



The Influence of Religious Activities and Social Intelligence to Form Students' Religious Character

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Article Info	Abstract
Article History Received: 2023-10-12 Revised: 2023-11-23 Published: 2023-12-19 Keywords: <i>Religious Activities; Social Intelligence; Character Formation.</i>	Students' religious character is distorted by a hedonistic lifestyle and has recently been affected by the negative culture caused by promiscuity among the younger generation. Students' self-concepts may be at odds with Islamic values. On the other hand, education's role is to instill virtue in the form of 'akhlakul karimah'. The goal of this research is to determine the impact of religious activities and social intelligence so that students can apply it in their daily life. This study employs a correlation quantitative approach with a saturated sample technique. The data were collected by utilizing questionnaires with a 'Likert' scale of 5 graduations. The findings revealed that religious activities and social intelligence had 77.5% significant influence on the formation of the students' religious character. T _{table} value of 2.048 indicates that religious activities and social intelligence have a strong influence on students' religious character formation. The implications of this study indicate a desire to improve students' religious character in the future so that they can become an 'insan kamil' and uphold Islamic values.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-10-12 Direvisi: 2023-11-23 Dipublikasi: 2023-12-19 Kata kunci: <i>Kegiatan Keagamaan; Kecerdasan Sosial; Pembentukan Karakter.</i>	Karakter religius siswa terdistorsi oleh gaya hidup hedonis dan terpengaruh oleh budaya negatif diakibatkan pergaulan bebas di kalangan generasi muda belakangan ini. Konsep diri siswa dimungkinkan akan jauh dari nilai-nilai Islami. Disisi lain peran pendidikan bertujuan menanamkan karakter keutamaan dalam bentuk <i>akhlakul karimah</i> . Tujuan penelitian ini untuk mengetahui pengaruh kegiatan keagamaan dan kecerdasan sosial sehingga dapat diaktualisasikan oleh siswa dalam kehidupan sehari-hari. Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan menggunakan teknik sampel jenuh, yaitu sebanyak 30 populasi yang menjadi sampel untuk mengukur pengaruh kegiatan keagamaan dan kecerdasan sosial dalam menumbuhkan karakter religius siswa. Teknik pengumpulan data menggunakan kuesioner dengan skala likert 5 graduasi. Hasil penelitian menunjukkan adanya pengaruh yang signifikan antara variabel kegiatan keagamaan dan kecerdasan sosial sebesar 77,5% dalam pembentukan karakter religius siswa. Nilai t _{tabel} sebesar 2,048, sehingga diperoleh hasil penelitian bahwa adanya pengaruh yang kuat antara kegiatan keagamaan dan kecerdasan sosial secara bersama-sama dalam pembentukan karakter religius siswa. Implikasi dari penelitian ini menunjukkan kepentingan dalam meningkatkan karakter religius siswa di masa depan agar siswa menjadi <i>insan kamil</i> serta menjunjung tinggi nilai-nilai Islami.

I. INTRODUCTION

Education is the only way for everyone to achieve success in studying. Education is an important component that actively participates in the teaching and learning process in formal institutions, develops human resources, and takes on a professional role in fostering student character (Sapuroh, 2022). By constantly developing the potential for good character, education will also lead to physical and mental development toward an *insan kamil* figure. The reality is that students are experiencing

character crises as a result of hedonistic lifestyles and negative cultures such as rampant promiscuity (Rahmad, 2022). Character crises in children will be more severe if students do not receive guidance from their parents and teachers (Sugiarto et al., 2022). This issue must be addressed with various efforts so that it does not become a major issue in the future. To foster good character that is embedded in each student's personality, education at school and parenting at home must be integrated. Parents

and teachers undoubtedly wish for their children to be pious and holy.

Teachers and parents play critical roles in assisting students in developing the *akhlakul karimah* (Nursikin, 2022). This is consistent with Umar's viewpoint in Harun, according to which a teacher should always be able to create a teaching and learning environment that encourages students to learn and has a positive impact on students (Harun et al., 2021). To achieve optimal learning outcomes, teachers must also be able to use specific strategies in their teaching methods in order to teach appropriately, effectively, and efficiently. A teacher's role is not only to provide students with subject information, but also to motivate students to participate in learning (Arlina, Zulkipli Nasution, 2022).

