

The Influence of Religious Literacy on Students' Social Behavior in Srengseng Primary School, Jakarta

Muhammad Fadlan¹, Muhammad Hayun²

¹²Universitas Muhammadiyah Jakarta
mohammadfadlanilmi@gmail.com

ABSTRACT

The background to writing this thesis is that religious literacy regarding the social behavior of class V students at SD Negeri Srengseng 01 and SD Negeri Srengseng 04 is still relatively low and deviant behavior still occurs, so researchers are interested in researching what causes this. Researchers propose solutions for implementing religious literacy in schools. This research aims to determine the influence of religious literacy on students' social behavior. The method used by researchers in this research is a quantitative method with a survey approach with the hypothesis that there is an influence of religious literacy on students' social behavior. The results of this research show that there is an influence of religious literacy on the social behavior of students at Srengseng 01 and 04 public elementary schools. This is proven by the calculation results showing the F test calculation result is 95.157, thus it can be concluded that there is an influence and a large influence of religious literacy on students' social behavior. It is hoped that the results of this research will be useful for related parties such as school principals, teachers, parents, students and future researchers

Keywords: Religious Literacy, Social Behavior, Primary School

INTRODUCTION

Social behavior is relatively persistent behavior shown by individuals in interacting with other people. People whose behavior reflects success in the socialization process are said to be social people, while people whose behavior does not reflect the socialization process are called non-social: Sofinar (2012) as quoted by Makagingge, Karmila & Chandra (2019: 116). According to Syah in Permadi (2021: 36) behavior is an individual's response or reaction to stimuli or the environment. Meanwhile, social is related to other people or society. So social behavior is a person's response or reaction to other people or the community around them.

Social behavior is a relationship between humans and the surrounding environment. Social behavior is a person's physical and psychological activity towards other people or vice versa in order to fulfill themselves or others in accordance with social demands (Nurfirdaus and Risnawati, 2019: 39). According to Baron and Byrne in Susanto (2019: 23) social behavior is a term used to describe general behavior shown by individuals in society, which is basically a response to what is considered acceptable or unacceptable by a person's peer group.

The biggest influence on children's social development is the process of nurturing or guidance of both parents in various aspects of their social life, then the next influence is parents as examples and role models for their children, if parents become examples for their children, such as the norms of social life that are exemplified. in everyday life, and how to apply these rules. The stages of guidance given by parents to children are called socialization. According to Susanto in Wedi, Murisal, Haryono and Sholihin (2021: 75-85) Forms of social behavior and their aspects are as follows: 1) Negativism, 2) Aggression, 3) Quarreling or quarreling, 4)

Teasing, 5) Competition, 6) Cooperation, 7) Ascendant Behavior, 8) Selfishness, 9) Sympathy.

In line with the thoughts of Syamsu (2007) in Dewi, Mayasarokh, and Gustiana (2020: 188) states that forms of social behavior are: disobedience, aggression, arguing or fighting, teasing, competition, cooperation, powerful behavior, selfishness. and sympathy.

The factors underlying social behavior according to social psychology can be classified into internal and external factors. According to Wianto (2021: 14-17) internal factors are all forms of habits a person has to react and adapt to the response received including: intelligence, motivation, talents and interests, beliefs. Then the external factors behind students' social behavior are: educational knowledge, resources, important figures as references, and culture.

According to Guchi (2021) in Harefa (2022: 274), several factors that influence behavior include: age, gender, parent-child interaction factors, siblings, school environment, peers, community environment, and experience.

Based on the results of observations on June 6 2023 at 07.00, the researcher made observations at SD Negeri Srengseng 01 and SD Negeri Srengseng 04. At these schools there were several problems which were the background to the importance of students' social behavior, namely that many of the students or schoolgirls came from environments that were not support. In general, they tend to forget or are not used to carrying out obligatory worship and other obligations. Female students at this school also cannot determine which friends have good and bad behavior, many still like to talk inappropriately or are impolite to older people. Even when students are at school they also behave badly.

