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The Influence of Islamic Religious Education on Student Behavior at State Junior High School 2 Purwodadi

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Abstract

The Influence of Islamic Religious Education Subject on Student Behavior (A Case Study at SMP Negeri 2 Purwodadi). This research is motivated by a problem or phenomenon of middle school students who misbehave as students, like some students smoke, behave rudely, use vulgar language, skip school, are too lazy to study, and so on. The problem addressed in this study is the impact of Islamic religious education on students' behavior, namely in promoting good manners and politeness as expected. The objective is to determine how much Islamic religious education influences student behavior. This study is a quantitative research with a correlational design. The research subjects consist of 105 students from SMP Negeri 2 Purwodadi from the 8th and 9th grades in the academic year 2022/2023. These students were selected from a population of 1425 students. Research analysis has shown that a well-designed PAI learning variable has a significant impact on student behavior.

Keywords: Islamic religious education, student behaviour, junior high school

INTRODUCTION

In the current educational scenario, the formal education system, especially schools in most developing countries, has taken over almost the entire role of Islamic religious education in educating the younger generation. The demands of economic growth and technological developments, including the drive to seek wealth and materialism, impact the handing over of education to teachers. In contrast, in traditional Islamic societies, the role of education, especially the Koran and the basics of Islamic knowledge, is carried out by parents and teachers with the help of the surrounding community (Halim Tamuri et al., 2013). Education is an effort to improve human quality in all aspects of life (Priatna, 2004).

This is the era of globalization, where electronic technology, media, and knowledge sources can be accessed easily. This development involves both good and bad developments. So, if a person does not acquire religious knowledge, he will be more inclined towards the world of immorality and away from the path of righteousness. People prefer to go to entertainment, malls, and other places they consider modern and don't want to go to areas of knowledge.

The phenomena described above can be seen almost every day or even every day of the week, both in the city and the countryside. They can also be observed as most suitable for all members of society. The human population includes children, adolescents, young adults, and adults. It is truly a phenomenon that has an extraordinary ability to win the hearts of people in need.

They would rather be in sinful places than in good areas, they would instead go to places of entertainment than attend religious or school events, they would rather play than study, and they would rather watch celebrities than listen to spiritual leaders and teachers, causing them to drift further away, Far from the light of truth. Moral decadence is increasingly happening everywhere, from parents to young people, from adults to children, including school-age children, especially junior high school students.

They are like young corn who have bright futures. Still, due to lack of supervision, negative influences, and religious education, they end up carrying out behavior that violates religious rules and social norms. These behaviors include disobedience to parents and teachers, neglecting prayers, being lazy about studying, playing games excessively, using impolite language, bad behavior, often getting angry or having tantrums, smoking, brawling at school, lazing around on the street, even doing criminal acts such as extortion and theft. There are many other negative behaviors. Therefore, a teacher must be able to establish Islamic ideals in his pupils so that they can participate in Islamic Religious Education learning activities properly (Binzel & Carvalho, 2017).

Islamic learning activities as one of the subjects in schools/madrasas, such as at SMP Negeri 2 Purwodadi, need to be implemented through effective learning planning to influence students' choices, decisions, and behavior development and fulfill the requirements of Islamic values (Aryanti, 2017). Students will be able to acquire more admirable values and a more tremendous enthusiasm for studying with the assistance of a skilled educator. It is the cognitive potential developed via learning and the affective and psychomotor potential (Karim et al., 2023;

Munadi et al., 2022). The professionalism of teachers in the classroom Having strong teaching abilities is necessary for Islamic Religious Education (Ferry et al., 2020; Al-Talhouni, 2021). In addition, instructors who are professionals in Islamic Religious Education assist students in comprehending the material and are responsible for molding appropriate student behavior.

Considering the abovementioned factors, the author must research the reasons for their actions. The research in question relates to the behavior of junior high school students. To what extent is the influence of Islamic Religious Education subjects at SMP Negeri 2 Purwodadi on student behavior.

