



## The Influence of Disciplinary Education on the Religious Interpersonal Intelligence of Students at Markaz Imam Malik Islamic Boarding School (Sociopedagogical Approach)

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### ARTICLE INFO

*Keywords:* Discipline Education, Religious Interpersonal, Imam Malik Markaz

*Received :* 3 August

*Revised :* 20 September

*Accepted:* 21 October

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### ABSTRACT

This study aims to (1) describe disciplinary education at the Markaz Imam Malik Islamic Boarding School, (2) describe the religious interpersonal intelligence of students, and (3) determine the significant influence of disciplinary education on the religious interpersonal intelligence of students. The type of research is explanatory with a socio-pedagogical approach. Data were collected through questionnaires and documentation and analyzed through editing, coding, and tabulation. The results of the study showed: (1) The average disciplinary education of students was 72.52 (high level, 70%), (2) The average religious interpersonal intelligence of students was 57.46 (high level, 68%), and (3) Religious interpersonal intelligence influenced disciplinary education with a magnitude of 41.7%. The implication of this study is the need for schools to pay more attention to students' religious interpersonal intelligence and discipline

## **INTRODUCTION**

Education is a fundamental aspect of human existence, deeply intertwined with the journey of life. It serves as a process of transforming an individual's attitudes and behaviors, helping them grow into mature individuals through guidance, instruction, and the instillation of core values and perspectives. This ensures that the younger generation develops into responsible, self-aware individuals who understand and embrace their duties as humans, in line with the nature and essence of their humanity. In their status as students, humans should be placed in all individuals, especially as a unity of individual beings and social beings, so that relationships between humans are a goal need. As Aristotle said, humans, in their status as social beings, are interpreted as a *zoon politikon*, meaning individuals are creatures who will always socialize and interact with others and society. Every human being can get along with other people well, but not all humans are good at maintaining good relationships. Religious interpersonal intelligence is critical for everyone to have to support the development of healthy relationships. The failure to cultivate the religious interpersonal intelligence of students can be attributed to several factors, including the lack of understanding of teachers about religious interpersonal intelligence, lack of attention to the development of religious interpersonal intelligence during the education process, and the tendency between educators and parents to cultivate religious interpersonal intelligence, only respecting children who have mathematical logic abilities. As Komala said, interpersonal intelligence requires effective handling. This is a society where children still need to improve their interpersonal skills. The fact that many educators still consider religious interpersonal intelligence less important is a problem for developing religious intelligence in children. Academic ability is more important because there are many demanding requirements for further study. One of the main reasons for socially unacceptable behavior is the lack of religious interpersonal intelligence.

Meanwhile, another view by Ningsi is that everyone with low interpersonal intelligence will generally be cold-hearted, cold-blooded, selfish, and annoying. Every child who lacks religious interpersonal intelligence will experience social isolation. The social world often suffers from religious interpersonal intelligence. Children will become antisocial due to feelings of loneliness, worthlessness, and the perception that no one wants to befriend them. Islamic boarding schools are ideal educational places to improve discipline because students spend more time in Islamic boarding schools and are faced with various opportunities to penetrate students' souls. In addition, the presence of administrators will further support the improvement of existing discipline. Education activities further support this by prioritizing Islamic values in the Islamic boarding school environment. From here, of course, the spirit of the students has been filled with Islamic law values, which will lead to correct behavior (not deviating from religious lessons). However, the large number of students who do not heed the applicable provisions shows that the ideals of Islamic boarding schools have not been fully realized because they collide with existing realities.

The role of discipline in developing the interpersonal intelligence of religious students at the Markaz Imam Malik Islamic Boarding School in Makassar must be studied and researched in more depth. The Markaz Imam Malik Islamic Boarding School is one of the boarding schools that strictly discipline students. Its existence and progress cannot be separated from the discipline continuously maintained, preserved, and carried out by the people in it. Therefore, discipline at the Markaz Imam Malik Islamic Boarding School in Makassar is deeply rooted. This research is exciting because the strict management of student discipline education at the Markaz Imam Malik Islamic Boarding School in Makassar will help implement maximum activities. Furthermore, that is what is implemented by the Markaz Imam Malik Islamic Boarding School, Makassar, where the Islamic boarding school's disciplinary education is designed and supervised in such a way. The application of discipline in the education process will be able to develop the religious interpersonal intelligence of students; this can be used to identify individuals who can identify themselves, as well as to control what can be done so that students can be involved in social interactions with others later.

