



The relationship between educational priorities and students' religious attitudes

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Article Info	ABSTRACT
<p>Article history:</p> <p>Received Sep 10, 2022 Revised Oct 12, 2022 Accepted Nov 19, 2022</p> <hr/> <p>Keywords:</p> <p>Attention to education; Educational priorities; Religious attitudes Students.</p>	<p>The family's function, particularly how parents care for their children at home, has a significant impact on how youngsters develop their religious spirit. The attention of parents and the roles of each parent should complement one another in order to create a whole and harmonious family that can best carry out religious orders. If parents don't pay attention to their kids and miseducate them, kids will be readily swayed by things that are bad. Based on Islamic religious principles given in the Koran and the Prophet's sunnah, Islamic religious education shapes a person's physical and spiritual qualities. It is anticipated that both facets will develop in harmony in order to prevent a disconnect between spiritual and material requirements. Selfishness will be avoided if a person leads a balanced life. The goal of this study is to ascertain the extent to which parental involvement in the delivery of Islamic religious education and its relevance to students' religious attitudes are related. This study employs the descriptive analytic method and uses interviews and questionnaires as its data sources. Data analysis, a crucial step in the scientific method, is done to use the study that has been done on the sampled pupils to provide a response to the research question. By analyzing the data, it can be concluded that parents give their children's religious education a lot of thought, which has an impact on the religious attitudes of students who behave well. In addition, the school fulfills its responsibility as an educational institution by offering lessons and extracurricular activities that can help students develop their religious attitudes, as can be seen from interviews with the school.</p> <p><i>This is an open access article under the CC BY-NC license.</i></p>



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1. INTRODUCTION

The family is the first unit of living together that children recognize (Bumpass & Lu, 2000) (Werner DeGrace, 2004). Therefore, the family is referred to as the "Primary Community", namely as the first and main educational environment, and the first person responsible for the development of children is parents (Durston & Nashire, 2001) (Kim et al., 2006). Parents have a position as the leader of the family or household. Parents are the main personal formers in a child's life (Starkey & Klein, 2000) (Garcia Coll et al., 2002). "The personality of parents, their attitudes and ways of life are elements of education that will indirectly enter the growing child's personality" (Ajzen, 2005) (Aldrich & Kim, 2007).

The development of religion in itself is very dependent on the parents' appreciation of the norms of morality and religion of the parents. This means that children do not experience the development of morality as expected, recommended or ordered by their parents, but children will experience this development according to how parents behave in accordance with the norms of morality and religion. Children will not take a rule seriously if their parents do not do it. This happens because the child has doubts about the truth and the need to obey the rules.

A good education can help to provide certain limits (Butin, 2006). Indeed, educating aims to guide humans towards maturity, so that students can obtain a balance between feelings and reason, and can be realized in a balanced manner in concrete actions (Kessler, 2000). Likewise, religious education can bring children into a balanced maturity of faith between spiritual and physical (Bergen, 2003) (Anthony, 2001) (Barna, 2003).

In reality, educating children does feel hard, especially when there are periods of resistance in children (Ward, 2000). Many parents in their daily lives are less able to control their emotions and maintain their patience, so they cannot foster children properly (Wilson, 2006) (Hughes, 2000). Often parents feel they know best and are in charge, imposing their own will on children in all matters, so that children feel constrained and lose their independence (Best, 2006). However, on the contrary, there are also parents who give children the widest possible freedom and even seem excessive, so that children's behavior becomes "wild" and uncontrollable beyond parental control.

Adolescence (age 13 or 14 to age 21) is a period characterized by rapid physical growth. The rapid growth that occurs in adolescents often leads to different responses about them (Dahl, 2004) (Rogol et al., 2000) (Crews et al., 2007). Some argue that adolescence is a period full of problems and difficulties, on the other hand there are those who view adolescence as the most beautiful, fun, and full of happiness. This is indeed difficult to measure with certainty, because the severity of the problems and difficulties faced by adolescents actually depends a lot on the level of social, cultural, family, and environment in which the teenager lives.

Adolescence is also synonymous with an unbalanced psychological situation, so that when passing through the socialization stage, it is possible that they will be carried away by the wrong cultural currents and norms (Talbani & Hasanali, 2000). Changes that take place quickly and suddenly result in other changes in the social and psychological aspects of adolescents are increasingly sensitive and their attitudes are changing, unstable and they will have a tendency to act according to their own wishes. Sometimes he is timid, doubtful, anxious, and often criticizes, sometimes rebels against family, society or against customs instead of religion. All of the above is due to their emotional and psychological growth (Pollard & Kennedy, 2007) (Holodynski & Friedlmeier, 2006).