In line with the learning process which is currently widely used at various levels of education, there are various ways to increase a person's knowledge about social behavior, one of which is through the religious literacy learning process. Literacy is a learning process that has been widely implemented in various educational institutions, both formal and non-formal, from primary education to higher education. Literacy is a language competency that every person has (in the form of listening, speaking, reading and writing) which is used in communicating in various ways that can be differentiated according to the purpose. According to Sari and Pujiono in Gunandi, et al (2020: 57). According to Ropiah (2021: 1-2) that literacy is an activity closely related to the process of reading and writing. The etymology of literacy comes from the word 'literatus', which means learning. This is in accordance with the understanding given by various experts, such as Elizabeth Sulzby, Harvey J, Graff, Jack Goody, Merriam Webster, and Alberta. Literacy activities are spreading in various regions in the archipelago. This happened with the School Literacy Movement (GLS). The practice is done by spending fifteen minutes reading at the beginning of the lesson.

According to Yestri, Iqbal, and Amaliah (2019: 199) Religious literacy is the ability to see and analyze the intersection between religion and social, political and cultural life from various points of view. According to Habibah and Wahyuni (2020: 48-49), the study of literacy has experienced complex developments, including in the realm of religion. One of the figures who pioneered religious literacy was Prothero. He views religion as a skill in interpreting and applying it to daily life activities. Starting from the scope of the concept of symbols, doctrination, worship practices, adab, and narrative. The mention of religious literacy was initially oriented towards educational reform that was developing in the country which promoted integrative education

between religion and the national. According to Rackley (2010) in Kadi (2020: 84) religious literacy, people not only have the ability or expertise regarding the teachings and practices of a particular religion - Islam for example but are able to use and place these religious teachings in various contexts of place and time or religious literacy presupposes the ability carrying out religious obligations correctly according to the teachings of that religion but also contextually

According to Priatin (2022: 16), the religious literacy culture implemented in schools can be identified through habitual activities such as: 1) greeting and praying together, 2) getting used to midday prayers together, 3) daily charity activities such as reading the Asmaul Husna at the beginning of learning, memorizing letters, -short letters, and donations, 4) BTQ extracurriculars, 5) clean Fridays, and 6) commemoration of Islamic holidays such as compensation for orphans, etc. According to Zamili (2021: 133-134) Religious literacy needs to be introduced to children from an early age so that children have good religious knowledge and understanding. Religious literacy in children can start from their religious teachings.

METHOD

The research method used in this research is a quantitative method with a survey approach, the reason for the research is to use a melted model. This research is carried out using a questionnaire as an instrument to determine the influence of religious literacy on the social behavior of class V students. The objects to be researched are religious literacy activities and students' social behavior. class V. Using 2 schools and the total number of students from these 2 schools is 141 students. Meanwhile, data collection techniques in this research are questionnaires, observation and documentation. And the data analysis technique used is descriptive statistical techniques that support the presentation of data. Meanwhile, to test the hypothesis, the F test is used with the help of SPSS software.

RESULTS AND DISCUSSION

This research aims to see the influence of religious literacy on the social behavior of class V students. Based on the results of data analysis on the results of distributing questionnaires to all respondents totaling 141 students at SDN Srengseng 01 and students at SDN Srengseng 04 who were used as samples, the results of descriptive data analysis were obtained based on frequency that the average score on students' social behavior is 56.67 and the variance is 81.636, while the standard deviation is 9.035. The following data on the results of students' social behavior can be seen in the table below

Table: I Descriptive Statistics of Social Behavior

| | Descriptive Statistics | | | | | |
|--------------------|------------------------|---------|---------|-------|----------------|----------|
| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
| Social Behavior | 141 | 37 | 75 | 56,67 | 9,035 | 81,636 |
| Valid N (listwise) | 141 | | | | | |

Meanwhile, the range of scores and percentages of students' social behavior can be seen in the table below:

Table 2: Range of scores and percentages of social behavior

| No | Category | Score | Percentage |
|------|-----------|-------|------------|
| 1. | Low | 0 | 0,0 |
| 2. | Currently | 55 | 39,0 |
| 3. | High | 86 | 61,0 |
| Noun | | 141 | 100,0 |

The results of the analysis of social behavior categories in a sample of 141 students showed that no students (0%) were in the low category, 55 students (39%) were in the medium category, and 86 students (61%) were in the high category. This indicates that the majority of students in the sample have a high level of social behavior, while none fall into the low category.

