The Relationship between Disciplinary Behavior and Religious Habits on the Religious Character of Students in High School

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Abstract

This research aims to analyze the relationship between disciplinary habituation and religious character, the relationship between religious habituation and religious character, and disciplinary habituation and religious habituation with religious character among high school students. This research uses a quantitative method with a correlation approach, the data source was taken using a questionnaire with a four-point Likert scale of three hundred and one respondents from a total of one thousand two hundred and twenty populations were selected using simple random sampling techniques. All data is analyzed using techniques of validation and reliability, normality, and linearity, as well as bivariate and multivariate correlation using SPPS Version 20 software. Overall the research results show that; first There is a significant positive correlation at a strong level between discipline habits and students' religious character. Second, there is a significant positive correlation at a strong level between religious habituation and students' religious character. Third, there is a significant positive correlation at a strong level between disciplinary habits and religious habits with religious character. The results of this research have proven that discipline and religious habituation are very helpful in improving students' religious character in pursuing education. These two aspects need to be the focus and attention of all groups, especially the academic community, school community, and parents.

INTRODUCTION

The religious character of students is very crucial and is the key to the success of teachers in creating generations of Indonesian people with noble morals (Agusti et al., 2018; Zainul Arifin et al., 2020; Febriani et al., 2022). The depletion of awareness and even the decline of disciplined and responsible

character creates obstacles in learning activities, so this should not happen (Aningsih et al., 2022). However, instilling religious character values has animpact on student's ability to succeed in real life and social situations (Ismail, 2016). If the quality of religious character is consistently instilled and applied in real life, then students can develop social behavior that instills ethics, morals, politeness, civility, and intelligence in everyday life, both for the benefit of themselves and others (Kasmar et al., 2019; Syaifullah & Surawardi, 2020).

Religious character is related to its relationship with religious teachings. Religious character reflects the growth and development of religious life which consists of three main elements, namely faith, worship, and morals which guide behavior by Divine rules to achieve prosperity and happiness in life in this world and the hereafter (Lawrence et al., 2016). Religious character can be interpreted as a planned effort to make students into human beings (Komariah & Nihayah, 2023).

A lot of literature examines the religious character of education in Indonesia. Anam, (2019) states that religious character is needed by students in facing changing times and moral degradation, in this case, students are expected to be able to have a personality and behave according to standards of good and bad based on religious provisions and regulations. Therefore, students must develop their character so that they truly believe, behave, speak, and follow the teachings of the religion they adhere. To realize these hopes, educators or teachers are needed who can be role models for students. Teachers not only order students to be obedient and obedient and carry out religious teachings but also provide examples, figures, and role models.

Apart from that, research by Sipahutar & Fauza, (2021) says that this religious character must be instilled in students. The process of forming students' religious character will not take place by itself, without help from other people, but this process can be influenced by the school environment. All events that occur in the school should be integrated into the character education program, from which character education is a simultaneous effort from all citizens for the school which can create a new culture in the school, namely a culture of character value education. The application of religious character education is now necessary not only at school but at home and in the social environment as well. Even now, not only from early childhood to adolescence but also in adulthood, because religious character education is necessary for the survival of this nation. This religious character can be formed through a process. One of these processes can be through education. To form a religious personality, you can do it through good and useful habits that are carried out repeatedly, because gradually everything will enter the part of your personality that is difficult to leave behind.

Various studies have examined factors influencing students' religious character, such as parental attention, school culture, and peer interactions (Yuksek & Solakoglu, 2016). Their findings indicated that these factors individually and collectively significantly impact children's religious character, with a combined contribution of 58.2%. Hence, fostering students' religious character effectively requires an integrated approach involving family, school, and community, as emphasized (Suryadi et al., 2018). Additionally, school culture, considered a form of habituation practiced within educational institutions, emerges as a notable factor shaping students' religious character.

