
THE RELATIONSHIP BETWEEN RELIGIOUS ATTITUDES AND THE DISCIPLINE OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to examine whether or not there is a relationship between religiosity and the discipline of elementary school students in grade 3 SDN Tengah 01 Pagi, Kramat Jati, East Jakarta. This research falls under the category of quantitative research using the Correlational research method. The population under investigation consisted of 60 third-grade students (III A and III B) of the school. The sampling technique utilized in this study was cluster random sampling, involving a sample size of 56 respondents. As for the primary data sources in the research, they encompass the school principal, teachers, and students. Meanwhile, the secondary data sources are derived from journal articles, books, and other relevant sources related to the research. Data collection methods in this research included questionnaires and observations. Based on the research results, it indicates a strong correlation between religious attitudes and student discipline. The correlation value of 0.623 is positive and has a significance value of $0.001 < 0.05$. Thus, there is a positive relationship or correlation between religious attitudes and the discipline of third-grade students of classes III A and III B at SDN Tengah 01 Pagi, Kramat Jati, East Jakarta.

Keywords

Discipline, Elementary School Students, Religiosity, and SDN Tengah 01 Pagi



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INTRODUCTION

Education is defined as an effort to prepare a better generation and can play a role in religious, state, and national life (Gumanti & Susanti, 2021). So education is an important part of life because it is a fundamental need for humans. Through education, humans acquire the knowledge, skills, and understanding necessary to prepare for the demands of the times. However, education also has a deeper dimension, which aims to shape and develop character and personality by internalizing moral values into daily behavior. This is in line with Law No. 20 of 2003 concerning the National Education System. Article 3 states the purpose of national education, which is to form people who are religious, knowledgeable, and have ethics and character (Filisyamala et al., 2016).

One of the characteristics developed in education is discipline. According to Hurlock (1999), discipline is a moral attitude formed through the process of a series of behaviors that show the values of obedience, obedience, order, and order based on moral values (Putri, 2020). As for the context of education, Atheva argues that discipline is the attitude or behavior of students who obey the rules in school in carrying out their obligations consciously (Putra et al., 2020). This discipline becomes one of the important characteristics given to students because it provides a great construction in the formation of children's character and behavior. Discipline can help students grow with good trust and self-control and form the basics of social behavior that is in accordance with community expectations (Nugroho, 2020).

In students, discipline can be seen in several behaviors, such as being on time, obeying rules, actively doing tasks, and readiness to learn. In other words, discipline helps students form an orderly awareness of attitudes, behaviors, and life systems. In this regard, this discipline will grow through coaching that is carried out consistently and continuously through the cultivation of habits and setting an example. However, the formation of students' disciplinary character through education has not been fully implemented properly. Based on observations made to grade III at SDN Tengah 01 Pagi Kramat Jati, East Jakarta, it was revealed that there are still problems with the lack of discipline of students shown by behaviors such as not doing schoolwork, arriving late to class in the morning or after break, not obeying the rules or orders from the teacher and not doing routine habits such as habituation to worship at school. Although schools have tried to instill disciplined character through habituation and example by educators, these efforts have not been enough to shape the disciplinary character of students. According to educators, this is based on the lack of integration of religious values in students because most students who lack discipline also seem to

lack internalization of religious aspects based on the results of daily assessments conducted by educators.

Religion is an appreciation and practice of religious teachings in everyday life (Pridayanti et al., 2022). This religious value is very important to shape the character of students so that every action children take in their lives reflects good behavior. However, not only that, religious values also have an important role in fostering disciplinary character. In Widodo's opinion (Huda et al., 2021), shaping the character of students can be done with various integration strategies. When education integrates religious values, such as adherence to religious teachings, respect for God, and moral responsibility towards fellow humans, the disciplinary character can grow stronger (Oktafia & Adiyono, 2023). Religious values can provide a solid moral foundation for individuals in living daily life and encourage learners to live life with higher discipline. The importance of strengthening the value of disciplinary character is based on the reason that there are now many deviant behaviors that are contrary to disciplinary norms. Undisciplined behavior is also often encountered in school environments, including elementary schools (Dole, 2021). Discipline occurs and is formed as a result and impact of long coaching carried out from within the family and continues in education at school. Discipline is aimed at building students' sense of responsibility (Huda et al., 2021).