Table 3: Descriptive Statistics on Religious Literacy

| Descriptive Statistics | | | | | | |
|------------------------|-----|---------|---------|-------|----------------|----------|
| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
| Religious Literacy | 141 | 12 | 50 | 38,45 | 5,935 | 35,220 |
| Valid N (listwise) | 141 | | | | | |

Meanwhile, data on the range of scores and percentage of religious literacy can be seen in the table below:

Table 4: Range of scores and percentage of religious literacy

| No | Category | Score | Persentase |
|------|-----------|-------|------------|
| 1. | Low | 1 | 0,7 |
| 2. | Currently | 47 | 33,3 |
| 3. | High | 93 | 66,0 |
| Noun | | 141 | 100,0 |

Based on the table above, analysis of religious literacy categories in a sample of 141 individuals shows that 1 individual (0.7%) is in the low category, 47 individuals (33.3%) are in the medium category, and 93 individuals (66.0%) are in the high category. Thus, the majority of individuals in the sample have a high level of religious literacy, while a small number are in the medium or low category.

Hypothesis testing using the F test is to determine the effect of the dependent variable. Hypothesis testing in this study used SPSS 26 software, where testing was carried out at a significant level of 0.05 ($\alpha = 5\%$). The decision making criteria are in the table below:

Tabel 5 ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|----------------|-----|-------------|--------|-------------------|
| 1 Regression | 4644,537 | 1 | 4644,537 | 95,157 | ,000 ^b |
| Residual | 6784,456 | 139 | 48,809 | | |
| Total | 11428,993 | 140 | | | |

Based on the calculation results in table 5 above, it is explained that the Religious Literacy variable has a significant value of 0.000, which is less than 0.05, which means that Religious Literacy partially has a significant influence on Social Behavior. Statistical data has been carried out by researchers who aim to explain in more detail according to the research problem formulation. This research was conducted at SDN Srengseng 01 class V with a total of 82 students and SDN Srengseng 04 class V with a total of 59 students. This research aims to determine

whether or not there is an influence of religious literacy on students' social behavior. Based on the results carried out in the F test using SPSS version 26. The results obtained were 95.157, it was explained that the religious literacy variable had a significant value of 0.000, which is less than 0.05, which means that religious literacy has a significant influence on social behavior. This is in line with previous research, according to Mustofa (2022: 39), in this study the researcher concluded that there were several activities carried out in elementary schools, one of which was religious literacy activities. Based on the results of interviews with the school principal, religious literacy was an activity that focused thinking and understanding. as an insight into the religious field. Whether it is through routine reading of prayers before and after learning or other habituation activities that lead to religious aspects. Literacy activities implemented by teachers and school officials received many positive responses from students. Students admitted that they were happy with these literacy activities, then they were also able to train students in time discipline, obey school regulations and increase students' knowledge. The cultivation of religious literacy in elementary schools goes through several stages, namely the habituation stage, development stage and learning stage.

CONCLUSION

Based on the results of data analysis, there is an influence on students' social behavior at school based on hypostatistic results calculated using the F test, the result obtained is 95.157. It is explained that the religious literacy variable has a significant value of 0.000, which is smaller than 0.05, which means that religious literacy has a significant influence. significant to social behavior.

Based on the conclusions above, several suggestions can be presented to the parties as follows:

1. For teachers, it is hoped that elementary school teachers can be examples or role models for students who have good manners and are role models at school and outside school.
2. For schools, it is hoped that religious literacy can be used as consideration and input to improve the quality of religious and social behavior in schools.
3. For future researchers, the researcher hopes to be able to further the influence of religious literacy on students' social behavior both at the elementary school level and other educational levels, and to increase insight into religious literacy and students' social behavior.

Acknowledgment

This research was carried out thanks to collaboration between researchers and various parties; therefore, we would like to thank the Chancellor Muhammadiyah University Jakarta and Dean of the Faculty of Education support this research by providing sufficient funding. And thank you too Principal of SDN 01 and SDN 04 Srengseng Jakarta who has given us permission to carry out experimental research, as well as to all colleagues who have supported this research through a lengthy discussion process.