Some of the changes that occur will clearly be a major obstacle to adolescent growth (Jenkins & Horner, 2005). This has implications for their attitudes and behavior in socializing in society (J. N. Moore et al., 2002). For every teenager, the environment is certainly the foundation in the process of growth and development, so that from the environment they can learn how to behave in accordance with existing orders and norms. In its development, all the rapid physical changes in adolescence will cause anxiety about religion that has grown at a previous age, may also experience a shock due to disappointment in himself, where adolescents' belief in God is sometimes very strong and sometimes becomes doubtful and reduced. This can be seen in the implementation of worship, which is sometimes diligent and sometimes lazy (Sturgeon, 2005).

In terms of formal education, the age of 13 to 15 years is the age of adolescence when children enter junior high school (Reynolds et al., 2001). This age is a short age but is a very important period for children's lives, therefore, in order to foster and develop all potential, both physical and spiritual potential, good cooperation is needed between schools, parents at home, and students themselves, so that the potential of students can develop optimally (Aviles et al., 2006) (Association, 2003). But if there is no good cooperation between parents, schools, and students, many problems will arise, such as students violating school rules, disrespecting teachers, disrespecting others, being indifferent to religious activities at school, fighting and others.

Thus it is clear that parental attention to children's education at home has an important function in achieving the goals of religious education for personalities who are faithful and pious and have noble character in personal life, society, nation and state. If a child does not get attention in terms of religious education at home from his parents, he will later be indifferent to the teachings of his religion, and vice versa, if a child gets good attention from his parents, the religious attitude formed will be good too (Anthony, 2001) (R. L. Moore, 2000).

The religious attitude of students in question is that students carry out and live out religious teachings in their lives, including their religious attitudes at school such as understanding the laws that apply to religion and can realize them in their lives, obeying school rules, behaving politely towards teachers and parents, and being kind to friends. This phenomenon must certainly be a concern for parents in particular, and schools as formal institutions in general. Parents are expected to pay attention to their children at home by paying attention to their needs and providing good examples for children, because every experience a child goes through in his life through sight, hearing, treatment he receives and so on becomes part of what shapes his personality. Children who often see their parents or anyone they know practicing worship, then the results of their vision will be recorded in their souls. Education and development of children's personalities that have started from the household must also be continued and perfected by the school (Bubb & Earley, 2007) (Janus & Duku, 2007).

In addition, the attention of parents in shaping children into a human being who has faith, piety and noble character is also important to do, because parents as individuals as well as family members play a very important role in shaping children's personalities, and because parents are role models and mirrors that they first see and imitate before they turn to the surrounding environment. (Rimm-Kaufman et al., 2006)(Lee, 2002)

2. RESEARCH METHOD

The quantitative approach utilized in this study is descriptive in nature and was used to test hypotheses or provide answers to queries about the existing state of affairs or what is happening in the current context (Kothari, 2004) (Antonakis et al., 2004) (Gray et al., 2007). The study was carried out utilizing survey methods, which involve taking a sample of a population and using a questionnaire as the primary instrument for gathering data. In this study, the dependent variable (variable Y) is the students' religious attitudes, and the independent variable (variable X) is parents' attention to education (Variable Y). The methods utilized to get information about the variables in this study are questionnaire, observation, and interview. In this study, proportional random sampling and random selection were employed to choose sample individuals from each preset proportion. This sampling technique is known as combined sampling. The sample size for this study was 35 students, or 25% of the overall population, taking into account the researchers' capacity in terms of time, effort, and resources.

After then, the data is processed and examined. Data analysis is to condense data into a format that is simple to read and understand. In order to analyze the findings of the study "Correlation between Parental Attention to Education and Students' Religious Attitudes," quantitative analysis—that is, analysis done on numerical data using statistical data—is employed. The product moment formula is used as an analysis approach to determine the relationship between parents' attention to education and students' religious attitudes.

3. RESULTS AND DISCUSSIONS

A description of the subject score for each variable, namely the variable of parental attention to education (X) and the variable of students' religious attitudes, can be offered based on the data that has been gathered (Y). Additionally, the following explanation shows the data description for each variable:

Data on parents' attention to education are described.

Parental attention data is the value collected by a 14-item student questionnaire. The quantities to be displayed are the highest score, the lowest score, the average score, the standard

deviation, and the sample size. According to research on parental attention, there are four students (11.4%), whose total scores fall within the range of 43 to 45, who receive low parental attention; twenty-four students (68.6%), whose total scores fall within the range of 46 to 51; and seven students (20%), whose total scores fall within the range of 52 to 56. Thus, parents generally pay moderate attention to their children. The highest score for parental interest in education falls within the range of 49 to 51, while the lowest score falls within the range of 55 to 57.

Description of data on students' religious attitudes.

Student Religious Attitude Data is the value acquired from a 13-item student questionnaire. And the quantity to be shown is the maximum, lowest, average, standard deviation, and sample size. According to the Research Data on Students' Religious Attitudes, students with a low religious attitude are 4 people (11.5%), because the total score is between 43 and 46, students with a moderate religious attitude are 27 people (77.1%), because the total score is between 47 and 50, and students with a high religious attitude are 4 people (11.4%), because the total score is between 51 and 52. As a result, grade VI kids have a moderate religious outlook. As can be seen, the greatest score for Students' Religious Attitudes is between 48 and 50, while the lowest score is between 43 and 44.

