4.4
11	75	7	525	10.3
12	76	10	760	14.7
13	77	6	462	8.8
14	78	5	390	7.4
15	79	3	237	4.4
16	80	7	560	10.3
17	81	5	405	7.4
18	82	2	164	2.9
19	83	1	83	1.5
		$\Sigma F = 68$	$\Sigma FX = 5099$	100.0

From the table above it can be understood that the average values of the socio-emotional approach in the learning process are:

$$M = \frac{\Sigma FX}{N} = \frac{5099}{68} = 74.99$$

In relation to the above calculation results, variable (X) is 74.99. Thus, variable X (socio-emotional approach to the learning process occupies the interval between 63-81 and is categorized as good.

Analysis of the results of the check list value of children's moral development

Based on the results of the check list value of the variable Y (moral development) in chapter III. Then it can be obtained the scores of each respondent in a row from left to right as follows:

71, 76, 79, 74, 73, 76, 74, 83, 77, 76, 78, 63, 75, 71, 76, 77, 73, 75, 76, 80, 71, 78, 77, 70, 66, 80, 76, 80, 75, 70, 77, 76, 78, 63, 75, 71, 76, 79, 60, 73, 68, 74, 67, 80, 76, 82, 82, 81, 73, 75, 74, 80, 75, 71, 76, 79, 60, 73, 79, 80, 80, 73, 77, 71, 77, 68, 60, 78.

Furthermore, to find out the average (mean) value of the Y variable (moral development). The table average value of the check list results can be seen as follows:

LIST CHECK RATES AVERAGE VALUE CHILD'S AKHLAK DEVELOPMENT

No	X	F	FX	Percentage
1	60	3	180	4.4
2	63	2	126	2.9
3	66	1	66	1.5
4	67	1	67	1.5
5	68	2	136	2.9
6	70	2	140	2.9
7	71	6	426	8.8
8	73	6	438	8.8
9	74	4	296	5.9
10	75	6	450	8.8
11	76	10	760	14.7
12	77	6	462	8.8
13	78	4	312	5.9
14	79	4	316	5.9
15	80	7	560	10.3
16	81	1	81	1.5
17	82	2	164	2.9
18	83	1	83	1.5
		$\Sigma F = 68$	$\Sigma FX = 5063$	100.0

From the table above it can be understood that the average (mean) value of the Y variable (children's moral development) is:

$$M = \frac{\Sigma FX}{N} = \frac{5063}{68} = 74.46$$

In connection with the calculation of the results above, the variable Y is 74.46. Thus, the Y variable (moral development) occupies the interval between 63 - 81 and is categorized as good.

Hypothesis Test Analysis

The data processing of the results of further research after knowing each respondent about the value of the two variables, X (socio-emotional approach in the learning process) and variable Y (moral development of children) is proving the hypothesis that has been proposed.

In its calculations, a simple regression analysis formula is used which includes the following steps:

- a. Look for the regression line equation
- b. Test the significance of the correlation using the product moment correlation formula

But beforehand, the working table of the correlation coefficient between variable X (socio-emotional approach in the learning process) and variable Y (moral development of children) will be presented as follows:

No respon- dent	X	Y	X ²	Y ²	XY
1	80	71	6400	5041	5680
2	76	76	5776	5776	5776
3	62	79	3844	6241	4898
4	78	74	6084	5476	5772
5	78	73	6084	5329	5694
6	76	76	5776	5776	5776
7	74	74	5476	5476	5476
8	79	83	6241	6889	6557
9	71	77	5041	5929	5467
10	78	76	6084	5776	5928
11	77	78	5929	6084	6006
12	70	63	4900	3969	4410
13	66	75	4356	5625	4950
14	80	71	6400	5041	5680
15	76	76	5776	5776	5776
16	77	77	5929	5929	5929
17	73	73	5329	5329	5329
18	75	75	5625	5625	5625
19	76	76	5776	5776	5776
20	80	80	6400	6400	6400
21	75	71	5625	5041	5325
22	70	78	4900	6084	5460
23	77	77	5929	5929	5929
24	77	70	5929	4900	5390
25	73	66	5329	4356	4818