The results of previous research conducted by Ahmad Purwoto suggest that there is a significant influence between memory and the religious character of students. Previous research on the role of *dhikr* effect on character formation with medium category 62%, high 30%, and a small part with low, 1%. This shows that religious activities can affect the personalities of students (Prawoto et al., n.d.).

The purpose of this study is to assess the impact of religious activities and social intelligence on students' religious character. The hypothesis proposed is that partial religious activities have a significant influence on the formation of religious character in Class X students at SMA Pangeran Jayakarta. Furthermore, the religious character of students and social intelligence have a significant influence on the formation of religious character in Grade X students at SMA Pangeran Jayakarta.

II. METHOD

Jenis penelitian yang digunakan adalah This study used a correlation quantitative approach with the main goal of explaining how important human behavior is in predicting an outcome (Suharyat, 2022). This quantitative research emphasizes using numerical figures to measure the influence of two variables (*x and y*) with SPSS 2016 software so that the significance of the relationship between variables *X* and *Y* can be obtained. According to Sugiyono quantitative research has several research paradigms, including a dual paradigm to know the pattern of relationships between variables to be studied. The design in this study uses *ex post facto* saturation sampling, which involves sampling as many as 30 populations in a sample, to measure

the influence of religious activities and social intelligence in growing the religious character of the students. The authors collected data using questionnaires with a *Likert* scale, and then analyzed the data using multiple regression analysis techniques (Sugiyono, 2017).

III. RESULT AND DISCUSSION

1. A Test of Requirements Analysis

Based on the results of the normality test using SPSS 2016, the basis for decision-making in reviewing the residual value can be said to be normal if the significance value is greater than 0.05, as can be seen in Table 1 below:

Table 1. Result of Normality Test

		Unstandardized Residual
N		30
Normal Parameters	Mean	.0000000
	Std. Deviation	2.59969234
Most Extreme	Absolute	.208
	Positive	.184
	Negative	-.208
Kolmogorov-mirnov Z		1.138
Asymp. Sig. (2-tailed)		.150

It is concluded that the value of sig (2-tailed) was 0.150. A normality test result of 0.150 > 0.05 is considered normal because the two-tailed significance value is greater than 0.05. The F test, which was used to determine the independent variables together, indicates that they have a significant effect on the dependent variable. Thus, the hypothesis (*H_a: There is a significant influence between religious activities and social intelligence on the formation of character*) was accepted.

a) Simultaneous Test (ANOVA)

This study conducted simultaneous test or F-test to determine how the two independent variables affect the dependent variable simultaneously. F_{table} values are seen in statistical tables using a significance level of 0.05 with a value of df 1 (number of variables *X*) = 2, and df 2 ($n-k-1$) or $30-2-1=27$. The results obtained for F_{table} of 3.354. The results of calculations using SPSS 16 can be seen in Table 2 below;

Table 2. Primary Data Table, 2022

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	674.973	2	337.487	46.492	.000 ^a
Residual	195.994	27	7.259		
Total	870.967	29			

b) Predictors: (Constant), X_2 , X_1

Furthermore, the test results revealed that H_0 rejected if F_{count} was greater than F_{table} and accepted if F_{count} was less than F_{table} . The result is an F_{count} of 46.492 and F_{table} of 3.354. This shows that the $F > F_{\text{table}}$ is $46.492 > 3.354$, then H_0 is rejected, so there is a significant influence between religious activities and social intelligence on the formation of students' character. The results of this study are in line with previous research, namely that *dhikr* activities together, *dhuha* prayers together, and *istghosah* together can affect the religious character of students by improving character formation (Hikmah, 2022; Prawoto et al., 2020; Raito Latifah, 2022).

