

The Influence of Parents' Religious Behavior On Motivation to Learn PAI (Islamic Religious Education) and Obedience to Worship

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ABSTRACT

Students consider Islamic religious lessons unimportant and difficult, so their learning motivation is low. This type of research is quantitative research. The population in this study was class VII SMPN 38 Medan Marelan which amounted to 147 students. The sampling technique in this study used the Slovin formula. The sampling technique used was random sampling. The sample in this study amounted to 99 people. Data analysis technique using r product moment. The results showed that in the calculation of the r product moment, the value of the r count is 0.353. This means if the value of $r_{xy} 0.353 > r$ table 0.1646 then the first hypothesis is accepted. That is, there is an influence between the religious behaviors of parents on the motivation to learn PAI in seventh-grade students of SMPN 38 Medan Marelan. There is a positive and significant influence on parents' religious behavior on students' obedience to worship. This can be seen from the results of the correlation calculation using r product moment, the value of r count is 0.400. Based on the r-value obtained, it is necessary to consult the product-moment correlation coefficient in the table with $N = 99$ both at a significant level of 5%, a value of 0.1646 is obtained, and at a significant level of 1%, a value of 0.2312 is obtained. This means if the value of $r_{xy} 0.400 > r$ table 0.1646 then the second hypothesis is accepted.

Keywords: Religious Behavior, Learning Motivation, Obedience to Worship

ABSTRAK

Siswa menganggap pelajaran agama Islam tidak penting dan sulit sehingga motivasi belajarnya rendah. Jenis penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa kelas VII SMPN 38 Medan Marelan yang berjumlah 147 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan rumus Slovin. Teknik pengambilan sampel yang digunakan adalah random sampling. Sampel dalam penelitian ini berjumlah 99 orang. Teknik analisis data menggunakan r product moment. Hasil penelitian menunjukkan bahwa pada perhitungan r product moment diperoleh nilai r hitung sebesar 0,353. Artinya jika nilai $r_{xy} 0,353 > r$ tabel 0,1646 maka hipotesis pertama diterima. Artinya, terdapat pengaruh antara perilaku religius orang tua terhadap motivasi belajar PAI pada siswa kelas VII SMPN 38 Medan Marelan. Ada pengaruh positif dan signifikan perilaku religius orang tua terhadap ketaatan beribadah siswa. Hal ini terlihat dari hasil perhitungan korelasi dengan menggunakan r product moment nilai r hitung sebesar 0,400. Berdasarkan nilai r yang diperoleh, maka perlu dikonsultasikan koefisien korelasi product-moment pada tabel dengan $N = 99$ baik pada taraf signifikan 5% diperoleh nilai 0,1646, maupun pada taraf signifikan 1%. , diperoleh nilai 0,2312. Artinya jika nilai $r_{xy} 0,400 > r$ tabel 0,1646 maka hipotesis kedua diterima.

Kata Kunci: Perilaku Religius, Motivasi Belajar, Ketaatan Beribadah

A. INTRODUCTOIN

Religious studies are an important part of all levels of education. Religious studies, particularly Islamic Religious Education Schools have become the primary destination for spiritual education, physical education, religious education, and moral education in the context of the formation of human beings of faith, piety, and noble character (Zafi et al., 2021). Sabri (in Nurmaliyah et al., 2023) discusses religion and moral education. As a result, religion has a strong meaning and can be used as a guide in behavior with others by the human being's own beliefs. Furthermore, religion can motivate people to act in ways that are consistent with their religious beliefs. A person's religion is typically influenced by the education, experiences, and activities he underwent as a child. In adulthood, a person who did not experience a religious upbringing as a child will not recognize the significance of religion in his life.