METHOD

A quantitative research method with a correlational approach is used. However, this research also uses descriptive statistics to provide information regarding the specific aspects needed. The initial step used in this research is a desktop statistical analysis tool, which functions as an essential starting point for analysis. In this way, the study is carried out by observing changes in the relationship between friendly phenomena after completing quantitative literature research through questionnaires and using data from other populations. The analysis is carried out by observing changes in relationships between phenomena, which is carried out more broadly using inferential analysis.

This research begins with a quantitative approach, where determining the data source is preceded by identifying the population and research sample. The population of this study was all students of SMP Negeri 2 Purwodadi. Meanwhile, the total number of students or population was 1427, while around 105 students in grades 8 and 9 were selected for the research. The sample size used in this research was determined using the Krejcie Morgan table formula with a significance level of 95% to obtain a total of 105 people. Therefore, the minimum number of samples taken is 100 people.

This research uses many instruments to collect diverse data. The tools used include questionnaires, interviews, and documentation. Correlationally, this research explores the discourse on the concept of Islamic religious education learning on student behavior. This research took place at SMP Negeri 2 Purwodadi.

RESULTS AND DISCUSSION

Validity and Reliability Test

The validity test results show that all questionnaire items are valid because each item's overall calculated r value exceeds the table's critical r value (Ghozali, 2021). The sample size, n=70, has a value of 0.235. The Y variable instrument in this research revealed the results of the validity test of student behavior variables using 70 items with a sample size of 100 respondents. This instrument will measure student behavior variables at SMP N 2 Purwodadi.

After testing using SPSS version 17, the following results were obtained. The valid score is 63, while the invalid score is 7. The results of the instrument validity test above show that the PAI learning management instrument is valid. Of the 70 items, around 63 items have good

validity, with a score above 0.230. Therefore, when viewed from the validity aspect, the PAI learning instrument meets the criteria for being a research instrument.

Meanwhile, testing the reliability of instruments in research is very important because reliability is associated with consistency and confidence in the instrument. Testing the reliability of a measuring instrument is the same as its consistency.

Determining the level of instrument reliability is said to be at least 0.6 (Hair et al., 2019). The Alpha Conbach formula was used to test reliability in this research. The instrument is considered reliable if the calculated r is greater than the R-table. Data management for reliability testing in this research uses the SPSS version 17 computer application. A summary of the reliability test results can be seen in the following table:

Table 1. Reliability Test Results

No.	Variables	r-count	R-table	Conclusion
1.	Student Behavior	0,965	0,230	Reliabel
2.	PAI Learning	0,965	0,230	Reliabel

source: data processing, 2023

The table above illustrates that all research variables from student behavior and PAI learning show reliability, so they are worthy of continuing research.

Normality Test

To determine the normality of the data collected in this research, the analysis technique used is computer-based analysis capabilities in SPSS version 17 software. Each normality is determined based on the data distribution value obtained from the collected data. The normality test used in this research is the Kolmogorov-Smirnov method, with the significance criterion of a two-sided test; the results of the calculation states that data is classified as generally distributed if it has a calculation greater than 0.5, which indicates that it has a normal distribution (Sekaran & Bougie, 2016).

Because the significance value of each variable is less than or equal to 0.5, the results of the normality test show that all variables are normally distributed (Ghozali, 2021). This is because the sign value is more than 0.5, so the data can be analyzed using the regression formula method. The results of variable normalization are as follows, as in the previous sentence:

Student Moral Behavior Variables

According to the following table, the results of the normality test for variable Y, namely the student moral behavior variable, are as follows:

Table 2. Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Answers	.084	100	.077	.978	100	.096

a. Lilliefors Significance Correction

Based on the data in Table 2, the Kolmogorov-Smirnov normality test for the student moral variable (Y) shows a significance level (Sig.) of 0.77. This indicates that the significance level (Sig.) is insignificant to the chi-square value 0.05. Because the significance level (Sig.) of 0.77 is greater than the significance level (α) of 0.05, it can be concluded that the Student Moral Behavior variable data is usually distributed. Based on the Shapiro-Wilk normality test results, the significance level (Sig.) is not significant if the p-value is equal to 0.05. Considering that the significance level (Sig.) is greater than the significance level (α) of 0.05, it can be concluded that the data included in the student moral behavior variable is normally distributed.