The pivotal role of school culture, particularly student discipline, in shaping students' religious character (Abdi, 2018; Zainul Arifin et al., 2020; Rozikin & Astutik, 2021). They emphasize that consistent disciplinary practices, when integrated with character education, can positively impact

students' religiousness and overall character development. This study underscores the interconnectedness between discipline culture and religious character, revealing their potential to enhance students' moral values, including their religious beliefs and practices.

In a similar vein, Putra et al., (2022) demonstrate a correlation between disciplinary habits and the religious character of young children, as observed in a kindergarten setting. Their findings indicate a notable relationship between the two variables, suggesting that instilling discipline early on can contribute to the development of religious character. Additionally, Huda et al., (2021) investigation at Integrated Islamic Elementary School Syahiral Ilmi sheds light on the implementation of character-based education with a religious focus. Through various strategies aimed at fostering discipline, the school successfully cultivates a culture of religious character among its students. These studies collectively emphasize the importance of exploring the correlation between discipline habits and students' religious character as integral components of character development in educational settings.

Apart from that, what influences students' religious character is religious habituation which also plays an important role in achieving an increase in students' religious character. Other literature, including from revealed that religious character (faithful and devout, honest and civilized) is implemented through habits through religious activities including the Quran Education Park activities, midday prayers in congregation, midday prayers, commemoration of Islamic holidays, express Islamic boarding schools, seven-minute lectures, compensation for orphans, sacrifice and infaq shodaqoh (Alfarikh et al., 2021; Rahmi et al., 2021). Character education at MA Sultan Agung is carried out using a habituation approach, integrated extracurricular activities, integrated subjects, and environmental conditioning; The programmed habituation approach in religious activities, giving assignments and commendable behavior is a direct result of the character education model with a habituation approach, namely stronger attitudes of student responsibility, stronger tolerance between students and lower rates of recapitulation of student violations. Indirect results can be seen in students' ability to interact well in society, low levels of student delinquency, and an increase in alumni being accepted into several universities.

Based on this explanation, discipline, and religious habits in students are related to students' religious character. Therefore, researchers are interested in examining how big the correlation between disciplinary habits and students' religious character, students' religious habits with students' religious character, as well as the correlation between students' disciplinary habits and religious habits with students' religious character.

These various literatures lead to the formation of students' religious character with various solutions offered. However, religious character is still one of the problems among educational problems in the field today. There are several symptoms that researchers found in high schools, including there are still students who greet each other when meeting teachers or parents, there are still students complaining when they are instructed to pray, there are still students who laze around during the Quran reading activities, there are still students playing their cellphones. When studying, there are still students who are late for class and late for congregational prayers. This should not happen to some students, because the school has made a policy in forming religious character and teachers at the school have always provided direction, teaching, and guidance to shape students' religious character.

So in this explanation, the researcher assumes that there is a need for

discipline and religious habituation in students to solve the problem of students' religious character. This research is the latest and has never been studied by other researchers in the field of education. So researchers are interested in examining this problem empirically in scientific research that focuses on; "Correlation of Disciplinary Habituation and Religious Habituation with the Religious Character of High School Students.

METHODS

The research employs a quantitative approach, correlating the independent variables of Disciplinary Habits (X1) and Religious Habits (X2) with the dependent variable Religious Character (Y). A correlational approach is fitting for assessing the relationship between variables in a study (Pickering & Byrne, 2014; Sheng et al., 2022). Referring to the opinion above, the methods and approaches used by the author in the research follow the objectives to be achieved. The data source was taken using a questionnaire from 301 respondents from a total population of 1220 who were selected using a simple random sampling technique using the formulaYamane n= N/ (1+Nxe²). All respondents were students in classes X, XI, and XII at Senior high school for the 2024/2025 academic year.

