

The Correlation Of Self-Concept With Family Circle On Student Religious Behavior

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Abstract: The purpose of this research is to seek the relations between self-concept and family circle on student religious behavior. Methodology of this research is used descriptive analytics method by survey, that is correlating regression which described the affect on variable inquired. Questionnaire score was using Likert scale, and the data compiled through questionnaire counted by regression statistics formulation. This research held on class VIII of MTs PUI Cikijing at Majalengka Regency, and involved 78 students as the research object. The result of research showed that the correlation of self-concept and family circle toward student religious behavior make positive and significant relationship.

Index Terms: Self-concept, family circle, religious behavior.

1. Introduction

Education is the effort with plan intentionally and orderly, it purposes to change or to develop a behavior required. In the formal education, Langgulung (2004:24) states learning process demonstrates the positive behavior. Finally, it will be qualification, competition, and invention. Hence, that results student's behavior reflected. Regarding to students, the important of self-concept role is to establish student's behavior. Individual manner views himself would appear from all behavior. The other words, individual behavior will be accordance with the individual believes that himself. If they felt as who did not quite capacity to do an assignment, and all their paths will show the inability. Treatment or attitude is received in family circle will form the self-concept for children in attempt to adapt to other environments. According to Baihaqi (2009: 197) religious students (teenagers) as many as 34% were influenced by frequency using television broadcasts and frequency of parent direction. Darmawan (2007:201) said that emotional quotient and the self-concept simultaneously affected on 21% against on. This matter shows still other aspects not examined yet including the student self-concept and family circle variable that can affect on religious student's behavior in the school.

2. Literature Review

According to Rogers (Burns, 1979) that self-concept may be of as an organized configuration of perceptions of the self, It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of self in relation to others and to environment; the value qualities which are perceived as associated with experiences and objects and goals and ideals which are perceived as having positive or negative valence. Shah (2000:232) argues that the self-concept is the person's attitude and perception of themselves totally.

Zimmerman and Schunk (2001) argues that the self-concept is individuals beliefs and perceptions of their ability to direct and control their cognition, affect, motivations, and behavior in learning situations in general. Besides that, the understanding of self-concept, according to Rakhmat (2008:99) it is a personal feeling and viewing about self. Perception about themselves might be a psychological, social, and psychologically. Pudjijogyanti (1995) argues the self-concept is one of the factors that determine whether a person will have a negative behavior or not. Because, negative behavior is a manifestation of a disorder in the effort to achieve self-esteem, when teenagers failed in achieving self-esteem, and they will feel disappointed with themselves and their surroundings. And they shall see negative attitude, it rather when adolescents succeeded in achieving rates themselves, then they will be contented with themselves as well as to their surroundings. That would make teenagers have a positive attitude toward them. The formation of self self-concept is determined by experience internalization as a result of internalized with others in the society. Generally, the contents of self-concept are (Pudjijogyanti, 1995): (1) the physical characteristics; the self concept has related to the characteristics; (2) the appearance; (3) health and physical condition; the self-concept associated with physical and health children condition; (4) school and subjects; the children self-concept has related to school and subjects activities; (5) intellectual status; the self-concept associated with children intellectual status;(6) attitude and social relation; the children self-concept has related to children social interaction;(7) household and family relationships; the content of children self-concept has related to children interaction in house environment. The influence factors to shape the self-concept (Sobur, 2011), namely: (1) physical condition; (2) family condition; a healthy family can be built children more firmly, effective, and able to overcome problems by self-confidence as the former beliefs; (3) reaction of other people to the individual; individual is seen in accordance with pattern of behavior that is shown themselves; (4) pursuing of parent toward children; (5) gender, race, and socio-economic status, success and failure; (6) people who are close (significant other); it involves all people influence on mind and feeling. They direct action, shape the mind, and touch feeling emotionally. Family circle is unity space with everything animate and inanimate, also condition of all that is in the small social group which consists of father, mother and children who have a social relation because of cognation. Family is the first place for personality traits and introduces the moral values and norms of life. Also the family is an early informal and natural education institution. Abu