Based on this phenomenon, researchers are very interested in researching further. Therefore, the title: "The Effect of Discipline Education on the Religious Interpersonal Intelligence of Students: A Socio-Pedagogical Approach at the Markaz Imam Malik Islamic Boarding School" is very interesting to conduct in-depth research.

Based on the phenomenon at the Markaz Imam Malik Islamic Boarding School, the author is interested in researching further with a Sociopedagogical approach with the formulation of the problem, namely: 1. How is disciplinary education at the Markaz Imam Malik Islamic Boarding School, Makassar? 2. How is the interpersonal religious intelligence of students at the Markaz Imam Malik Islamic Boarding School in Makassar?

## **LITERATURE REVIEW**

### **1. Discipline Education (Variable X)**

Discipline education is an educational rule that refers to a type of rule involvement in achieving the right standards or following the right rules in behaving or carrying out activities and discipline, it can also be said to be something related to a person's self-control of the forms of rules or regulations that apply because they are driven by the awareness that exists in their hearts. So what is meant by education studied in this study is an effort to control the activities of students based on the rules at the Imam Malik Islamic Boarding School, Makassar.

### **2. Religious Interpersonal Intelligence**

The ability to understand and share the feelings of others from a religious perspective. This includes understanding the spiritual needs of others and showing genuine concern for their emotional and spiritual well-being. The scope of this study is to determine whether discipline education influences the interpersonal religious intelligence of students at the Markaz Imam Malik Islamic Boarding School.

## METHODOLOGY

The research conducted is explanatory in nature. According to Singarimbun and Effendi, explanatory research aims to clarify the causal relationships between variables by testing hypotheses. In this study, the researcher will evaluate the proposed hypothesis, with the expectation that the relationships and effects between the variables can be clearly explained through the findings. The location chosen for this study is the Markaz Imam Malik Islamic Boarding School in Makassar. This study uses a socio-pedagogical approach that focuses on the relationship between education and the socio-cultural context in which the education process occurs. This approach recognizes that education cannot be separated from the social and cultural environment that shapes the behavior and development of students. The Population or area whose characteristics will be studied in this study is the Islamic Boarding School Imam Malik Islamic Boarding School Makassar; the total number of students is 372, educators 58, education staff 10, so the total is 440. The number of samples that researchers will use in this study is 50 student samples with details of 25 female students and 25 male students from a Population of 372 at Markaz Imam Malik Makassar. Researchers will use questionnaires (Likert scale/checklist), pens, cellphones as voice recorders, and pictures in this study. The Likert scale is a series of items (question items). Respondents only give their agreement or disagreement with the question items. This scale is intended to measure individual attitudes in the same dimension, and individuals place themselves towards one community of question items. In this study, the researcher used descriptive analysis and simple linear regression with the help of the IBM SPSS Statistic 27 software program.

## RESULTS AND DISCUSSION

### 1. Validity Test and Reliability Test

#### A) Discipline Education Variable

The Discipline Education variable with 50 respondents and 19 statement items has the following validity values:

#### 1) Validity Test

Table 1. Hasil Validitas Variabel X  
Case Processing Summary

		N	%
<b>Cases</b>	<b>Valid</b>	50	100.0
	<b>Excluded<sup>a</sup></b>	0	.0
	<b>Total</b>	50	100.0

- a. Listwise deletion based on all variables in the procedure  
 For more details, it is described in the following table.:

