

THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS OF SPIRITUAL AND RELIGIOSITY EXTRACURRICULARS WITH THE INDEPENDENT CHARACTER OF MTS STUDENTS IN BEKASI TIMUR DISTRICT, BEKASI CITY

Munis Fachrunnisa*

Universitas Islam 45 Bekasi
e-mail: fachrunnisa212@gmail.com

Yayat Hidayat

Universitas Islam 45 Bekasi
e-mail: hidayatchenk@gmail.com

Darwis

Universitas Islam 45 Bekasi
e-mail: darwis@unismabekasi.ac.id

*Correspondence e-mail: fachrunnisa212@gmail.com

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Abstracts

The independent character of students is an important thing that must be possessed in the teaching and learning process. This study aims to determine whether there is a relationship between students' perceptions of Spiritual and Religiosity extracurriculars partially and together with the independent character of students at the MTS Level in East Bekasi District, Bekasi City. The research method used is a quantitative method with a correlation research type. Data analysis used the partial Paired T-Test, Anova Test, and the determinant coefficient test used the SPSS application. This study used random sampling with a sample of 187 students from a population of 352 students. The subjects in this study were high school level students specifically for class XI. The results of this study indicate that all research hypotheses are proven (sig.5%). Variable (X1) students' perceptions of Spiritual extracurriculars and variable (X2) Religiosity have a significant relationship with variable (Y) students' independent character. In addition, there is also a partial relationship between X1 and Y and X2 and Y.

Keyword:

Spiritual Extracurricular, Religiosity, Students' Independent Character

Introduction

Educational institutions are tasked with improving the quality of human resources by forming people with character. One of the characters that is now being discussed, namely independent characters. The character of independence is considered relatively weak, this can be seen by the behavior of students who still depend on others in meeting their personal needs, determining life choices such as choosing majors at school or majors when in college.

Rapid progress and leading to global world flows have many negative impacts on people who are not ready to accept it. Therefore, society needs to fortify itself from an attitude of independence. A person who has an attitude of independence means that the person is able to control himself, responsible for himself without depending on others.

According to Wjs. Poerwadarminta in Indonesian general dictionary, independence is not dependent on others. While independence is a situation when a person can stand alone without depending on others (W. J. S Poerwadarminta, 2016). Self-reliance is the ability to accommodate good human qualities to be displayed in appropriate attitudes and behaviors based on the situations and conditions faced by the individual. This understanding can be concluded that independence or in this case includes independence in a thing or situation that can stand alone without having to depend on others in accordance with the abilities possessed by the student.

In addition, if you have an attitude of independence, the actions taken are based on initiative because they are based on their self-confidence. Adolescents, especially those who are still students, are most vulnerable to being carried away by the global world. An attitude of independence must be possessed by learners and always practice independence from an early age. In 2019 the Inspectorate General of the Ministry of Education and Culture, Muchlis R Luddin revealed that there were 126 participants cheating during UTBK. "Complaints that entered the post of the Inspector General of the Ministry of Education and Culture, which reported that year to year increased, 2017 there were 71 participants, 2018 there were 79 participants, in 2019 it increased to 126 participants who were verified to have committed fraud", explained by Muchlis during a press conference on the results of UTBK 2019, at the Ministry of Education and Culture office, Tanah Abang, Central Jakarta, Tuesday (7/5/2019).

Formal educational institutions, namely schools, play a role in helping students to achieve higher developmental tasks. As explained in Article 3, National Education System Law 2003, one of the roles of schools in achieving developmental tasks is to develop independence. A person's independence can develop well if given the opportunity to develop through practice that is carried out continuously and done early. General guidelines issued by the Ministry of Education and Culture in the section on strengthening character education (PPK). Independent character that does not depend on others in completing tasks (The drafting team of the KDP of the Ministry of Education and Culture, 2017).

Student independence in educational institutions through various ways, in the classroom during teaching and learning activities and activities outside the classroom, namely extracurricular activities. Extracurricular activities are a process of perfecting education at the cognitive level towards continuous affective and psychomotor aspects so as to bridge the problem of school education with education in the family and the challenges of globalization for developing countries (Muh Hambali, Eva Yulianti, 2018).