Reference

- Habibah, M., & Wahyuni, S. (2020). Islamic Religious Literacy as a Strategy for Building the Religious Character of Ra Km Al Hikmah Kediri Students. *JCE (Journal of Childhood Education)*, 4(1), 120. <https://doi.org/10.30736/jce.v3i2.114>.
- Fitzgerald, L. M., Delitto, A., & Irrgang, J. J. (2007). Validation of the Clinical Internship Evaluation Tool. *Physical Therapy*, 87(7), 844–860. <https://doi.org/10.2522/ptj.20060054>
- Harefa Armstrong. (2022). The Influence of Globalization on Students' Social Behavior. *Educatiivo: Journal of Education*, 1(1), 274. <https://www.educativo.marospub.com/index.php/journal/article/view/37/80>
- Judin . (2020). the Influence of Assessment, Self-Efication Through Student Learning Outcomes in Indonesian Language. *Jisae: Journal of Indonesian Student Assesment and Evaluation*, 6(1), 47–54. <https://doi.org/10.21009/jisae.061.04>
- Kadi Titi. (2020). Religious Literacy in Strengthening Multiculturalism Education in Higher Education. *Journal of Islam Nusantara*, 04 (01), 84. <http://jurnalnu.com/index.php/as/index>
- Mustofa Kamal. (2022). Instilling Religious Literacy in Students at SD Negeri 03 Gombong, Belik District, Pemalang Regency. Thesis. Purwokerto: Department of Islamic Religious Education, UIN Prof. K.H. Saifuddin Zuhri Purwokerto
- Nurfirdaus, N., & Risnawati. (2019). Study of the Formation of Students' Social Habits and Behavior (Case Study at SDN 1 Windujanten). *Pendas Lens Journal*, 4 (1), 39. <http://jurnal.upmk.ac.id/index.php/lensapendas>
- Permadi, B. A. (2021). The Influence of Students' Love for the Al-Qur'an on Social Behavior at Al Islam Plus Elementary School, Sidoarjo Regency. *Attadrib: Journal of Madrasah Ibtidaiyah Teacher Education*, 4(1), 35–38. <https://doi.org/10.54069/attadrib.v4i1.128>
- Priatin Miko. (2022). Religious Literacy-Based Learning in Increasing the Spiritual Intelligence of Students at MTs Ma'arif NU 1 Pekuncen, Banyumas Regency. Thesis. Purwokerto: UIN Postgraduate Islamic Religious Education Department Prof. K.H. Saifuddin Zuhri Purwokerto
- Ropiah Siti. S.H., M. Hum. (2021). *Religious Literacy in a Moral Frame*. Surabaya: CV. Teacher Media Library.
- Susanto Radi. (2019). Social Behavior of Adolescents in Lubuk Durian Village, Kerkap District, North Bengkulu Regency. Thesis. Bengkulu: Department of Da'wah, State Islamic Institute (IAIN) Bengkulu.
- Wedi Agus, M.Pd., Rudi Haryono, S.S M.Pd, M. Sholihin, M.Pd. I. (2021). *Student Development*. Bandung: Indonesian Science Media Publisher.
- Wianto Puji. (2021). *Phenomenological Study of Students' Social Behavior towards Free Education Programs*. Malang: Media Nusa Creative.
- Yestri, Iqbal Agung, M., & Amaliah Erni. (2019). Religious Literacy of the 3T Regional Community in Pesisir Barat Regency and Its Relevance to the Attitude of Tolerance towards Adherents of Minority Religions. *Al-Adyan: Journal of Interfaith Studies*, 14 (2), 199. <http://ejournal.radenintan.ac.id/index.php/alAdyan/article/view/5651>
- Zamili Khulusinniyah, M. (2021). Religious Literacy in Children Through the Worship Practice Habituation Program. *Edupedia: Journal of Islamic Education and Pedagogy Studies*, 5 (2), 133-134. <https://doi.org/10.35316/edupedia.v5i2.1186>