26	75	80	5625	6400	6000
27	76	76	5776	5776	5776
28	80	80	6400	6400	6400
29	75	75	5625	5625	5625
30	70	70	4900	4900	4900
31	77	77	5929	5929	5929
32	76	76	5776	5776	5776
33	78	78	6084	6084	6084
34	63	63	3969	3969	3969
35	75	75	5625	5625	5625
36	71	71	5041	5041	5041
37	76	76	5776	5776	5776
38	79	79	6241	6241	6241
39	60	60	3600	3600	3600
40	73	73	5329	5329	5329
41	68	68	4624	4624	4624
42	74	74	5476	5476	5476
43	67	67	4489	4489	4489
44	80	80	6400	6400	6400
45	76	76	5776	5776	5776
46	82	82	6724	6724	6724
47	82	82	6724	6724	6724
48	81	81	6561	6561	6561
49	73	73	5329	5329	5329
50	75	75	5625	5625	5625
51	74	74	5476	5476	5476
52	80	80	6400	6400	6400
53	76	75	5776	5625	5700
54	81	71	6561	5041	5751
55	60	76	3600	5776	4560
56	83	79	6889	6241	6557

57	75	60	5625	3600	4500
58	76	73	5776	5329	5548
59	81	79	6561	6241	6399
60	66	80	4356	6400	5280
61	81	80	6561	6400	6480
62	79	73	6241	5329	5767
63	67	77	4489	5929	5159
64	81	71	6561	5041	5751
65	68	77	4624	5929	5236
66	80	68	6400	4624	5440
67	78	60	6084	3600	4680
68	77	78	5929	6084	6006
N= 68	$\Sigma X = 5099$	$\Sigma Y = 5063$	$\Sigma X^2 =$ 384271	$\Sigma Y^2 =$ 378837	$\Sigma XY =$ 380316

By looking at the table above the correlation coefficient work above can be seen that:

$$N = 68$$

$$\Sigma X = 5099$$

$$\Sigma Y = 5063$$

$$\Sigma XY = 380316$$

$$\Sigma X^2 = 384271$$

$$\Sigma Y^2 = 378837$$

a. Find the equation for the Regression line $Y = a + bx$

1. Looking for a (Y intercept)

$$\begin{aligned}
 a &= \frac{(\Sigma Y) (\Sigma X^2) - (\Sigma X) (\Sigma XY)}{n \Sigma X^2 - (\Sigma X)^2} \\
 &= \frac{(5063) (384271) - (5099) (380316)}{68 \cdot 384271 - (5099)^2} \\
 &= \frac{1945564073 - 1939231284}{26130428 - 25999801} \\
 &= \frac{6332789}{130627} \\
 &= 48,479
 \end{aligned}$$

2. Finding b (regression coefficient)

$$\begin{aligned}
 b &= \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2} \\
 &= \frac{68.380316 - (5099)(5063)}{68.384271 - (5099)^2} \\
 &= \frac{25861488 - 25816237}{26130428 - 25999801} \\
 &= \frac{45251}{130627} \\
 &= 0.34641
 \end{aligned}$$

If the equation $Y = a + bx$, if x (60) is

$$\begin{aligned}
 Y &= a + bx \\
 &= 48.479 + 0.34641.60 \\
 &= 48.479 + 20.7846 \\
 &= 69.2636
 \end{aligned}$$

b. Testing the significance of the correlation using the product moment correlation formula, namely:

$$\begin{aligned}
 r_{xy} &= \frac{n \sum XY - \sum X \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{68.380316 - 5099.5063}{\sqrt{\{68.384271 - (5099)^2\} \{68.378837 - (5063)^2\}}} \\
 &= \frac{25861488 - 25816237}{\sqrt{\{26130428 - 25999801\} \{25760916 - 25633969\}}} \\
 &= \frac{45251}{\sqrt{\{130627\} \{126947\}}} \\
 &= \frac{45251}{\sqrt{16582705769}} \\
 &= \frac{45251}{128773.8551}
 \end{aligned}$$

$$= 0.351$$

Advanced Analysis

This analysis is intended to find out the truth of the hypothesis proposed in Chapter I, based on the results of simple regression analysis, the number of 0.351 is obtained so that this number can be meaningful, it needs to be interpreted to provide an explanation of the level of influence of the socio-emotional approach in the learning process on the development of morals, namely by mengonsutasikan through a value of 5% or 1%.