In the regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning student development, in the fourth point it is described "Preparing students to become citizens of a society with noble character, democratic, respecting human rights in order to realize an independent society (Civil Society).

The attitude of standing alone, having a sense of responsibility for all actions and behaviors that he does in order to fulfill all his needs, will form an attitude of independence by itself. In an effort to increase student independence through several ways in order to be formed in the behavior of students. The values of independence are built and realized if supported by various elements, both family, government, community and school institutions, educational institutions, and finally through extracurriculars.

The urgency of Islamic spiritual extracurricular activities (ROHIS) is one of the highlights applied in educational institutions. Rohis extracurricular is a means for students to increase their understanding of Islam and build character. Rohis extracurricular activities are identical in instilling interests, talents related to religion and making students become more religious. However, it is not only religious values that can be obtained from Rohis' extracurricular activities.

The character building that students will gain in Rohis extracurricular activities can develop a more independent person. Extracurricular Rohis is active in all school activities

related to religion such as Islamic holiday celebrations, leading morning tadarus, and many more. The positive perception of students towards Rohis extracurricular can also be caused by interests, talents, abilities and wanting to explore the potentials contained in themselves.

Students' perception of Rohis extracurricular is not only about activities, but Rohis extracurricular can also train students' courage and lead to independence. Students' perceptions of Rohis extracurriculars can influence the extent to which they are involved in these activities, as well as how much impact students feel from Rohis activities on their character building. If students have a positive perception of Rohis extracurriculars, then it is likely that they will be more motivated to engage in these activities and more accepting of the positive influence of Rohis activities on the formation of their independent character.

If discussing extracurricular Rohis inevitably leads to the religious attitude of students. Apart from Rohis' extracurriculars, the thing that is no less important is religiosity. Religiosity is the state within a person of feeling and acknowledging the existence of a supreme force that overshadows human life by carrying out all of God's commandments and avoiding His prohibitions.

The religiosity of students can be one of the considerations that exist in students if they want to do things that are basically prohibited by religion. Religiosity is also an important factor in the formation of student character. Students who have a high level of religiosity have a tendency to have better character. Jalaluddin mentioned that religiosity is a consistency between belief in religion as an element of conative, feelings towards religion as an affective element and religious behavior as cognitive. The factors influencing religiosity include all social aspects. In the context of learners, educational institutions greatly influence.

The influence of education or habituation carried out in educational institutions helps students form religiosity. Every institution has religious habituation as an effort to build character. Various experiences, social interactions can help religious attitudes and various verbal processes. Hidayatullah in his book entitled character education, explained that people who have strong character can always achieve goals. While those who have weak characters will be easily shaken and difficult to achieve the desired goals (Hidayatullah, M.F, 2017).

Religiosity can also play an important role in the formation of students' independent character. Through Rohis activities, students can increase their understanding and experience of religious values, as well as develop attitudes and behaviors that are in accordance with these values. High religiosity can also help students develop a sense of responsibility, discipline, and integrity that are important in forming a character of independence.

With this, character building for students is very important, especially independent character so that students do not always feel dependent and can be independent in the social environment. In addition, the factor in the formation of independence for students who contribute the most to school activities both in class and extracurricular activities is also very active, in this case in the form of student perceptions of Rohis extracurriculars. Religiosity is sought so that students have this attitude and become one of the factors in the formation of students' independent character within the scope of school.

Basically, a person's attitude is very closely related to religiosity, so that it can provide a way for humans to achieve a sense of security from anxiety in facing life's problems, so that when faced with a dilemma or conflict, individuals will use considerations based on the values of each religion, wherever the person is in any condition (Thaha, H., & Rustan, E, 2017). Religious serves to guide and direct people to realize their existence as limited human beings and cultivate an attitude of faith and devotion to Allah Almighty (Fatimah, 2021).

Appreciation of the teachings, obligations, and all rules that encourage each person to be able to get closer to God, as well as to others and between fellow creatures and as a form of relationship between humans and their creators. Religious teachings embodied in a person's person will be reflected in attitudes and behaviors in daily life. So religiosity is an

understanding, condition and obedience of an individual or group in believing in the religion they profess which is manifested in the appreciation of the practice of values, rules, obligations that can encourage the individual to behave, behave and act in accordance with religious teachings in his life (Goreta, 2021).