The following is an example of using Normal QQ-Plot to create a normality distribution graph:

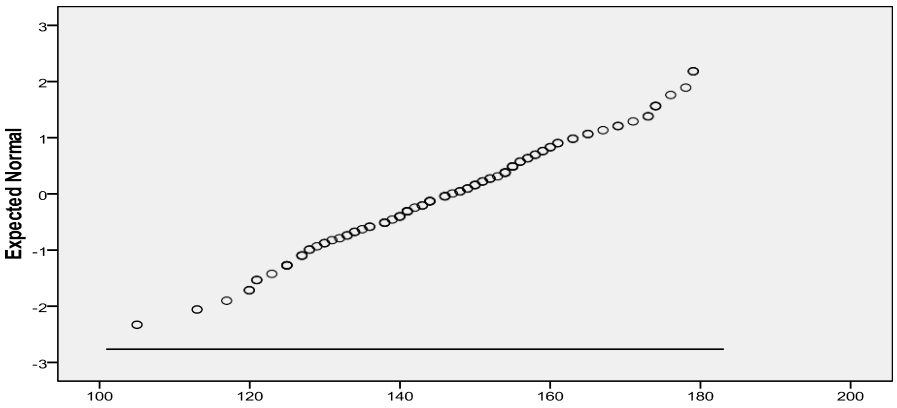

Figure 1. Standard Q-Q Plot of Student Behavior

Based on the Normal QQ-Plot graph produced using SPSS version 17, it is clear that the data for variable Y (student moral behavior) consistently follows a normal distribution (shows a normal distribution). In this case, it can be shown that the data on student moral behavior (Y) is distributed naturally.

The following is an example of a Normal Detrended Q-Q Plot, which is presented as follows:

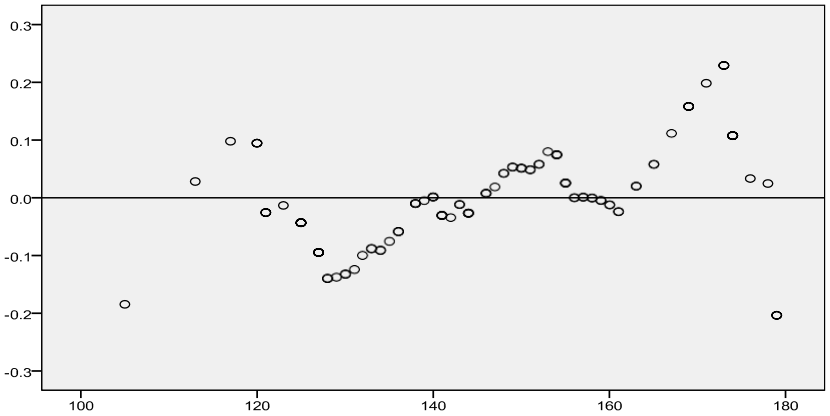

Figure 2. Detrended Normal Q-Q Plot of Student Behavior

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In addition, the Detrended Normal QQ-Plot graph displays data consistently distributed according to the data shown above the regular line and below the regular line.

PAI Learning Management Variables

Based on the findings of the normality test, it is known that the significance level of each variable X2 is either less than or equal to 0.5 (Ghozali, 2021). One might deduce from this that the probability of this variable having a normal distribution is higher. This is because the significance level is more than or equal to 0.5, indicating that it is appropriate for regression analysis. The following are some examples of the results of normality tests performed on the variable X2:

Table 3. Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Answers	.084	100	.077	.978	100	.096

a. Lilliefors Significance Correction

Based on the data in Table 3 regarding the normality of the Kolmogorov-Smirnov variable student morals (Y) in the previous section, a significance level (Sig.) of 0.77 was obtained. This shows that the significance level (Sig.) is insignificant compared to the significance level (α = 0.05). As a result of the fact that the significance level (Sig.) of 0.77 is higher than the significance level (α) of 0.05, it is possible to conclude that the data about the Student Moral Behaviour variable is typically distributed. According to the Shapiro-Wilk normality test findings, the significance level (Sig.) is not considered to be significant if the p-value is equal to 0.05. Considering that the significance level (Sig.) is higher than the significance level (α) of 0.05, it is possible to conclude that the student moral behavior variable data follows a normal distribution.

