



## **HAPPINESS AS A MEDIATOR ON THE INFLUENCE OF ACADEMIC CLIMATE ON SCHOOL ENGAGEMENT AT TAHFIDZ AL-QUR'AN PROGRAM PONDOK PESANTREN MODERN AL-AQSA JATINANGOR SUMEDANG WEST JAVA**

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### **INTRODUCTION**

Today many educational institutions are competing to organize a special program memorize (tahfidz) Al-Qur'an. Even equivalent kindergarten educational institutions have started to teach children to tahfidz Al-Qur'an. Assuming that the earlier the Qur'an is memorized, the better the results will be. The institution that runs the tahfidz program of the Qur'an was initially limited in some areas. However, after tahfidz Al-Qur'an was included in Musabaqah Tilawatil Qur'an (MTQ) in 1981, then the program tahfidz Al-Qur'an developed in various regions in Indonesia. This development certainly cannot be separated from the role of the scholars memorize the Qur'an that seeks to disseminate and promote learning tahfidzul qur'an (Lutfy, 2013).

One of the educational institutions that run the program tahfidz Al-Qur'an is Pondok Pesantren Modern Al-Aqsa, Sumedang, West Java, Indonesia. Tahfidz Al-Qur'an program is a flagship program offered by the boarding school. The hope of the program of tahfidz Al-Qur'an is that all students are motivated to memorize the Qur'an and can memorize the Qur'an up to 30 juz. The number of phenomenon tahfidz program Al-Qur'an in aired in various electronic media events indirectly also make the program tahfidz Al Qur'an in Pondok Pesantren Modern Al-Aqsa attracted many santri. Although actually boarding school does not require all santri to follow tahfidz program held. But in fact 38% of the 700 santri follow the program.

Students who follow tahfidz program are santri selected through tests conducted by Tahfidz Institut Pondok Modern Al Aqsa. If they do not have a strong desire to memorize, as well as a good Qur'an reading according to the letters of the letter, then they will not qualify for the program. The Qur'an tahfidz method used in general is the same as the method used in the tahfidz institution in general, which distinguishes it in terms of its execution time only. For example, students of the tahfidz program must perform a muroja'ah or repetition of each memorandum after the evening prayer for approximately two hours. Furthermore, they must deposit every memorization after the prayer shubuh. Santri tahfidz program will get a penalty if not memorized according to target every day. Santri tahfidz program is required to be able to face various challenges to achieve the target of 5 juz memorized each year. Various activities conducted by santri tahfidz program aims to maintain concentration in memorizing verses of the Qur'an.

Memorizing the Qur'an as much as 30 juz is an activity that is not easy but they keep the spirit to follow the program. Most of the santri who follow the program tahfidz Al-Qur'an states that the strong desire in him that encourages them to follow the program tahfidz Al-Qur'an. Strong encouragement which appears in the students in the program is derived from the desire of the santri to be able to invite both parents into heaven and the desire to be an inspiration for others to participate in memorizing the Qur'an.

In daily life in pesantren of santri who follow tahfidz program Al-Qur'an looks many positive things in him. After following the Qur'an tahfidz program they look more calm, have a high patience in the face of difficult situations, rarely uneasy, and look more comfortable in living life. In relation to the learning process they always seem to try to never be late to the

class, although the activities they do are very solid, unlike the santri who do not follow this tahfidz program. They also try and look focused while attending teaching and learning activities in class. Even based on the results of academic data is known that most of the santri tahfidz Al-Qur'an program included in the superior grade students.

Based on the results of unstructured interviews to 15 students tahfidz. They gave a statement that after joining this program they feel happier than before following the memorization program of the Qur'an, the heart is more calm, more optimistic, and feel more prosperous. Furthermore, the benefits they feel in the process of teaching and learning in the classroom is that they become more eager in learning, prefer to follow the learning materials, feel comfortable in learning, and feel the ease in completing the learning tasks. After joining the program memorizing the Qur'an they also feel increasingly encouraged to be more actively involved in all activities held by the cottage. They do not hesitate to continue to follow extracurricular activities that require extra energy, such as taekwondo, sacred footprint, football, and paskibra. They are also happy to follow every race held by the school or an invitation from the outside.