Table 1. Validitas

No.	Rcount	Rtable	Interpretation
1	0,479	0,2353	Valid
2	0,359	0,2353	Valid
3	0,311	0,2353	Valid
4	0,609	0,2353	Valid
5	0,402	0,2353	Valid
6	0,280	0,2353	Valid
7	0,365	0,2353	Valid
8	0,489	0,2353	Valid
9	0,503	0,2353	Valid
10	0,531	0,2353	Valid
11	0,570	0,2353	Valid
12	0,339	0,2353	Valid
13	0,620	0,2353	Valid
14	0,615	0,2353	Valid
15	0,478	0,2353	Valid
16	0,485	0,2353	Valid
17	0,828	0,2353	Valid
18	0,274	0,2353	Valid
19	0,549	0,2353	Valid

The validity table above shows that the results used in the S.P.S.S. 27 application state that all respondent values are valid or can be trusted. This is stated as valid because the correlation coefficient value r count is more significant than r table, in line with the theory that states that the validity requirement of an item is if  $r_{count} > r_{table}$  at a significance level of 0.05, then the instrument is considered valid.

1) Reliability Test

Aims to see whether the questionnaire has consistency if the measurement is carried out with the questionnaire repeatedly

Tabel 2. Reliability Results of Variable X Reliability Statistics

Cronbach's Alpha	N of Items
.695	19

The results of all respondents totaled 50, and the questionnaire questions totaled 19. The reliability value using Cronbach's Alpha can be seen in the results of 0.695. In this case, a variable can be said to be reliable if the Cronbach alpha value is  $> 0.60$ . So, it is concluded that the questionnaire is reliable because the

Cronbach alpha value is 0.695 > 0.60.a) Religious Interpersonal Intelligence Variable of Santri

The religious interpersonal intelligence variable of santri with a total of 50 respondents and 15 statement items has the following validity values:

2) Validity Test

Table 3. Validity Results of Variable Y  
Case Processing Summary

		N	%
<b>Cases</b>	<b>Valid</b>	<b>50</b>	<b>100.0</b>
	<b>Excluded<sup>a</sup></b>	<b>0</b>	<b>.0</b>
	<b>Total</b>	<b>50</b>	<b>100.0</b>

B. Listwise Deletion Based on All Variables in the Procedure

For more details, it is described in the following table:

Table 4. Validitas

No.	Rcount	Rtable	Interpretation
1	0,445	0,2353	Valid
2	0,458	0,2353	Valid
3	0,367	0,2353	Valid
4	0,460	0,2353	Valid
5	0,434	0,2353	Valid
6	0,445	0,2353	Valid
7	0,578	0,2353	Valid
8	0,383	0,2353	Valid
9	0,471	0,2353	Valid
10	0,607	0,2353	Valid
11	0,652	0,2353	Valid
12	0,624	0,2353	Valid
13	0,665	0,2353	Valid
14	0,648	0,2353	Valid
15	0,454	0,2353	Valid

From the validity table above, it can be seen that the results used in the SPSS 27 application state that all respondent values are valid or can be trusted. This is stated as valid because the correlation coefficient value r count is more significant than r table, in line with the theory that states that the validity requirement of an item is if  $r\text{ count} > r\text{ table}$  at a significance level of 0.05, then the instrument is considered valid.

### 1) Reliability Test

It aims to see whether the questionnaire is consistent if the measurement is carried out with the questionnaire repeatedly.

Table 5. Reliability Results of Variable Y  
Reliability Statistics

Cronbach's Alpha	N of Items
.791	15

The total number of respondents' results was 50, and the total number of questionnaire questions was 15. The reliability value using Cronbach's Alpha can be seen in the results received as 0.791. In this case, a variable is reliable if the Cronbach alpha value is  $> 0.60$ . So, it is concluded that the questionnaire is reliable because the Cronbach alpha value is  $0.791 > 0.60$ .

### 2) Descriptive Statistical Analysis

a) Data on the Scale of Discipline Education of Students at the Markaz Imam Malik Islamic Boarding School

The following table explains the scale of discipline education of students at the Imam Malik Islamic Boarding School.