Next, normality testing in this research was continued with the Normal Q-Q Plot graph using SPSS version 17 so that the following results were obtained, as seen in the attached image:

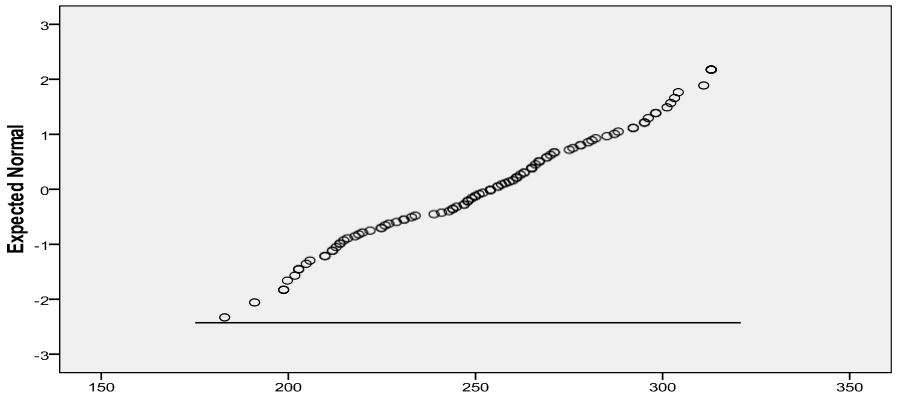

Figure 3. Standard Q-Q Plot of PEM PAI

Based on the Normal QQ-Plot graph using SPSS version 17, it can be seen that the distribution of data for variable X2 (Islamic Religious Education Learning Management) tends to follow the

regular line. It can be concluded that PAI Learning Management data (X2) is usually distributed. Meanwhile, the distribution of data on the Detrended Normal Q-Q Plot is as follows:

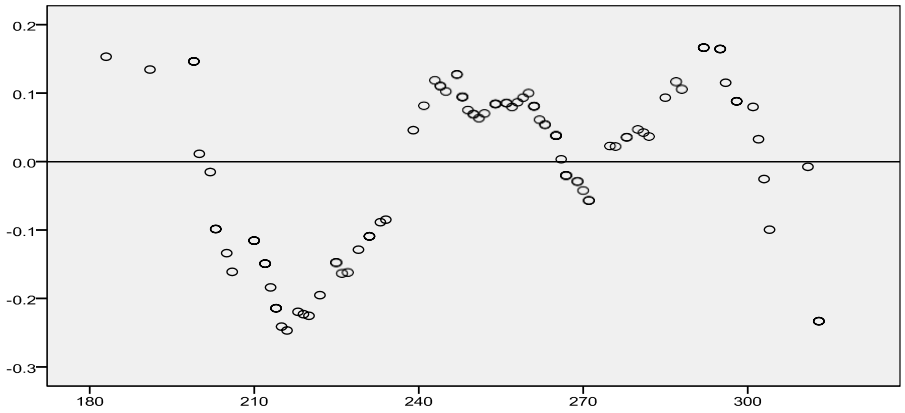

Figure 4. Detrended Normal Q-Q Plot of Pem PAI

Likewise, the Detrended Normal QQ-Plot graph shows a balanced data distribution above and below the regular line. The Detrended Normal QQ-Plot graph shows that the data is usually distributed.

Testing the Linearity of PAI Learning Management on Y Student Behavior

The linearity of variable X2 (Islamic Religious Education Learning Management) towards variable Y (Student Behavior) is simply by testing the regression line formed by the variable.

Table 4. Summary of Linear Variance Analysis of Variable

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24192.499	1	24192.499	858.856	.000a
Residual	2760.491	98	28.168		
Total	26952.990	99			

Predictors: (Constant), PEM. PAI
Dependent Variable: Student Behavior

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.850	4.286		5.098	.000
Pem. PAI	.495	.017	.947	29.306	.000

Dependent Variable: Student Moral Behavior

Based on the table above, it can be seen that the observed F divergence value of linearity is 858.856, compared with the F table value at the 95% significance level > 0.05, which shows it is not significant. It can also be seen from the significance value; if the significance value is less than 0.05, then it can be concluded.