The phenomenon above illustrates one of the psychological attributes of school engagement, according to Fredricks (2004) school engagement is a student effort to involve himself in academic and non-academic activities (social & extracurricular) which includes three components of behavioral engagement, emotional engagement, and cognitive engagement. School engagement is an indicator that connects academic identification and academic participation. Academic identification includes associating with teachers, having an interest in the subject matter, behaviors and attitudes associated with student involvement in school. While academic participation includes the work of students both inside and outside school, including hours spent doing homework, fulfil the grace period, do not miss the class, and so on (Finn, 1989; Fredricks, 2004, in Jennifer, 2007).

According Finn, et al (in Jennifer 2007) school engagement refers to the quality and quantity of physical and psychological energy that santri invest in school activities. Furthermore, santri focuses only on motivation and behavior in school. It can be deduced that school engagement is a measure of santri involvement in a school that can encourage the santri to develop understanding and knowledge as well as participate well in school activities that are both action and perceived.

Based on some opinions above, it can be concluded that school engagement is the involvement of students in the school either in activities or activities related to learning in the classroom or outside of classroom learning, such as following extracurricular activities that can encourage students to develop knowledge and understanding. Fredricks, Blumenfeld, and Paris (2004) define school engagement as a student effort to engage him in academic and non-academic activities (social & extracurricular) which involves the involvement of three components: behavioral, emotional, and cognitive.

The behavioral component refers to the behaviors that support the learning process, academic and non-academic. The behavior of students who have high scores on the behavioral component will be reflected through obedient behavior towards the rules applicable in the school environment such as wearing the uniform completeness according to the school school conditions, collecting tasks according to the time specified, following the extracurricular activities that have been selected, doing every task that has been given in class, performing tasks in accordance with the schedule set schedule, etc.

Emotional component refers to the appreciation of students' emotions on academic and non-academic activities, on teachers and peers. Students who score high on this component will show that the student is always maintain their motivation.

The cognitive component refers to the efforts undertaken by students to engage the thinking in learning as well as direct the learning strategies, both in academic and non-



academic activities. Students who score high on the cognitive component will take time to read the textbook, the students will set the target value to be achieved in each lesson, the students will make plans to improve the values that are less satisfactory, students will create a daily learning schedule. Even further when faced with difficult problems students will think about how to solve the problem before taking certain actions.

Fredricks et al (2004) explains that school engagement can be influenced by many factors. Fredricks (2004) divides the school engagement factors into three broad categories: school-level factors, class context, and individual needs factors. Meanwhile, according to Fullarton (2002) there are several factors that influence the involvement of students in school, but the main trigger that causes students to become involved in activities in the school that is the individual itself. The student's self-factor is student's perception of student's learning and perception of school climate and class climate. Cornell, Fan, Gregory (2012) finds that a school climate marked by intimidation can reduce school engagement in 289 grade 9 students at Virginia High School Safety Study.

According to Stichter & Kenneth (2008) the school climate is a shared perception of what is happening academically, socially and environmentally in school on a regular basis. According to Owens (1995) school climate is the school environment atmosphere felt by the citizens of the school. Moss (1979) states that the school climate is the setting of social atmosphere and learning environment. Furthermore Moss (1979) divides the social environment into 3, namely: (1) relationships that include involvement, affiliation with others in the classroom, and teacher support; (2) personal growth which includes personal development and self-improvement of all members of the environment; and (3) maintenance of the system covering environmental order, clarity of rule rules and the sincerity of teachers in enforcing the rules.