2. Hypothesis Test Religious activities and Social Intelligence Towards Religious Character

Table 3. Partial test (Coefficient)

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients		t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-145.827	21.372		-6.823	.000
Kegiatan Keagamaan	1.531	.526	.266	2.907	.007
Kecerdasan Sosial	8.940	.995	.822	8.987	.000

The results of partial test analysis (t_{test}) show that the value of t_{table} can be seen in the statistical table using a significance level of 0.05 with degrees of freedom $df = n - k$ or $30 - 2 = 28$, where n is the amount of data and k is the number of independent variables. The results for t_{table} were 2.048. The value of the religious activity variable (X_1) is 2.907, and the value of t_{table} is 2.048, so that $t_{\text{table}} > t_{\text{table}}$ ($2.907 > 2.048$). Probability values in the Sig column: 0.05 is equal to 0.007. The value of t and probability show that H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant influence between the variable of religious activities (X_1) and the

variable of student character formation (Y). Furthermore, the value of the social intelligence variable (X_2) is 8.987, and the value of t_{table} is 2.048, so that $t_{\text{table}} > t_{\text{table}}$ ($8.987 > 2.048$). The results of data processing can be seen in the data table processed using SPSS 2016 as follow;

Table 4. Dependent Variable: Pembentukan Karakter

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	-145.827	21.372		-6.823 .000
Kegiatan Keagamaan	1.531	.526	.266	2.907 .007
Kecerdasan Sosial	8.940	.995	.822	8.987 .000

a. Dependent Variable: Y

The probability score in the Sig column. < 0.05 is equal to 0.000. The value of T and probability indicates that H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant influence between social intelligence variables (X_2) partially on student achievement variables (Y). It was revealed that the spiritual attitude and social intelligence must have a planning that lies in the components of goals, steps and assessment of learning. Actualization of curriculum 2013 to the development of spiritual attitude is done by giving the planting of gratitude, motivation to work together, and habituation to students to be able to increase their spiritual value/value of worship.

3. Multiple Linear Regression Test Influence of Religious Activities

Based on the analysis results using multiple linear analysis using SPSS 2016, can be obtained in the following table:

Table 5. A Result of Primary Data Process, 2022

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-145.827	21.372		-6.823	.000
X ₁	1.531	.526	.266	2.907	.007
(X)	8.940	.995	.822	8.987	.000
Dependent Variable: Y					

Dependent Variable: Y

Furthermore, the value of religious activity coefficient (X_1) of 1,531 shows that there is a positive influence of religious activities on the formation of students' character. It can be assumed that every increase of 1 variable of religious activities will affect the formation of students' character by 1,531 provided that other variables are not examined in this study. In the social intelligence variable (X_2) showed a value of 8,940 which means there is a positive influence between social intelligence on the formation of character. In line with shaping the character of students, the role of teachers and principals must have various kinds of religious activities to improve the religious character of students such as *Dhuha* prayers in congregation and *muroja'ah* together (Afni & Arimbi, 2022).

Table 6. Determinant Coefficient Table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880a	.775	.758	2.69426

Based on the table above, it can be said that the results of multiple regression tests show that there is a strong influence of religious activities and social intelligence variables on the formation of character shown in the value of the coefficient R Square of 0.775 or can be said to be very strong by obtaining a value of 77.5%. In this study, researchers tested the validity of questionnaires used by researchers in obtaining data from respondents. The basis for decision making *Pearson validity test* is by comparing the value of significance. If the value of Sig. < 0.05, then declared valid and if the Sig value. > 0.05 then declared invalid. Researchers measured the validity of 20 questions on the questionnaire to respondents, which is valid only 12 questions. Furthermore, researchers tested the reliability to know the consistency of the questionnaire. Basis for decision-making reliability test *Chronbach Alfa* > 0.6 is said to be reliable. The value of reliability in this questionnaire of 0.382 shows the meaning of 0.382 > 0.6 then can be said this questionnaire is reliable.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The following are the study's findings: (1) The variable of religious activities (X_1) has a significant influence on the formation of

religious character among SMA Pangeran Jayakarta Class X students. (2) Furthermore, the social intelligence variable (X_2) has a partially significant influence on the formation of religious character in SMA Pangeran Jayakarta Class X students. The variables of religious activities (X_1) and social intelligence (X_2) then have a significant influence on the formation of religious character in Class X students at SMA Pangeran Jayakarta at the same time.

According to the advice given, students' attitudes toward their teachers and efforts to become closer to Allah SWT must be positive in order to achieve the goal of learning and blessing knowledge. These initiatives would be beneficial if students and teachers consistently implemented them outside of class hours. This religious activity will have an impact on students' religious character because religious activities instill the spiritual soul of students, allowing the social intelligence that has been learned to be properly implemented.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively The Influence of Religious Activities and Social Intelligence to Form Students' Religious Character.

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