The regression test carried out is linear. This shows that variable X has a linear relationship with variable Y.

Hypothesis Testing: Effect of PAI Learning Management (X) on Student Behavior (Y)

straightforward regression analysis determined how much PAI learning influences student behavior. Specifically, I utilized the SPSS version 17 software program on my PC. It is necessary to analyze the correlation between the two variables to determine the extent of the impact that PAI learning management factors have on students' behavior before they can be determined.

According to the computer's results on the correlation coefficient, a correlation coefficient of 0.947 was found to be effective (as seen in the coefficient table below), and this coefficient has a positive sign. This illustrates that if the management of Islamic religious education gets better, the moral behavior of students will also improve. The relationship between Islamic religious education management and students' ethical behavior is significant, as indicated by the sizeable t-calculation value of 29.306, which is more important than the critical t-calculation value at alpha 0.05. The degree of freedom (df) equals 100, and its value is 1.658. The results of the t-test of this simple regression model can predict that students' moral behavior can be determined by Islamic religious education learning management.

Table 5. The Hypothesis Results

Coefficients$_a$

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	21.850	4.286		5.098	.000
Pem. PAI	.495	.017	.947	29.306	.000

Dependent Variable: Student Moral Behavior

Based on the findings above, the regression coefficient is 0.495 and the constant is 21.850. By using the regression equation Y=21.850+0.495X, it is possible to influence the relationship between PAI learning management factors and student behavior. This shows that if there is an increase of one point in the implementation of Islamic religious education, there will be an increase of 0.495 points in the level of moral behavior shown by students.

It can be said that the better the management of Islamic religious education, the better the students' moral behavior will be. The results of the F test with computer output Sig 0.000 < 0.05 demonstrate that this link is also linear compared to other relationships. According to one interpretation, the regression model is a model that can predict the moral behavior of students

with a positive and substantial effect. To gain a deeper understanding of the F test results, look at the output produced by the computer:

Table 6. F-Test Result

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24192.499	1	24192.499	858.856	.000a
	Residual	2760.491	98	28.168		
	Total	26952.990	99			

a. Predictors: (Constant), PEM, PAI
b. Dependent Variable: Student Behavior

The following computer output provides an illustration of the extent to which PAI learning management has an impact on the behavior of students:

Model Summary[b]

Model	R	R Square	Adjusted RSquare	Std. Error of the Estimate
1	.947a	.898	.897	5.307

a. Predictors: (Constant), PEM. PAI
b. Dependent: Student Moral Behavior

It is possible to explain that the R square value acquired is 0.898 by referring to the computer output presented before. This means that the Islamic religious education management variable influences 89.8% of students' moral behavior, while other factors outside the simple regression model or partial testing determine the remaining 11.3%. PAI learning management is more dominant than school-based management. The influence of PAI learning management variables on students' moral behavior is significant; this is shown from the F test results obtained from computer output with a significance level of $0.000 < 0.05$.

This is also consistent with the findings of studies carried out by Munadi (2020), according to this, the professionalism displayed by instructors of Islamic Religious Education substantially impacts the development of future student behavior. Students would be better equipped to meet the issues of today if they are taught Islamic character by teachers who are professionals in Islamic Religious Education fields (Adi et al., 2021; Firman, 2022; Yusuf et al., 2021).

CONCLUSION

Based on the research findings presented in the previous section, it can be concluded that PAI learning variables have a positive and significant influence on student behavior. A substantial effect can be seen from the calculated t value of 3.668, more important than the critical t value of 1.658. The positive influence can be seen from the partial correlation coefficient of 0.311, which is positive.

The coefficient shows that the PAI learning variable positively influences student behavior. Better translation can result in better Islamic education and better student behavior. On

the other hand, the low quality of Islamic education causes poor student behavior. If we observe the R2 of 0.898, it shows that the effective contribution of PAI learning to student behavior at SMP Negeri 2 Purwodadi is 89.8%.

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