Table 6. Discipline Education of Students

No.	X	F	FX
1	60	1	60
2	61	1	61
3	62	1	62
4	63	1	63
5	64	3	192
6	65	2	130
7	66	2	132
8	67	1	67
9	68	2	136
10	69	3	207
11	70	1	70
12	71	3	213
13	72	2	144
14	73	3	219
15	74	4	296
16	75	3	225
17	76	2	152
18	77	2	154
19	78	5	390
20	79	2	158
21	80	1	80
22	82	2	164
23	83	1	83
24	84	2	168
<b>Jumlah</b>		<b>50</b>	<b>3626</b>

Average score of disciplinary education scale

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{3626}{50} = 72,52$$

Based on the results of the average calculation above, the average score of the student discipline education scale is 72.52 or is stated to be high. Suppose the scale score is grouped based on the provisions set. In that case, a general picture of the level of student discipline education at the Markaz Imam Malik Islamic Boarding School can be seen in the following table:

Table 7. Religious Interpersonal Intelligence

No.	Interval	Criteria for the level of religious interpersonal intelligence	F	%
1	63– 75	Very High	8	16%
2	> 51 – 63	High	34	68%
3	> 39 – 51	Fairly	8	16%
4	> 27 – 39	Low	0	0%
5	15 – 27	Very Low	0	0%

The table above shows the frequency distribution; it can be seen that the spiritual intelligence of students at the Markaz Imam Malik Islamic Boarding School is at a very high level, namely 16%, high 68%, and sufficient level of 16%

3) Inferential Statistical Analysis

a) Prerequisite Analysis Test

1) Normality Test

The normality test is intended to see whether the data obtained from the sample comes from a normally distributed Population. The results of the normality analysis of the estimated error of the Y data on X with the Kolmogorov-Smirnov test are presented in Table 4.6 below.

Table 8. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Variabel pendidikan kedisiplinan	,072	50	,200*	,975	50	,375
VariabelKIR	,098	50	,200*	,964	50	,134
*. This is a lower bound of the true significance.						
<b>a. Lilliefors Significance Correction</b>						

Based on the analysis results in Table 4.5, the statistical test for the Religious Interpersonal Intelligence variable (Y) on the Discipline Education variable (X) shows a significance value of 0.200. This p-value (0.200) is greater than 0.05, meaning that the null hypothesis (Ho) is accepted. Therefore, the error estimation for Y on X is normally distributed. The decision is based on the Kolmogorov-Smirnov test, which indicates that the data is considered normally distributed if the significance value is greater than the alpha level (0.05).

2) Linearity Test

This test is conducted to assess whether the data distribution between variables X and Y is linear or not. It is part of the classic assumption tests in linear regression. Using a significance level of 0.05, if the significance value for the deviation from linearity is greater than 0.05, it indicates a linear relationship between the independent and dependent variables; otherwise, the relationship is not linear. Below are the linearity test results in Table 9.

Table 9. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Kecerdasan Interpersonal Religius Pendidikan Kedisiplinan *	Between Groups	(Combined)	601,620	23	26,157	,585	,901
		Linearity	206,579	1	206,579	4,619	,041
		Deviation from Linearity	395,041	22	17,956	,402	,983
	Within Groups		1162,800	26	44,723		
	Total		1764,420	49			

Based on the results of the linearity test, it is known that the sig. Deviation from the linearity value is  $0.983 > 0.05$ , so it can be concluded that there is a linear relationship between discipline education and religious interpersonal intelligence.

b) Simple Linear Regression Analysis Test

This test is used to test the effect of one independent variable and a dependent variable; the requirements for conducting the test are valid and reliable data, regular and linear, then the basis for decision making if the significance value  $< 0.05$  means that variable X affects variable Y and vice versa.

Table 10. Simple Linear Regression Equation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33,943	9,356		3,628	,001
	Pendidikan Kedisiplinan	,324	,129	,342	2,523	,015
a. Dependent Variable: Kecerdasan Interpersonal Religius						

According to the output, the constant value (a) is 33.943, while the regression coefficient for discipline education (b) is 0.324. This gives the following regression equation:

$$Y = a + bX$$

$$Y = 33.943 + 0.324X$$

The equation can be explained as follows:

- Constant (33.943): This represents the baseline value of the interpersonal intelligence variable when there is no contribution from the discipline education variable (X).
- Regression coefficient (0.324): This suggests that for each 1% increase in discipline education, the value of religious interpersonal intelligence rises by 0.324. Since the coefficient is positive, it indicates that discipline education has a positive impact on religious interpersonal intelligence.