Marshall (2002) describes the benefits of school climate, among others: (1) can affect many people in school, (2) (4) can increase job satisfaction for school personnel, (5) play an important role in providing a healthy and positive school atmosphere, (6) provide support that allows all members of the school community to teach and teach optimally, (7) is a rich environment for personal growth and academic success.

In addition to the school climate, happiness also has a strong positive relationship with school engagement in students. As the results of Choi's research (2016) in 202 students in South Korea show that happiness is positively and significantly associated with school engagement. Happiness is a feeling that can be experienced by everyone, but the indicator of happiness of each person is different depending on how people perceive it. Each person will use happiness in accordance with his life experience, culture, and religion.

However, it does not mean that happiness is very subjective that can only be felt by others. Happiness as a psychological construct can be measured scientifically and has generally acceptable parameters. The triggers of happiness can be very different from one person to another. A research that has been widely accepted even suggests that certain genetic factors can make a person happier than others. Although we may not know if we have the gene of happiness, but one thing is certain as humans, we can determine our own happiness (Greenberg and Avigdor, 2011).

The happiness in psychology studies is often associated with well beings or wellbeing. Ryan and Deci (2001) argue that the Well Being tradition includes the Hedonic and Eudaimonic approaches. Hedonic's approach states that the purpose of life is to achieve happiness, pleasure, pleasure and avoid pain. In the Subjective Well-Being (SWB) study happiness includes three composes: life satisfaction, positive passion, and lack of negative arousal. Eudaimonic tradition is a view of happiness not of results but on the process of achieving good life.



Compton (2005) classifies happiness as part of the concept of subjective well-being (or subjective wellbeing) or commonly abbreviated as SWB, others are satisfied with his life (satisfaction of life). Based on the results of research conducted by Carr (2004) happiness is identical with feeling / feeling, which is associated with fun activities such as "I'm happy to meet you", "I'm happy to be home again", "I'm happy with my work" and so on. He said happy is a feeling of fun (pleasure) and almost all the fun things make happy.

From some of the definitions that successful quote researchers can conclude that happiness is not easy to define, because each person has different feelings and things that can foster happiness. But in general, happiness is a feeling that contains emotions in the form of satisfaction of heart, satisfaction, joy, satisfaction, calm, and peace. Usually happiness is associated with a particular event or event that ultimately invites happiness.

The Government of the Kingdom of Bhutan is one of the countries seriously developing the Gross National Happiness Index (GNH) as a guide in formulating state development policies and programs (Ura, K et al., 2012). The idea of measuring the happiness index of the nation was first proposed by Bhutan's fourth King, Jigme Singye Wangchuck, in the 1970s. The rationale is that sustainable development needs to use a holistic approach in achieving national progress; thereby giving important weight to the non-economic aspect of the GDP approach which takes into account only the economic aspects.

According to Ura, K et al (2012) The GNH Index is a multidimensional method of measuring happiness that is associated with a number of policy tools and programs workable. The GNH index is developed from data obtained from periodic surveys of a region (districts), gender (gender), age, rural-urban population, etc. Unlike the concept of happiness in Western countries, the GNH index is multi-dimensional not only measured through one's subjective behavior and not just focusing narrowly on the happiness that begins and ends and the emphasis on a person.

The GNH Index provides a comprehensive outcome using 9 GNH domains: 1) Psychological Well-being includes: life satisfaction, positive emotions, negative emotions, spirituality; 2) Time Use includes: work and sleep; 3) Community Vitality includes: time and money), public relations, family, security; 4) Cultural Diversity and Resilience include: speaking local languages, cultural participation, artistic skills, drigiam napzha; 5) Ecological Resilience includes: ecological issues, environmental responsibility, forest destruction, urbanization issues; 6) Living Standard includes: assets, housing, income per capita; 7) Health includes: healthy mental, self-reported health status, healthy days, disability; 8) Education includes: literacy, school, knowledge, value; 9) Good Government includes: government performance, the fundamentals, service, political participation.