By the time he reaches adulthood, he won't value religion as much. In contrast to someone who had religious experiences as a child, for instance, his parents were familiar with religion, and the social setting and his friends also lived a religious life, along with intentional religious education at home, school, and society (Hasan, 2017). The future religious convictions of a child will be influenced by the nature of his relationship with his parents today. He will imitate his parents and adopt the religion and values they uphold if he feels loved and treated fairly. Through his parents (A. Wijaya & Ramadhon, 2022). And if the opposite occurs, he may avoid doing what his parents expect, not want to live according to religious teachings, not pray, not fast, and so on (Biantoro, 2019).

Children's religious attitudes can be influenced by their parents' treatment, lifestyle, and attitude, as well as by their attention, love, empathy, and openness. An open attitude will aid in the development of children's religious attitudes (Aripin & Nurdiansyah, 2022). This is because the child has enough room and a supportive environment to mature and develop. Conversely, a child's attitude and personality will be more challenging to mold if their parents have a less amicable relationship that is full of arguments and disagreements (Mahfudz, 2022). This is because kids do not the discordant home life of the child's parents interfere with his development (Taruna & Rohman, 2020). The reality on the ground turns out to be the polar opposite of idealism (Al-Latif et al., 2023). Particularly in public schools, the subject of Islamic Religious Education (PAI) is frequently viewed as being unimportant. The low academic achievement of students in PAI subjects and their lack of motivation to learn are clear indicators of this (M. M. Wijaya et al., 2022). Additionally, internalizing the subject's values will be hampered by the low motivation to learn. According to the identification of these issues, this study seeks to determine the impact of parents' religious behavior on their children's desire to learn PAI and their compliance with worship (Hasanah, 2021).

B. METHOD

The data used to create this article came from a quantitative study of parents and students at SMPN 38 Medan Marelan. Parents and kids (students) in class VII at SMPN 38 Medan Marelan, which consisted of 5 classes and had a total of 147 classes, made up the population. "Some members taken

from the whole object to be studied and considered representative of the population taken using certain techniques" is the definition of the sample. The study's population had the same opportunity (Karwadi, 2023).



Figure 1. Quantitative Research Design

This method gives every member of the population the same opportunity to be chosen as a sample member, either individually or collectively. The methods used in random sampling are a lottery, ordinal and random methods. To get a sample that can describe the population, the Slovin formula was used in determining the sample of this study, 99 students were obtained from 147 populations.

C. RESULT AND DISCUSSION

Because he was endowed with reason, Allah SWT created humans in the highest form, even the noblest creature in comparison to other creatures. In essence, Allah (SWT) created humans as his servants to serve them. Every person has internal circumstances, and these circumstances influence how they live their daily lives. 'Motivation' is one of these internal conditions. He claims that the fundamental drive behind the behavior is motivation. A person who acts on this impulse from within moves to fulfill that urge. Therefore, themes by the underlying motivation can be found in a person's actions based on specific motivations. (Uno, 2016). Referring to the claim that people have the capacity for religion from the moment of their birth and that this capacity manifests as a desire to serve the Creator. The Creator's service. When the explanation is tied to the idea of motivation, as defined by Uno (in Abbas et al., 2021), motivation can be seen as a fundamental urge that propels a person's behavior. The explanation above suggests that innate motivation can also be used to describe the capacity for a religion that humans possess from birth. From birth can also be understood as innate motivation that humans have had from

the moment they were born. It takes good guidance and maintenance, especially in the early years, to develop the potential or motivation of religiousness.

Education can provide this maintenance and guidance. Education that is formal, informal, and non-formal. Formal education is the education received in schools that are obtained regularly, is organized, graded, and adheres to specific requirements. Non-formal education is a structured, tier-based educational path that can be followed in addition to formal education. In the meantime, independent learning activities are a form of informal education that follows a family and environmental education path. Family education especially parental education is the first education that children receive. Because parents are their children's primary and first educators. Consequently, the family, specifically the parents, is the first source of education (Vika et al., 2022).