In research conducted by Oktafia & Adiyono (2023), it was revealed that the cultivation of religious values has a positive impact on student discipline in Madrasah Tsanawiyah through habituation of religious activities. Meanwhile, Jalwis' research (2023) shows that religious attitudes have a good impact on students' disciplinary attitudes at SMP Negeri 4 Sungai Penuh. The results of the study were also supported by research conducted by Rachmawati et al. (2016), which revealed a strong relationship between the variable of religiosity and discipline by 48.7% in grade XI students at SMA Negeri 13 Bandung. In another study, Ihromi (2022) stated that habituation of religious attitudes in grade IV students at MIN Cirebon City has positive implications of 80% on student discipline. Meanwhile, in a study conducted by Fitria (2016), there was a significant relationship between religiosity and the discipline of MAS LAB IKIP Al Washliyah students of 0.475, thus supporting the hypothesis that the higher the religiosity, the higher the discipline behavior of the students. Some of the results of these studies can conclude that the cultivation of religious values has a positive impact and a significant influence on student literacy at various levels of education. The findings point to the importance of developing religious aspects in education as an effective way to shape disciplinary character. However, the results of this study need to be further explored

about the attachment between religious attitudes toward student discipline at the elementary school education level. So, this study aims to provide a more comprehensive understanding of the religious relationship to student discipline at SD Tengah 01 Pagi Kramat Jati, East Jakarta.

METHOD

This study uses a type of quantitative research with a correlational method to determine the relationship between two variables, namely the free variable and the dependent variable. The independent variable (X) in this study is religious attitude, while the dependent variable (Y) is student discipline. The study was conducted at SDN Tengah 01 Pagi, Kramat Jati, East Jakarta, with a study population of 60 students from grades III A and III B who were registered as even-semester students in the 2022/2023 school year based on the findings of an initial survey conducted by researchers. The number of research samples was 56 samples, with sampling techniques using *cluster random sampling*. Cluster Random Sampling is a sampling method that takes into account certain aspects (Firmansyah & Dede, 2022). Primary data sources in the study include principals, teachers, and grade III A and III B students at SDN Tengah 01 Pagi, Kramat Jati, East Jakarta, while secondary data sources come from journal articles, books, and other sources relevant to the research. The instrument used in data collection was a questionnaire consisting of religious attitude variables and disciplinary attitude variables, with a total of 10 statements in each questionnaire. Furthermore, the data that has been obtained from respondents will be carried out test prerequisites, namely the data normality test to be analyzed quantitatively using the *Pearson correlation test* to determine the level of closeness of the relationship between variables expressed with correlation coefficient (r). The type of relationship between variable X (religious attitude) and variable Y (student discipline) can be both positive and negative. The basis for decision-making is as follows: 1) If the significance value is <0.05 , then correlated; 2) If the significance value is >0.05 , then it is not correlated. The guidelines for the degree of relationship are explained in the following table:

Table 1. Relationship Degree Guidelines

Coefficient Interval	Relationship Level
0,00 – 0,199	Very weak
0,20 – 0,399	Weak
0,40 – 0,599	Keep
0,60 – 0,799	Strong
0,80 – 1,000	Very Powerful

FINDINGS AND DISCUSSION

Findings

To test the correctness of the research hypothesis, namely that there is a relationship between religious attitudes and the discipline of students of SDN Tengah 01 Pagi Kramat Jati, East Jakarta, statistical tests were carried out, namely the Pearson correlation test with the help of the IBM SPSS 29 program. The test was chosen to measure the strength of the linear relationship between two continuous variables with interval-scale data (Jatisunda, 2017). This hypothesis testing is based on the results of a questionnaire that has been distributed to grade III students at SD Tengah 01 Pagi Kramat Jati, East Jakarta. The null hypothesis and its counterpoint are:

H₀: There is no correlation between religious attitudes and student discipline

H₁: There is a correlation between religious attitudes and student discipline

With a significance level of 0.05, the decision-making criteria are:

- 1) If the significance value is less than 0.05, then H₀ is rejected,
- 2) If the significance value is greater than or equal to 0.05, then H₀ is Accepted.

The following are the results of data processing that has been processed for research:

Normality Test

In research, to test the normality or absence of a distribution of data obtained, data normality tests were carried out on each variable (Sukma et al., 2023). This study used the Shapiro-Wilk normality test because the number of samples used was <100. The level of significance used is $\alpha = 5\%$ with the following test criteria:

- a. If value Sig $\geq 0,05$, then the data is normally distributed
- b. If the value Sig $< 0,05$, then the data is abnormally distributed.

The results of the data normality test performed using SPSS are shown in the following table:

Table 2. Shapiro-Wilk Data Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Religious	.983	56	.228
Discipline	.941	56	.597

Based on the results of the Shapiro-Wilk normality test on the two data variables, namely religious attitude and discipline, it was found that the two data were normally distributed, with a significance value (Sig.) in religious data of $0.228 > p (0.05)$ and a significance value (Sig.) in

disciplinary data of $0.597 > p (0.05)$. Therefore, it can be concluded that the data on both variables are normally distributed.