With this, character building for students is very important, especially independent character so that students do not always feel dependent and can be independent in the social environment. In addition, the factor in the formation of independence for students who contribute the most to school activities both in class and extracurricular activities is also very active, in this case in the form of student perceptions of Rohis extracurriculars. Religiosity is sought so that students have this attitude and become one of the factors in the formation of students' independent character within the scope of school.

Based on this background, the author will conduct a research entitled "The Relationship of Student Perceptions of Rohis Extracurricular and Religiosity with the Independent Character of Students at the State MTS Level in East Bekasi District, Bekasi City".

Methods

The research method used in this study is a quantitative approach. Quantitative research is a method based on the philosophy of positivism, used to examine the population or sample in general which is carried out randomly and the data collection uses a quantitative or statistical data analysis research system with the aim of testing hypotheses that have been set (Sugiyono, 2014). This study used a multivariate correlation approach. Salim & Syahrums Multivariate correlation is a relationship between two or more variables (Salim. Syahrums, 2012).

The research approach used in this study is a quantitative approach with a correlational type of research. This correlational or associative research is intended to examine the possible relationship between the independent variable (free) and the dependent variable (bound). The approach used is correlational research, to determine whether there is a relationship between two variables or several variables.

This study consists of three variables, namely: two independent variables and one dependent variable. The independent variables are students' perceptions of extracurricular Rohis (X_1) and Religiosity (X_2). While the bound variable is Independent Character (Y_1).

The research period is from July to August 2023. The research was carried out at MTS Negeri in East Bekasi District which focused on class X_1 . Then population is taken, according to Sugiyono population is a generalized area consisting of: objects / subjects that have certain quantities and characteristics set by researchers to be studied and then drawn conclusions (Sugiyono, 2019). The sample in this study amounted to 167 students from a population of 352 students with random sampling techniques.

The data were analyzed using inferential statistics correlation test. The hypothesis test was conducted to determine the correlation between the relationship between students' perceptions of extracurricular Rohis and Religiosity with independent characters partially or jointly using multiple correlation tests using SPSS software version 25.0. Before the hypothesis test, researchers conducted prerequisite tests in the form of normality tests, linearity tests, and multicollinearity tests which were also processed under the name of SPSS Version 25.0 software.

Data collection techniques in this study, in accordance with the quantitative research approach, data collection is carried out with 4 techniques, namely: (1) documentation; (2) questionnaires or questionnaires; (3) interviews; (4) observation. Ridwan said that a research instrument is a measuring instrument used to measure the value of the variable to be studied (Ridwan, 2015). This study used the Likert Scale, which is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, social phenomena is determined specifically by the researcher, which is hereinafter referred to

as the research variable (Ahyar, Hardani, and et al. 2020). With Likert Scale, questionnaires are easily answered by respondents.

Results and Discussion

1. Data Description

Based on the data obtained, the data description in this study includes data on variable Y Independent Character as a dependent variable, variable X1 student perception of Rohis extracurricular and variable X2 Religiosity as an independent variable. The description of each variable is presented successively starting from variables X1, X2, and Y.

Table 1 Frequency Distribution of Research Variables Statistics

		Independent Character	Student Perception of Rohis Extracurricular	Religiosity
N	Valid	187	187	187
	Missing	0	0	0
Mean		224,9893	227,3476	235,8396
Std. Error of Mean		1,34757	1,50529	1,69974
Median		222,0000	227,0000	237,0000
Mode		219,00	226,00	229,00
Std. Deviation		18,42771	20,58452	23,24359
Variance		339,581	423,723	540,264
Range		95,00	102,00	104,00
Minimum		171,00	180,00	187,00
Maximum		266,00	282,00	291,00
Sum		42073,00	42514,00	44102,00

Table 1 shows the highest maximum value of 291, while the lowest of the maximum value is 266. The highest minimal value was 187 and the lowest was 171. The highest average score was 104, while the lowest score was 95. And the highest standard deviation value is 23.24359, while the lowest value is 18.42771. All of them are taken from 187 data.