Researchers ran a correlation analysis. Test of correlation to ascertain the relationship between parents' religious behavior and their children's PAI learning motivation and worship obedience. obeying the worship of children. The outcomes of the calculation of the hypothesis test analysis' correlation coefficient work table between variable x and variable y1.

Table 1. Correlation Coefficient of Parents' Religious Behavior on Motivation to Learn PAI Students

	X	Y1
Pearson Correlation	1	.353**
Sig. (2-tailed)		.000
N	99	9
Y1 Pearson Correlation	.353**	1
Sig. (2-tailed)	.000	
N	99	99

Based on Table 1, the calculated r-value is 0.353. Based on the r-value obtained, it needs to be consulted with the product-moment correlation coefficient in the table with N = 99 both at the 5% significant level obtained a value of 0.1646, and at a significant level of 1% the value is 0.2312. This means, if the rxy value $0.353 > r$ table 0.1646 then the first hypothesis is accepted. That is, there is an influence between parents' religious behavior on PAI learning motivation. Based on the findings of a study on parental religiousness, in which 99 students in the seventh grade participated, subjects were found to have very low parental religious behavior to the extent of 1 or 1.01%. There were 4 subjects (4.040%) with low parental religious behavior assessment categories, 43 subjects (31.313%) with sufficient parental religious behavior assessment categories, 31 subjects (31.313%) with high parental religious behavior assessment categories, and 20 subjects (20.202%) with extremely high parental religious behavior assessment categories.

The results of research on students' PAI learning motivation obtained from 99 seventh-grade students who were respondents in this study obtained the results that 2 students have very low learning

motivation or 2.02%, 2 students have low learning motivation or 2.02%, 27 students who have sufficient learning motivation or 27.273%, 27 students who have high learning motivation or 38.384%, and 30 students or 30.303% with a very high motivation category. motivation category is very high.

The results of the r product moment calculation yielded an estimated r value of 0.353. Based on the calculated r-value, the product-moment correlation coefficient in the table with n = 99, both at a significance level of 5%, should be compared. At the 5% significant level, the product-moment correlation coefficient in the table with n = 99 was calculated as 0.1646, and at the 1% significant level, it was calculated as 0.2312. This indicates that the first hypothesis is accepted because the r_{xy} value of $0.353 > r_{table} 0.1646$. That is, there is a relationship between parents' religious practices and their children's desire to learn in class VII at SMPN 38 Medan Marelan.

Parents play a critical role in increasing their children's religious learning motivation. This is consistent with Jalaludin's (Hakim, 2012) theory, which states that religious attitude is a condition within a person that encourages him to act in accordance with the level of his obedience to religion. The consistency between belief in religion as a cognitive element, feelings towards religion as a cognitive element, and feelings towards religion as a cognitive element reflects this religious attitude. Religious beliefs are a cognitive element, religious feelings are an affective element, and religious behavior is a conative element. A religious attitude is thus a complex integration of a person's religious knowledge, religious feelings, and religious actions. A variety of factors influence religious attitudes.

Children will be encouraged to be religious as a result of outside influences. Such as fear, reliance, or guilt. Children are also endowed with the potential in the form of openness to external influences, which allows them to be formed into religious humans. Family, school, and community environments all have an impact (Risthantri & Sudrajat, 2015). As a result, at this age, children tend to imitate, absorb, and emulate all forms of behavior or attitudes that they see in everyday life, including what they hear and see in the family environment, neighbors, and society at large. Therefore, the role of parents is very decisive for education and religion in children, before children receive or absorb knowledge that is not necessarily good from outside the family. Meanwhile, the influence of parents' religious behavior on children's obedience to worship can be seen through the following analysis;

Table 2. Correlation Coefficient of Parents' Religious Behavior on Students' Obedience to Worship