TABLE IX PRODUCT MOMENT "r" COEFFICIENT VALUE

Db	Significance Level	
	5 %	1 %
65	0.244	0.317
70	0.235	0.306
75	0.227	0.296

For more details, it will be interpreted between r observations and r tables as follows:

a. 5% Significance Level

At a significant level of 5% with the number of respondents 70, it is obtained r table = 0.25, while r observation = 0.351 so that r observation is greater than r table or in other words r observation > r table. This means showing the significance or positive influence between the two variables.

b. Significance Level 1%

At a significant level of 1% with the number of respondents 70, the obtained r table = 0.306 while r observation = 0.351 thus r observation is greater than r table or in other words r observation > r table. This shows that there is a positive influence on these two variables.

From the second hypothesis testing with a significant level of 5% and 1%, the results obtained are r observations (research results) that are greater than the r table.

To be able to provide an interpretation of the determined coefficient of determination large or small, it is guided by the following provisions:

GUIDELINES FOR PROVIDING INTERPRETATION ON DETERMINATION COEFFICIENTS

Coefficient Interval	Relationship Level
0,00 – 0,19	Very low
0,20 – 039	Low
0.40 – 0.59	Moderate
0.60 – 0.79	Strong
0.80 – 100	Very strong

Furthermore, to determine the coefficient of determination (determining variable) variable X against Y, the calculation process is carried out using the formula:

$$\begin{aligned}
 (r)^2 \times 100\% &= (0.351)^2 \times 100\% \\
 &= 0.123 \times 100\% \\
 &= 12.3\%
 \end{aligned}$$

So it is known that the determining variable between variable X and variable Y is 12.3%, while the remaining 87.7% is another variable that has not been studied.

Based on the guidelines above, it is known that the interpretation of the coefficient of determination of the socio-emotional approach in the learning process towards moral development is at a level (0.00 - 0.19) or a very low level of relationship.

CONCLUSION

After conducting research and analyzing the data that has been collected, the following conclusions are drawn:

1. The form of implementation of the socio-emotional approach in the learning process in Grade 6 at MI NU Manafiul Ulum Getassrabi Gebog Kudus is done by internalizing social and emotional values through several learning methods, among others; lecture method, exemplary method, habituation method, socio-drama method, and story method. The urgency of the socio-emotional approach in the learning process in Grade 6 at MI NU Manafiul Ulum Getassrabi Gebog Kudus is considered good. This is evidenced by their average score, which is 74,985
2. Grade 6 students of MI NU Manafiul Ulum Getassrabi Gebog Kudus in practicing al-Karimah morals are highly valued. This is evidenced by the results of their average score, namely 74,456
3. The value of the urgency of the socio-emotional approach in the learning process has a significant relationship with the moral development of children in Grade 6 of MI NU Manafiul Ulum Getassrabi Gebog Kudus, so that the hypothesis in chapter one is accepted. This can be seen from the results of the simple regression analysis showing that the observed r value of 0.351 is greater than the r table value, both at the level of 5% (0.235) and the level of 1% (0.306). while the value of the coefficient of determination (determining variable) variable X on variable Y is only 12.3% or it is included in the interval 0.00 - 0.19 and is categorized as very low value. Thus the moral goodness of students in Class 6 MI NU Manafiul Ulum Getassrabi Gebog Kudus is more determined by the form of implementing a non-socio-emotional approach in the learning process.

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