Test the requirements of the analysis.

Normality and linearity tests are performed before statistically analyzing study results.

The null hypothesis (H_0) and alternative hypothesis (H_a) for the normality test using Chi squared (Chi Square) are first formulated as follows: H_0 = The sample is drawn from a population with a normal distribution H_a = The sample is drawn from a population with an unusual distribution. Additionally, the findings of the parental attention normality test led to the finding that H_0 is accepted and that the sample originates from a population with a normally distributed population: $X^2_h X^2_t = 2.24$ 0.103. The result of the normality test for students' religious attitudes, $X^2_h X^2_t = 5.1$ 0.103, indicates that H_0 is accepted and the sample is drawn from a population with a normally distributed population. Test for Linearity, A straightforward linear regression equation is used to process data pairs and identify the relationship model between variables X and Y. It estimates one related variable (Y) based on one independent variable (X). The equation $Y = a + b X$ is used to calculate the results of the linearity test. According to the findings of the linearity test on the questionnaire linking parental support for education and students' religious views, it may be concluded that: $a = 168.64$ and $b = 45.4$. It may be deduced from the linear regression equation model, $Y = 168.64 + 45.4 X$, that for every unit rise in variable X, variable Y will grow by 214.0, and for every unit reduction or increase in variable X, variable Y will decrease or increase by 214.0. Test of hypotheses First, create the null hypothesis (H_0) and the alternative hypothesis (H_a) as follows to assess the level of significance of the association between the variable (X) parental attention to education and the students' religious attitudes. H_0 = There is no connection between pupils' religious sentiments and parental involvement in their education. H_a = There is a link between students' religious attitudes and parents' attention to education. Use the product moment formula as an analysis approach to see whether parental attention to education and students' religious attitudes are correlated. The correlation value (r_h) between the variable parental attention to education and the pupils' religious attitudes is calculated to be 0.708 from the results of the calculation.

Interpretation of research results.

Provide interpretation of r_{xy} .

To find out the relationship between the two variables, it is done by matching the calculation results with the correlation index "r" product moment, the results obtained are $r_{count} = 0.708$ and are on the index between 0.41- 0.70. Based on these results, it can be seen that the results obtained for the relationship between parental attention to education and students' religious attitudes show a significant relationship, with a moderate or sufficient category.

Provide interpretation using the "r" value table.

Then to test the truth or falsity of the hypothesis proposed by comparing the amount of "r" that has been obtained through the calculation with "r" listed in the table (r_t) by first finding the free degree (db) or Degrees of Freedom (df) whose formula is: $df = N - nr$ $df = 35 - 2 = 33$ From the above

calculations it can be seen that the r table is 0.325 with a df of 33, then the obtained " r " table at the 5% significance level is 0.325 and at the 1% significance level is 0.418. From these results it can be seen that r_{count} (0.708) is greater than r_{table} (0.325) at the 5% significance level and at the 1% significance level (0.418). Based on hypothesis testing, it can be seen that H_0 which states that there is no relationship between parental attention to education and students' religious attitudes is rejected and the alternative hypothesis (H_a) proposed is accepted, namely parental attention to education with students' religious attitudes has a significant relationship.

Calculating the determinant coefficient.

To determine the contribution of variable X to variable Y, the coefficient of determination formula is used as follows: $KD = r^2 \times 100\% = 0.708 \times 100\% = 50\%$ Thus it can be concluded that the religious attitude of students is influenced by parental attention by 50% and 50% is influenced by other factors.

4. CONCLUSION

The results indicate that parental involvement in children's schooling is generally good to medium. The class interval between 49 and 51 with a frequency of 17 demonstrates this. In this situation, parents' attention to their kids takes the following forms: teaching them how to carry out religious duties (worship), teaching them how to behave honestly, supervising their outside playtime, correcting them when they misbehave, and providing for all of their material needs, including sending them to religious schools and providing for their basic needs. The class interval between 49 and 50 with a frequency of 19 shows that students' religious attitudes are pretty good or moderate. This is evident from the students' class attendance. These findings demonstrate that students generally have a positive view toward religion. A correlation coefficient of 0.708 indicates a favorable link between the variables X (Parents' Attention to Education) and Y (Students' Religious Attitude). When this value is acquired, the relationship between the two variables is classified as a moderately substantial positive association. The contribution of variable X (parental attention to education) to variable Y (students' religious views) is expressed as a positive association through the coefficient of determination. The coefficient of determination was calculated and is known to be 50%. The author draws the conclusion that parental involvement can enhance students' religious sentiments based on these data. The students' religious attitudes improve as parental involvement increases.

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