	X	Y1
	1	.400**
		.000
	99	99
Y1	.400**	1
	.000	
	99	99

Based on the table above, the calculated r-value is 0.400. Based on the r-value obtained, it needs to be consulted with the product-moment correlation coefficient in the table with $N = 99$ both at the 5% significant level obtained a value of 0.1646, and at the 1% significant level obtained a value of 0.2312. This means, the rxy value of $0.400 > r$ table 0.1646, so the second hypothesis is accepted. That is, there is an influence between parents' religious behavior on children's obedience to worship. Based on the results of the correlation calculation using r product moment, the calculated r-value is 0.400. Based on the r-value obtained, it needs to be consulted with the product-moment correlation coefficient in the table with $N = 99$ both at the 5% significant level obtained a value of 0.1646, and at the 1% significant level obtained a value of 0.2312. This means, the rxy value of $0.400 > r$ table 0.1646, so the second hypothesis is accepted. That is, there is an influence between the religious behaviors of parents on the obedience of worship of seventh-grade students of SMPN 38 Medan Marelan.

Discussion

The influence of parents' religious behavior becomes an exemplary attitude that parents must exhibit. Exemplary parents play a critical role in preparing and shaping their children's spiritual and social morals. This is because exemplary is the best example that the child will follow in his actions and manners. Giving children examples will instill in them the habit of praying, reading the Koran, and other forms of worship. As a result, parents' religious attitudes are critical in motivating children to learn religion. According to Jalaludin's (in Pratama & Siraj, 2019) theory, the influence of both parents on the development of the child's religious soul in Islam has long been recognized. As a result, both parents are given responsibility for the development of the religious soul.

As a result, both parents are given responsibility for the development of the religious soul. Parents are advised to make several provisions, including praying to newborn babies' ears, marrying, giving good names, teaching the Koran, becoming accustomed to prayer, and following other religious orders. Parents are regarded as the most influential factor in laying the groundwork for the development of the religious spirit. Apart from parents, the influence of schools is also very supportive of students' obedience to worship. Islamic religious education in schools is one form of effort in developing the ability of students to increase their understanding of their religion, namely strengthening faith and piety towards Allah SWT. Religion, namely strengthening faith and piety towards Allah SWT., as well as moral nobility. Islamic religious education by Drajat in Majid (in Mutiawati, 2019) is defined as an effort to educate and foster learners so that they can understand their religion. In educating and fostering students so that they can always understand the teachings of Islam as a whole, then appreciate the goals which in the end can practice and make Islam a guideline for their lives for the safety of life in the world and the hereafter.

As a result, simply reading and then memorizing a subject is insufficient; it must first be understood. According to Hamalik (in Bermi, 2016), "understanding subject matter is easily memorized and lasts long in memory." Furthermore, the materials in Islamic education are meant to be practiced as

well as learned and understood. As a result, religious education in schools is not only related to the classroom teaching and learning process, which aims to process the intelligence of the mind alone, but also involves the process of internalizing religious values through cognition (observation), conation (desire), and emotion (feeling) both inside and outside the classroom, which can transfer positive encouragement to the understanding of religious teachings. The findings indicated that the role of parents had a meaningful influence on children's religious attitudes.

Parents are responsible for defining what is good and bad for children, as they are the ones who complete culture. If children behave by the socially acceptable norms, they will feel good about themselves. The traits of parents, whether they relate to their attitudes, behaviors, or way of life, are aspects of education that subtly affect how children become religious. Parents' attitudes and behaviors towards their children greatly influence their development and psychological state. Therefore, love and affection must be an important foundation in family relationships and the process of educating children. If love and affection have colored the attitudes and behavior of parents, then children will always grow up to be human beings who love others (Sulfemi, 2018). Love will radiate from them, the clarity of their souls and the purity of their hearts will always be maintained from all bad things and other potentials that damage and destroy. So it can be concluded that parents should always make it a habit to show all good behavior and always say good things by what is taught in Islam so that it is worthy of being an example for their children.