## **METHOD**

In this study the approach taken by researchers is a quantitative method, the design used is a structural design. Structural research is a type of research that wants to know the direct influence and indirect influence from one variable to another variable.

The subject of research in this study is students of tahfidz Al-Qur'an program in Pondok Pesantren Modern Al Aqsha Sumedang West Java Indonesia. According Silalahi (2012) research subjects are objects, things, or people to whom data on the object of research. Therefore, Silalahi (2012) added that the subject of research is the main part that has a central position in the research because there is a variable that we want to be closely attached. The characteristics of the subject in this study are: a) Modern Pondok Al-Aqsa Students who follow Tahfidz Al-Qur'an program; b) Age subject 13-16 years. Based on the characteristic of the subject mentioned above, the number of subjects in this study is 133 students.

The technique used in this study is done by distributing measuring instruments in the form of questionnaires to the subject, then subjects are asked to provide feedback on the

statements presented and asked to provide appropriate responses to the circumstances of the subject. To support and complete the data the researchers conducted observations as well as unstructured interviews. Unstructured interviews are free interviews where researchers do not use interview guidelines that have been systematically arranged and complete for data collection (Sugiyono, 2012).

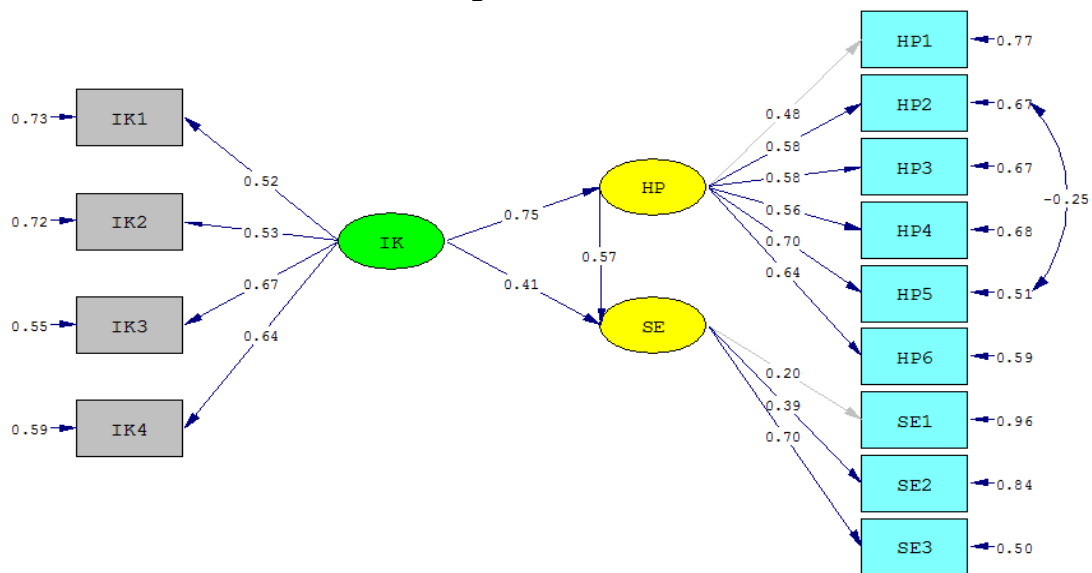
The measuring instrument used in this research is the school climate scale, happiness scale, and school engagement scale. Before the measuring instrument is used, the researcher first does a try out (try out) to ensure that the measuring instrument used to retrieve data meet the criteria that have been established in scientific research that is the validity and reliability. Furthermore, to analyze the data of this study the researcher uses a model of structural equation analysis. Software used to analyze data is Lisrel version 8.7 for windows.