Pearson Correlation Test

The next research data analysis is to test the relationship between the two variables, namely religious variables and disciplinary variables, using the Pearson correlation test. The following results of the correlation test between religious attitudes and discipline are presented in the following table:

Table 3. Pearson correlation test results

		Religious	Discipline
Religious	Pearson Correlation	1	.623**
	Sig. (2-tailed)		<.001
	N	56	56
Discipline	Pearson Correlation	.623**	1
	Sig. (2-tailed)	<.001	
	N	56	56

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

Based on the results in Table 3 above, the value of the correlation coefficient (r) is 0.623 with a level of 0.001 level 2-tailed, which, when compared to the value of the r table with a significance level of 5%, is 0.254 indicates a value $r_{\text{count}} (0,623) > r_{\text{table}} (0,254)$ at a significance level of 5%. Thus, the result can be concluded that the H_0 hypothesis is rejected. These results indicate that there is a strong and significant positive relationship between the level of religious aspects and the discipline of students of SDN Tengah 01 Pagi Kramat Jati, East Jakarta.

Discussion

Discipline in students is one of the characteristics that are expected to be formed through education. In its development, it is important for students to internalize discipline attitudes so that they become habits that shape their character positively (Arista et al., 2023; Fasya et al., 2022). Because discipline is not genetically inherited but is acquired through a series of planting processes, as explained by Projodarminto (Nugroho, 2020), discipline can grow and be developed through educational exercises, habit cultivation, and example. This opinion is reinforced by Tu'u (2004), who reveals that discipline is influenced by follower factors and obedience in applying rules that govern individual behavior, as well as through educational factors as a means to influence, change, foster, and shape behavior in accordance with the values taught and firmly held.

The formation of discipline can be achieved through various strategies, and one of them is by internalizing religious attitudes. Religiosity reflects the application of religious teachings in everyday life. As stated by Wati & Arif (2017), religion describes attitudes and behaviors that include adherence to the teachings of the religion adhered to, tolerance for other religious practices, and the ability to live harmoniously with followers of other religions. This attitude of religiosity has the potential to overcome low self-awareness in terms of obeying rules or deviating behavior (Jalwis, 2023). Thus, this approach can help overcome the lack of discipline of students because students will realize that discipline is not only related to adherence to school rules but also to adhering to the moral and ethical values that underlie the teachings of their religion. The role of parents in the formation of children's character cannot be separated from the parenting style applied by parents both in the family environment and the school environment (Sari & Handayani, 2022). Character education in schools is directed at values that are considered relevant for student growth and development, such as disciplined attitudes and behaviors, honesty, responsibility, respect, fairness, tolerance, and others (Siska et al., 2021).

The results of the hypothesis test or data analysis in this study show that the attachment of religious attitudes to student discipline at SDN Tengah Pagi Kramat Jati has a strong and significant positive relationship with a correlation coefficient value of 0.623 so it is concluded that religious attitudes are related to student discipline. These findings indicate empirically that religious aspects have the potential to be an effective solution in shaping better character and behavior in students. This empirical evidence is expected to make a significant contribution to the world of education at the elementary school (SD) level and especially provide new perspectives for policymakers and educators in an effort to improve student discipline.

In addition, using religious aspects to form student discipline is one of the interesting solutions in shaping better student character and behavior (Adiyono, 2021; Suprayitno & Wahyudi, 2020). Because through religious attitudes, students will get used to obeying and obeying the rules (Siswanto et al., 2021) and can understand the meaning of a commandment or prohibition. In addition, it is necessary to note the role of educators in providing good examples to inspire students and a conducive educational institution environment to form clear and consistent habits and rules to help create discipline.

CONCLUSION

Based on complete studies and data analysis, the following findings can be achieved: (1) Religiosity reflects adherence to religious teachings, tolerance of other religious practices, and the ability to live harmoniously with followers of other religions. This attitude helps students understand that discipline is not only related to school rules but also to adhering to the moral and ethical values that underlie the teachings of their religion. (2) The results showed that religious attitudes have the potential to be an effective solution in forming discipline. This is addressed by the results of research, both observations, actions, and statistical calculations that have been carried out by researchers at SDN Tengah 01 Pagi, Kramat Jati, East Jakarta, showing that there is a strong and significant positive relationship between the attitude of religiosity towards the discipline of grade 3 students of SDN Tengah 01 Pagi, Kramat Jati, East Jakarta.

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