To collect research data, the author prepared a set of questionnaires containing 60 statement items grouped into three sections. 20 items are related to disciplinary habituation variables, 20 are related to religious habituation and 20 items are related to religious character. After data was obtained for 301 samples, the questionnaire instrument prerequisite test was carried out, first using the carry-out Validity Test. The research instrument that will be used meets logical validity and empirical validity. Second Reliability Test. By using the Cronbach's Alpha formula. The results for all instrument items show that the instrument is suitable for use (Sultanik et al., 2022). As seen in Table I below:

Table 1. Reliability Test

Variable	Analysis Results Stage	Number of Items
X1 (Disciplined Habits)	0,851	20
X2 (Religious Habits)	0,893	20
Y (Religious Character)	0,909	2o

According to Mohamad et al., (2015), the minimum Cronbach Alpha value in correlation studies is 0.60. Furthermore, Sürücü & Maslakçi, (2020) alpha value that exceeds 0.60 can now be used. Referring to the results of the analysis of the alpha value of the research instrument and supported by the opinions of several experts above, the research instrument is already at a stage that can be used. This means that the instrument is considered consistent and trustworthy (Syafril & Yaumas, 2017; Uldiman et al., 2020; Saputri et al., 2021).

RESULT AND DISCUSSION

In this section, the author will describe the results of the relationship between disciplinary behavior and religious habits on the religious character of students in high school. To make it easier to read and understand, the author will display the results of the analysis of each regulation in the following table:

Table 2. Linearity Test for Variable X1Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Say.
Religious Discipline	Between Groups	(Combined)	5182.779	25	207.311	11.578	.000
		Linearity	4763.226	1	4763.226	266.019	.000
		Deviation from Linearity	419.552	24	17.481	.976	.498
	Within Groups		4924.032	275	17.906		
	Total		10106.811	300			

In the table, it can be seen that the value *Deviation from Linearity Sig.* > 0.05, namely 0.498 > 0.050 then H_a accepted and H_O rejected. This means that there is a significant linear distribution relationship between disciplinary habits (independent variable) and religious character (dependent variable).

Table 3. Linearity Test for Variable X1Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Say.
Character Religious Religious	Between Groups	(Combined)	6722.109	29	231.797	18.559	.000
		Linearity	6426.918	1	6426.918	514.579	.000
		Deviation from Linearity	295.191	28	10.543	.844	.696
	Within Groups		3384.701	271	12.490		
	Total		10106.811	300			

In the table, it can be seen that the value deviation *from Linearity Sig.* > 0.05, namely 0.696 > 0.050 then H_a accepted and H_O rejected. This means that there is a significant linear distribution relationship between disciplinary habits (independent variable) and religious character (dependent variable).

Correlation of Disciplinary Habits with High School Religious Character

Table 4.Bivariate Calculations Pearson Correlation X1 with Y

Correlations

		Discipline	Religious
Discipline	Pearson Correlation	1	.687**
	Say. (2-tailed)		.000
	N	301	301
Religious	Pearson Correlation	.687**	1
	Say. (2-tailed)	.000	
	N	301	301

**. Correlation is significant at the 0.01 level (2-tailed).

From the table it can be seen that the sig value. (2-tailed) which is 0.000. So 0.000 < 0.05 which means it is correlated. The degree of relationship between the Pearson correlation value, namely 0.687, is in the range of 0.61 to 0.80, which means it is at a strong correlation level. So there is a significant positive correlation between Disciplinary Habituation (Variable X1) and Religious Character (Variable Y) at a strong level.

Based on interpretation data that researchers use to obtain results from research in the field that researchers have collected, the results of this study explain that There is a significant positive correlation at a strong level between habituation Discipline (Variable X1) with Religious Character (Variable Y) of School students Upper secondary. It can be seen that the values from the output table are known that the sig value. (2-tailed) which is 0.000. So 0.000 < 0.05 which is meaningfully correlated. The degree of relationship between the Pearson correlation value, namely 0.687, is at a vulnerable 0.61 to 0.80, which means a strong correlation level.