Children's development of religious attitudes will be aided by their parents' treatment, lifestyle, and attitude, as well as their attention, love, comprehension, and openness. This is because kids have adequate and healthy space to develop and grow (Sahin, 2018). Conversely, the attitude and personality of the child will be more difficult to form in a less harmonious parental relationship that is full of arguments and disagreements. It's challenging to shape children's attitudes and personalities. This is because kids do not (Zuhri, 2017).

The parental atmosphere of discord interferes with the child's development (Setiawan et al., 2021). Parents can instill a sense of religion in their children through exercises and actions, such as teaching them the proper ways to talk, urinate, bathe, eat, and drink. Children's religious experiences at home will have an impact on how they interact with their teachers and friends at school. Religious exercises and actions should be carried out while giving the child a sense of security and comfort. When children receive religious instruction in a rigid, incorrect, and unsuitable manner for their development, they tend to become less interested in religion as adults (Diantoro et al., 2021). As a result, it is clear from the descriptions of these viewpoints that several factors can have an impact on how religiously inclined their offspring are. An individual's internal state known as their religious attitude determines how prepared they are to respond to or behave by religious teachings. Causes a person's readiness to act or respond by religious teachings to emerge.

D. CONCLUSION

The results of the quantitative analysis show that the religious behavior of parents obtained an average value of 83.52 including the high category. In the calculation of each dimension obtained the dimension of faith of 86%, the dimension of commitment of 87%, the dimensions of ritual and social obtained 90%, and the dimension of religious knowledge obtained 89%. Motivation to learn PAI obtained an average score of 81.15 including the high category. The results of the calculation of each dimension obtained the existence of desire and desire to succeed obtained 90%, the existence of encouragement and needs in learning obtained 89%, the existence of future hopes and ideals obtained 90%, the existence of appreciation in learning obtained 91%, the existence of interesting activities in learning obtained 90%, and the existence of a conducive learning environment obtained 90%. Children's obedience to worship obtained an average score of 87.90 including the high category. The results of the calculation of each dimension, namely carrying out the obligatory 5-time prayer, obtained 84.8%, carrying out fasting by 88.7% and reading the Koran by 90.6%.

These results indicate that there is a positive and significant influence of parents' religious behavior on PAI learning motivation. The results of the calculation of the r product moment obtained a calculated r value of 0.353. Based on the r -value obtained, then it needs to be consulted with the product-moment correlation coefficient in the table with $N = 99$ both at a significant level of 5% obtained a value of 0.1646, and at a significant level of 1% obtained a value of 0.2312. This means, the r_{xy} value of $0.353 > r$ table 0.1646, so the first hypothesis is accepted. That is, there is an influence between the behaviors of religious behavior of parents on PAI learning motivation of seventh-grade students of SMPN 38 Medan Marelan. Meanwhile, there is a positive and significant influence of parents' religious behavior on students' obedience to worship. This can be seen from the results of correlation calculations using the r product moment obtained r value of 0,400. Based on the r -value obtained, it needs to be consulted with the product-moment correlation coefficient in the table with $N = 99$ both at the 5% significant level obtained a value of 0.1646, and at the 1% significant level obtained a value of 0.2312. This means, the r_{xy} value of $0.400 > r$ table 0.1646, so the second hypothesis is accepted. That is, there is an influence between the religious behaviors of parents on the obedience of worship of seventh-grade students of SMPN 38 Medan Marelan.

Religious attitude is an acquisition and not innate. The most dominant religious attitude is formed through the family, one of which is the parents. How is the condition of the family, especially parents, and direct experience that occurs about parents and social, will have a direct effect on the child's religious attitude such as the interaction of children with parents, attitudes, and behavior of parents, in this case, can be done in various ways, namely: First, internalizing Islamic values through exemplary, suggestion and correction, and social encouragement. Second, creating a religious environment both in the family, school, and society. Thus it can be concluded that the family environment has a very

important role in the formation and development of the religious attitude of each individual, especially parents.

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