2. Normality Test

Before the hypothesis test is carried out, it is required to carry out a normality test. Table 2 describes the normality test, to determine the normality of the data.

Table 2 Normality Test Results Description Unstandardized Residual

N	187
Test Statistics	,055
Asymp. Sig. (2-tailed)	,200c,d

3. Linearity Test

Table 3 describes the linearity test, to determine the linearity of the regression equation.

Table 3 Linearity Test Results

No	Variable	Significance	Information
1	Students' perception of Rohis' extracurricular with independent character	,821	Linear
2	Religiosity with independent character	0,332	Linear

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Based on the results of the linearity test, the significance value of each variable is greater than 0.05, which means that there is a linear relationship between the variables Student perception of extracurricular Rohis and Religiosity with independent character.

Analysis

Based on the results of interviews conducted with public elementary schools in East Bekasi District, Bekasi city and have been described above. So some conclusions have been reached and the next step is to consider all the information obtained. Based on this, the detailed results of research analysis on the influence of research hypotheses can be described as follows:

1. Analysis of the Correlation of Student Perception of Rohis Extracurricular with Independent Character

Test the hypothesis of correlation of students' perceptions of rohis extracurricular with independent characters using pearson correlation as in table 4 below:

Table 4 Product Moment Correlation Test Correlation of Student Perception of Rohis Extracurricular with Independent Character

		Independent Character	Students' perception of Rohis extracurricular
Independent Character	Pearson Correlation	1	,022**
	Sig. (2-tailed)		,000
	N	187	187
Students' perception of Rohis extracurricular	Pearson Correlation	,022**	1
	Sig. (2-tailed)	,000	
	N	187	187

Table 4 shows the value of Sig. (2-tailed) between students' perception of Rohis extracurricular (X1) and Independent Character (Y) is $0.000 < 0.05$ with an r value of 0.022 so that it can be concluded that there is a significant and strong correlation between students' perception of Rohis extracurricular (X1) with Independent Character (Y). These results show that to improve Independent Character in students, Rohis' extracurricular activities at school also need to be improved because they provide a positive perception for students and have an impact on improving student morals.

Students' perceptions of Rohis' extracurricular activities are more positive about the activities in it. In addition, developing Rohis extracurricular activities with support from various parties including from the school, namely MTS Negeri in East Bekasi District, Bekasi city. There are several activities or character of students that show interest in Rohis extracurricular and must be emphasized by the school to students including emphasis on activities that have an impact on student independence.

Expertise activities in each extracurricular activity Rohis fostered student independence, when he was selected to be one of the committees at the Islamic Day Commemoration (PHBI). Plus when there are leadership activities, Student Leadership Basic Training (LDKS), Organizational Leadership Basic Training (LDKO), and trainings held at school. It is evident from the results of this study that if these aspects are able to be conveyed to students well and students are able to accept and understand them, then students' perceptions of Rohis extracurricular will increase and provide an increase in student independence.

2. Correlation Analysis of Religiosity with independent character

Test the correlation hypothesis of Religiosity with independent characters using the pearson correlation as in table 6.

Table 5 Product Moment Religiosity Correlation Test with independent character

		Correlations	
		Independent Character	Religiosity
Independent Character	Pearson Correlation	1	,124**
	Sig. (2-tailed)		,000
	N	187	187
Religiosity	Pearson Correlation	,124**	1
	Sig. (2-tailed)	,000	
	N	187	187

Table 5 shows the value of Sig. (2-tailed) between religiosity (X2) and independent character (Y) is $0.000 < 0.05$ with an r value of 0.124 so that it can be concluded that there is a significant and strong correlation between religiosity (X2) and independent character (Y). These results show that to improve students' independent character, many are formed along with activities in schools that support student religiosity also need to be improved because increasing religiosity will also have an impact on increasing independent character. Developing students' religiosity so that independent character becomes better, needs support from various parties, including from the school, namely MTS Negeri in East Bekasi District, Bekasi city.