Disciplinary practice is defined as an attitude that is practiced within an individual in a way continuous repetition of the attitude of being obedient, obedient and orderly to the rules applicable. The importance of cultivating discipline with a religious character has been proven by experts. Among them, the research of Huda et al., (2021) revealed that the strategies that have been implemented by the Syahiral Ilmi Integrated Islamic Elementary School in instilling religious-based disciplinary character development are the development of religious-based disciplinary character with the strategy of providing direct examples, coaching. Discipline character through supervision, building religious-based discipline character through Islamic stories, reading prayers before and after learning, carrying out obligatory prayers and dhuha circumcision prayers on time, saying hello and saying hello to teachers, as well as building student discipline with the muroja'ah (Arifin et al., 2020; Mubarakah & Munastiwi, 2020). Here it is found that the strategy implemented to form discipline must be implemented continuously under opinion. Where the formation of religious character and discipline has several important aspects, namely, special daily/weekly schedules, school assignments/rules, vision, and mission related to character education.

Thus, the results of this research indicate that to achieve an increase in students' religious character, the school community should be able to maximize religious habituation to firmly instill religious character in students and parents should also participate in developing students' religious habituation at home. Because this is highly correlated with the results that students will achieve, such as the instillation of religious character.

Correlation Religious Habituation with High School Religious Characters

Table 5. Bivariate Calculations Pearson Correlation X2 with Y

Correlations			
		Religious	Religious
Religious	Pearson Correlation	1	.797**
	Say. (2-tailed)		.000
	N	301	301
Religious	Pearson Correlation	.797**	1
	Say. (2-tailed)	.000	
	N	301	301

**. Correlation is significant at the 0.01 level (2-tailed).

From the table it can be seen that the sig value. (2-tailed) which is 0.000. So 0.000 < 0.05 which means it is correlated. The degree of relationship between the Pearson correlation value, namely 0.797, is in the range of 0.61 to 0.80, which means it is at a strong correlation level. So there is a significant positive correlation between Religious Habit (Variable X2) and Religious Character (Variable Y) at a strong level.

Based on interpretation data that researchers use to obtain results from

research in the field that researchers have collected, the results of this study explain that there is a significant positive correlation at a strong level between Habituation Religion (Variable X2) with Religious Character (Variable Y) of School Students Upper secondary. It can be seen that the values from the output table are known that the sig value. (2-tailed) which is 0.000. So 0.000 < 0.05 which is meaningful correlated. The degree of relationship between the Pearson correlation value, namely 0.797, is at vulnerable 0.61 to 0.80, which means a strong correlation level.

A religious habit is a continuous routine carrying out activities under the guidance of the religion he adheres to, all in harmony in application both in terms of thoughts, words, and behavior. The importance of religious habituation with religious character has been proven by the experts. Among them, Syaroh & Mizani, (2020) regarding the implementation of religious habits in forming the religious character of students at Ponorogo High School, carried out programmatically based on a special guidebook on the Development of Character in High School, namely: Pray before studying and before going home; Reading short letters in juz'amma and verses of chairs; Chanting Asmaul al Husna; *Duha* prayer; *Dhuhur* and *Asr* prayers in congregation; Friday prayers and Friday blessings; Friday Infaq; Khataman Quran; Preacher; Commemoration of Islamic Holidays.

Thus the results of this study indicate that for to achieve an increase in students' religious character, the school community should can maximize religious habits to instill strong character religious in students and parents should also participate in it fostering students' religious habits at home. Because it is correlated with the results that students will achieve as embedded religious character.

Correlation of Discipline Habituation and Habituation Religion with a Religious Character Senior High School

Table 6. Multivariate Hypothesis Test and Coefficient of Determination Test

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Say. F Change
1	.812ᵃ	.660	.658	3.39655	.660	289.035	2	298	.000

a. Predictors: (Constant), Religion, Discipline

Based on this table, it is known that the "Model Summary" value is Sig. F Change is 0.000 < 0.050, so the hypothesis is accepted which means that disciplinary habits and religious habits are related or correlated simultaneously with students' religious character.