In conclusion, an increase in discipline education is associated with a corresponding positive increase in religious interpersonal intelligence.

Table 11. Regression Test Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	,642 <sup>a</sup>	,417	,299	5,6977	
a. Predictors: (Constant), Pendidikan Kedisiplinan					

  

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	206,579	1	206,579	6,365	,015 <sup>b</sup>
	Residual	1557,841	48	32,455		
	Total	1764,420	49			
a. Dependent Variable: Kecerdasan Interpersonal Religius						
b. Predictors: (Constant), Pendidikan Kedisiplinan						

The decision-making in a simple linear regression test is based on comparing the significance value with a threshold probability of 0.05. If the significance value is less than 0.05, it indicates that variable X has an effect on variable Y. As shown in the table, the correlation coefficient (R) is 0.642. The output also shows that the coefficient of determination (R Square) is 0.417, meaning that 41.7% of the variance in the dependent variable (interpersonal religious intelligence) is explained by the independent variable (discipline education). Additionally, the calculated F value is 6.365, with a significance level of 0.015, which is below 0.05. This confirms that the regression model can be used to predict the dependent variable, meaning there is an influence of discipline education (X) on interpersonal religious intelligence (Y). The results of the hypothesis test on the religious interpersonal intelligence scale and discipline education are presented in the following table:

Table 12. The Results of the Hypothesis Test on the Religious Interpersonal Intelligence Scale and Discipline Education Are Presented

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	33,943	9,356		3,628	,001
	Pendidikan Kedisiplinan	,324	,129	,342	2,523	,015

a. Dependent Variable: Kecerdasan Interpersonal Religius

H0: There is no significant influence of disciplinary education on religious interpersonal intelligence

H1: There is a significant influence of disciplinary education on religious interpersonal intelligence

The basis for decision-making is that if the significance value is less than 0.05, it indicates a significant difference. This suggests that there is a notable impact from the variations in treatment applied to each variable. The table above indicates a significance value of 0.015, which is less than 0.05. This result means that the alternative hypothesis (H1) is accepted, confirming that there is a significant effect of discipline education on religious interpersonal intelligence.

### CONCLUSIONS AND RECOMMENDATIONS

Based on the research conducted on the impact of discipline education on the interpersonal intelligence of religious students, using a socio-pedagogical approach at the Markaz Imam Malik Islamic Boarding School, the findings can be summarized as follows:

1. The average discipline education level of students at the Markaz Imam Malik Islamic Boarding School is 72.52, indicating a high level of discipline, approximately 70%.
2. The average interpersonal intelligence of religious students at the boarding school is 57.46, which also reflects a high level, at about 68%.
3. The results of the simple linear regression analysis demonstrate that discipline education (X) significantly influences interpersonal intelligence (Y), with an effect size of 0.417 or 41.7%.

Based on the research findings and conclusions, the following suggestions are made:

- For the school: It is essential to continue focusing on improving students' religious interpersonal intelligence and discipline. Enhancements should be made to further increase interpersonal intelligence, and for those students already performing well, maintaining and improving their levels is crucial.
- For teachers: Teachers should actively work to sustain and foster the development of students' religious interpersonal intelligence and discipline, ensuring continuous growth in these areas.
- For students: Students are encouraged to be aware of their levels of religious interpersonal intelligence and discipline, and to actively maintain and improve upon them for better future outcomes.

### **FURTHER STUDY**

This research still has limitations, so it is necessary to carry out further research related to the topic of The Influence of Disciplinary Education on the Religious Interpersonal Intelligence of Students at Markaz Imam Malik Islamic Boarding School (Sociopedagogical Approach) in order to improve this research and add insight to readers.

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