There are several activities or character of students that show religiosity and must be emphasized by the school to students including the emphasis on qidah, emphasis on attitudes or morals and emphasis on fiqh on students. Regarding the aqidah of students, it can be improved through the introduction and understanding of the attributes of Allah SWT, the knowledge and understanding of the angels of Allah SWT, the knowledge and understanding related to Rosulullah SAW and the introduction and understanding related to the book of Allah SWT. In the subject, it is also emphasized about aspects of religiosity that lead to student independence. It is evident from the results of this study that if these aspects are able to be conveyed to students well and students are able to accept and understand them, student religiosity will increase and provide an increase in students' independent character.

3. Analysis of the Correlation of Student Perception of Rohis Extracurricular and Religiosity with Independent Character

To determine the correlation between the variables of students' perception of Rohis extracurricular and Religiosity with students' Independent Character, multiple correlation analysis was carried out. The results of the analysis can be said to have a significant correlation if the probability value of sig. F change < 0.05 . The results of the analysis in the study in table 7. Table 7 shows that the correlation between the variables of religiosity and character education on student morals has a sig value. F Change of 0.000 which means < 0.05 and it can be concluded that students' perceptions of Rohis extracurricular and Religiosity have a significant correlation of Independent Character. These results corroborate the findings of the first and second hypothesis tests related to students' perceptions of Rohis extracurricular and Religiosity with Independent Character.

Table 6 Model Summary^b

Type	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change		
				R Square Change	F Change	df1		df2	
1	,124a	,015	,005	18,384	,501	1,443	2	184	,000

a. Predictors: (Constant), Student Perceptions of Rohis Extracurriculars, Religiosity

b. Dependent Variable: Independent Character

Table 6 double correlation coefficients ($R_{y.12}$) = 0.124 and Fhit (Fchange) = 142.745 and p-value = 0.000 < 0.05 or H_0 are rejected. Thus, the double correlation coefficient between X1 and X2 with Y is significant or significant. While the coefficient of determination is shown by $R\ Square = 0.501$ which means that 50.1% variability of the Independent Character variable (Y) can be explained by Student Perceptions of Rohis Extracurricular (X1) and Religiosity (X2), so it can be concluded that the relationship together with PAI learning outcomes is = 50.1%

Students' Perceptions of Rohis Extracurricular and Religiosity will have a positive impact on Independent Character. Student independence includes emotional independence, behavior and value independence. These three aspects if analyzed again, that these three aspects shape children to be able to make their own choices. Independent character building improves, builds, instills and renews a person's attitudes so that they can stand alone, be able to do the tasks or problems faced, be able to take responsibility, be able to overcome obstacles faced, be able to think critically, creatively, and innovatively and do not feel inferior in expressing opinions. Independent character building can be done if it can be carried out properly and with monitoring from several parties within the family, surrounding environment and at school.

The formation of independent character in students will be easily formed in school institutions and some aspects that exist within the school. One of the supports in the formation of students' independent character is from Rohis extracurricular. In addition, the dimension of religiosity can support the formation of independent character in students. Analyze situations related to religious contexts, such as understanding social problems faced by mankind and finding appropriate solutions based on religious teachings.

Students' perceptions of Rohis' extracurriculars and their religiosity may have a more complex relationship with independent character. Other factors, such as family environment, personal experiences, and social influences, can also play a role in independent character development. A person's religiosity may affect their independent character in certain aspects, while the perception of Rohis may affect other aspects of their independent character.

Conclusion

Based on research data that has met these requirements, several conclusions can be drawn as follows:

1. There is a relationship between students' perceptions of Rohis extracurricular activities with the independent character of State MTS level students in East Bekasi District, Bekasi City. Thus, H_0 is accepted and H_1 is accepted, in the sense of the word that students' perception of Rohis' extracurricular activities has a positive influence on independent character.
2. There is a positive relationship between religiosity and the independent character of State MTS level students in East Bekasi District, Bekasi City. Thus, H_0 is accepted and H_1 is accepted.
3. There is a positive relationship between students' perceptions of extracurricular activities and religiosity together with the independent character of State MTS level students in East Bekasi District, Bekasi City. Thus, H_0 is accepted and H_1 is accepted.

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