Based on the results of the analysis that the researcher carried out to obtain results from field research that the researcher had collected, the results of this research explain that there is a correlation between disciplinary habits and religious habits that are related or correlated simultaneously with the religious character of high school students. This is based on the "Model Summary" output table, the Sig. F Change is 0.000 < 0.050 so the hypothesis is accepted. Furthermore, in the same output table, you can see the "R Square" value of 0.660. The R Square value of 0.660 comes from squaring the correlation coefficient (R) value, namely 0.812 x 0.812 = 0.660, equal to 66% which is in the 0.600 to 0.799 category with the criterion of the level of relationship being strong. This means that there is a correlation between disciplinary habituation (variable X1) and religious habituation (variable X2)

simultaneously (together) with students' religious character (variable Y) at a strong level of 66%. Meanwhile, the remaining 34% is determined by other variables outside the research equation.

A student's religious character is defined as behavior that is ingrained in oneself to be obedient and obedient in understanding and implementing the teachings and rules of the religion that the student adheres to, being tolerant and living in harmony with people of different religions. Own a good relationship between himself and God, himself and others, and himself with society and the environment. There are two factors in student achievement motivation, namely intrinsic and extrinsic factors. Firstly, intrinsic factors include personality factors (self-identity), conscience factors, habituation factors, heredity factors (talent), and age level. The two extrinsic factors include heredity factors (parents), family factors, school factors, and community education factors.

Religion is a character that must be formed in students to show an attitude of obedience and faith in their god, namely Allah SWT, because with religious character students will be able to achieve the luck and success they hope for in this world, especially in the after life (Ismail, 2016; Rahmawati et al., 2023). The impacts of forming the religious character of students in Madrasas include; the formation of religious character in students has a significant impact on daily behavior. One of them is an increased sense of trust in Allah SWT after carrying out religious activities, such as midday prayers in the congregation. Students feel more able to hand over all matters to Allah SWT after trying as hard as possible because they believe that by carrying out this worship, Allah SWT will make all matters easier. Apart from that, the formation of religious character also produces students who can thank Allah SWT for all the blessings given (Jumala & Abubakar, 2019; Uldiman et al., 2020).

Polite attitudes are also a characteristic of students whose religious character has been formed, especially after carrying out religious services such as congregational prayers, they can show polite attitudes to teachers, parents, and peers (Irwandi et al., 2023). Furthermore, the formation of religious character also produces students who have a patient attitude, especially in facing pressure and difficulties in everyday life. Apart from that, religious activities also foster a sense of brotherhood (Al-Ukhuwah) among students, thereby creating an environment full of caring and mutual brotherhood (Bali & Fadilah, 2019). Lastly, the formation of religious character has a positive impact in the form of inspiration or open-mindedness on students. They can show an open-minded attitude amidst the pressures and routines of daily life.

This is also supported by experts, including research Astuti, (2022) stated that instilling the value of worship is very urgent to face the current digitalization 4.0. This is to strengthen children's religious character and continue to adapt to the digital world. Instilling these values is carried out by example, participation, wisdom in stories, habituation, and discipline (Haerudin & Noor, 2022; Islahiyah et al., 2023). The values of worship that can be instilled in Madrasas are the value of piety, the value of discipline, the value of honesty, and the value of patience. Based on this explanation, disciplinary habits, and religious habits have a relationship with students' religious character. Therefore, it can be understood that to improve students' religious character, discipline, and religious habits are needed.

CONCLUSION

One of the keys to educational success in educational output is the formation of religious character in students. The formation of religious character certainly goes through a long process and is influenced by various aspects, including discipline and religious habituation. This research has succeeded in proving that the aspects of student discipline habituation have a significantly strong positive relationship in shaping a student's religious character, the aspect of a student's religious habituation has a significantly strong positive relationship in shaping a student's religious character, and the discipline habituation aspect and a student's religious habituation. There is a significant positive relationship at a strong level in shaping students' religious character. This means that aspects of disciplinary habituation and religious habituation should be consistent in students so that religious character is firmly embedded in students. In this way, it can create an attitude that is always positive in undergoing the educational process and everything related to this life.

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