The hypothesis in this research are: a) The school climate has a direct and significant impact on school engagement on the participants of the Qur'an tahfidz program at Pondok Pesantren Modern Al-Aqsa; b) Happiness has a direct and significant influence on school engagement on the participants of the Qur'an tahfidz program at Pondok Pesantren Modern Al-Aqsa; c) Happiness plays a significant role as a mediator variable to influence the school climate on school engagement at the participants of the program tahfidz Al-Qur'an in Pondok Pesantren Modern Al-Aqsa.

## RESULTS

To test the research hypothesis in this study researchers using structural equation model and software that researchers use to analyzing the data is Lisrel 8.7 for windows. Based on the results of statistical tests obtained data as follows:

Figure 1:



Chi-Square=73.53, df=60, P-value=0.11260, RMSEA=0.041

Based on the picture 1 is known that the value of Chi-Square: 73.53 with p value:  $0.112 > 0.05$ , therefore it can be concluded that the structural model match or identical with theoretical model.

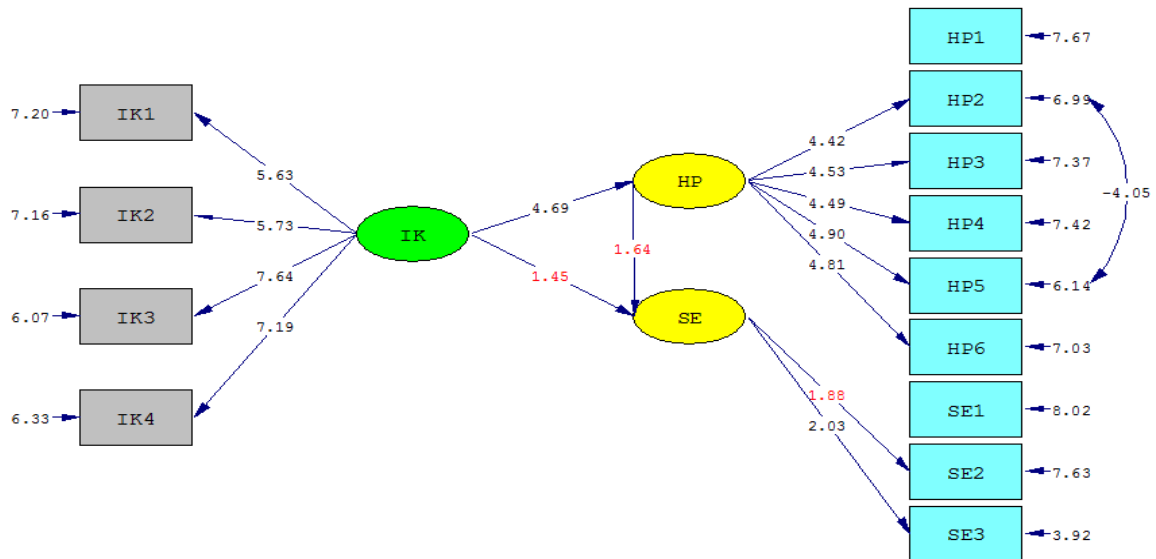
Based on figure 1 above it can also be seen that happiness has a direct positive effect on school engagement with a factor loading factor of 0.57. Likewise, school climate has a direct positive effect on school engagement with factor loading factor 0.41. And school climate also positively influence directly to happiness with factor loading factor 0,75. And structurally



known that academic climate has an indirect positive effect on school engagement through happiness with factor loading 0,26.

Furthermore, to know the significance of the influence of each variable then the researcher uses the t value as follows:

Table 2



Chi-Square=73.53, df=60, P-value=0.11260, RMSEA=0.041

Based on the above table it is known that happiness has a positive effect on school engagement but not significant because count value: 1.64 < table: 1.65. Likewise the academic climate has a positive effect on school engagement but not significant because the value of count: 1.45 <table: 1.65. While the school climate has a positive and significant impact on happiness due to the value of count: 4.69 > table: 1.65. Structurally it is known that academic climate has an indirect positive effect on school engagement through happiness but not significant because the value of count: 0.65 > table: 1.65.

## DISCUSSIONS

From the results of testing on theoretical model of school climate influences on school engagement mediated by happiness is known that the model fit (fit) means empirical data match with theoretical model. The results of this study prove that the theoretical model that researchers offer can be used as a model of analysis of the high school engagement that occurs among santri participants tahfidz program Al-Qur'an in Pondok Pesantren Modern Al-Aqsa. In this case according to researchers that school engagement santri Pondok Pesantren Modern Al-Aqsa influenced by school climate and happiness. Model fit obtained from the results of this study showed that the data obtained from respondents can describe the actual theory. This fit model also shows that happiness can affect directly and also can be indirect influence from other variables in this case school climate.

Based on the results of this study it is known that happiness has positive effect on school engagement although not significant. The happy condition experienced by the students of tahfidz program at the time of living in pesantren made them feel comfortable, peaceful, enthusiastic, and prosperous. It makes the students more passionate in learning, responsible, and active at the time of following the learning process. This is evidenced by the fact that when students learn they show more enthusiastic behavior in learning, prefer to follow the learning materials, feel comfortable in learning, and feel the ease in completing the learning tasks. They also feel increasingly encouraged to be more actively involved in all activities held



by the cottage. They do not hesitate to continue to follow extracurricular activities that require extra energy, such as taekwondo, sacred footprint, football, and paskibra. They are also happy to follow every race held by the school or an invitation from the outside.

The results of this study also shows that the academic climate has a positive effect on school engagement although not significant. School climate is a condition or atmosphere that perceived and felt directly by the learners. In this study found that pesantren climate is felt very comfortable and fun by the students who follow the program tahfidz Al-Qur'an in Pondok Pesantren Modern Al-Aqsa. This comfortable and enjoyable feeling eventually spawns in santri the spirit of learning and the desire to be actively involved in the learning process in the classroom. This is in line with Marshall's (2002) explanation which states that school climate has many benefits for learners and educators, namely: (1) can affect many people in school, (2) can significantly form the success of students in obtaining academic degree, (3) ) can improve performance and reduce maladaptive behavior, (4) increase job satisfaction for school personnel, (5) play an important role in providing a healthy and positive school environment, (6) provide support that allows all members of the school community to teach and teach (7) is a rich environment for personal growth and academic success.

Furthermore, the results of this study also show that the school climate has a positive and significant impact on the happiness of students who follow the program tahfidz Al-Qur'an in Pondok Pesantren Modern Al-Aqsha. This shows that the atmosphere and state of the school environment perceived and felt reassuring and comfortable can improve the sense of happiness, happiness, and sense of well-being.

## CONCLUSIONS

Based on the results of research that researchers have done on santri program tahfidz Al-Qur'an in Pondok Pesantren Modern Al-Aqsa can be concluded that:

1. Theoretical model of happiness as a mediator of school climate influences on school engagement in santri who follow the program tahfidz Al-Qur'an in Pondok Pesantren Modern Al-Aqsa is fit.
2. Happiness has a positive effect on school engagement in santri who follow the Qur'an tahfidz program in Pondok Pesantren Modern Al Aqsa but not significant because of the value of count  $< t_{tab}$ .
3. The school climate has a positive influence on school engagement in santri who follow the Qur'an tahfidz program in Pondok Pesantren Modern Al Aqsa but not significant because the value of count  $< t_{tab}$ .
4. The school climate has a positive and significant impact on the happiness of the students who follow the Qur'an tahfidz program in Pondok Pesantren Modern Al Aqsa but not significant because the value of count  $> t_{tab}$ .

## SUGGESTIONS

The results of this study note that the direct influence of happiness and school climate on school engagement not significant, this is according to the researchers because the respondents are too few. Therefore, for the next researcher if you want to do research with the same theme then it should increase the number of respondents.



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