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Ahmadi and Uhbiyati (1991) argue that informal education is the education gained from the experience of one's day-to-day with the conscious or unconscious throughout life. This education can take place in the family, in daily life and in work, community, and organization. Meanwhile, the natural family education means that the parents as educators and children as learners have a natural blood-ties. Roosenberg quoted by Walgito (2010) states that family functions optimally if the existing relationships in family develop adaptive and healthy individuals with affiliation characteristics within family. That is, the transaction happens to be full of love (caring), accessible, empathetic and full of confidence, showing respect, and giving mutual esteem and regard among family members. Behavior is a manifestation of the individual reactions in the form of movement or posture. Etymologically, according to Soemanto (1998) behavior is an abstract noun. Behavior defined by a conception or reaction individual manifested in the movement, not only the body or speech. Behavior and personality is formed through free customs and loose morals. Therefore, according to al-Mawardi as quoted by Syukur (2004: 262) that the process of the soul and behavior formation in addition to emphasizing the process of personality formation through character education (in the soul fame soul of children there are a negative side always threaten her personal needs) by reason and natural processes, are also required habituation through religious normatively. According to Mursal and Taher (1980:121) in *Kamus Ilmu Jiwa dan Pendidikan*, religious behavior based on the awareness of the presence of Almighty God, such as religious activities likes prayer, tithing, fasting, and others. According to Glock and Stark quoted by Robertson (1995: 291) that if a person is called religious, then there must be in him-self as a religious- bond, which he must have confidence in religious doctrines, life ethics, manners of worship, which it can demonstrate obedience and commitment to the religion. As indicators of students religious behavior base on Glock and Stark in Kahmad (2002) consists of five dimensions which can be used as a standard for one's religious, include: (1) ideological involvement. Religious belief refers to a set of beliefs explain human existence towards God and other fellows created by God. Religious beliefs associated with the conception of what is perceived as a 'good or bad' and 'appropriate or inappropriate, 'right and wrong' according to the beliefs espoused; (2) Ritual engagement is part of religious behavior actively (observable) relating to God, which contains the hope of the obedience has been believed. For example, the extent of the work in their religious ritual obligations such as prayer, pray, say some formal words, reading scripture, and so forth, (3) experiential involvement. Contains about spectacular unique experiences that miracle came from God. For example, if he ever felt that his life was safe from harm because of God help, (4) involvement intellectual. Shows the level of understanding towards religion doctrines, the depth of understanding of the religion follows. It means that religious people have a knowledge of ritual beliefs, scriptures and traditions relating to religion; (5) Cons-equal involvement. It is the manifestation of religion in social life. For example, if he likes to visit a neighbor who sick, donating most of his wealth for the poor, donated the money to build places of worship, and so forth. The above dimensions are the ideal concept of the integral behavior. Not met one mean indicates the lower level of a person's behavior. The self-concept is a student perspective on himself in his ability to deal with something. Self-concept can be learned and formed from

individual experiences in dealing with other individuals. Responses give into the mirror and looked at him. The formation of one's self-concept derived from interaction with other people. Family circle is first and foremost environments for students, because most of the time is spent interacting with family. Through the interaction of children learn to behave and to know the values prevailing in society. Human beings, in any circumstances, require a form of belief that gave the values will sustain their culture alive. The religious act, at least include acts are prohibited to be done and the actions are prohibited to be abandoned, which is concerning his relationship with God as well as those concerning the relationship with other beings. Thus can be understood, the trust factor is influenced by a whole lot of human life, both in mental and physical life, either in the form of behavior or the other. Faith is also a lot of influence, especially in the appointment of a person's life direction. Faith life forms to do then give value to life itself. Student religious behavior is affected by students' self-concept. As did the family circle plays an important role in daily students' behavior. Based on the above, theoretically there is a conceptual relationship between self-concept, family circle, and religious behavior.

3. Methodology

The methodology used in this research is descriptive analytic method by survey; it is regression correlation analysis that reveals variable impact investigation. The intensity influence is measured by using mathematical procedure that assert of correlation coefficient. This research attempted with 78 students as research object, consisting of 40 male students and 38 female students at grade VIII of MTs PUI Cikijing. The sample for respondents nominated by random. This research includes three types of variables are measured. Three variables consist of two *independent variables* (free) and one *dependent variable* (bound). In detail the variables are: (1) free variable (*independent variable*) with notation X_1 , that gives impact to the bound variable. Free variable is the student's self-concept; (2) free variable (*independent variables*) with notation X_2 , that gives impact to the bound variable. These are inherent; (3) bound variable (*dependent variable*) with notation Y, that influenced or become a consequence because of free variables. This is student religious behavior.

4. Result and Discussion

4.1. The Influence of Self-Concept towards Religious Behavior

Based on the results of research by using statistical pattern is counted by SPSS program turned out self-concept have an impact on student religious behavior. The self-concept variables affect the apparent on student religious behavior based on the coefficient track variables of 0.481% with the influence by 23.1% directly, and to 3.10% indirectly, and the influence by 26.2% totally. This result shows that the variables are examined give smaller impact than not examined. The variable is not examined which affect on student religious behavior is 73.8%.

4.2. The Influence of Family Circle towards Student Religious Behavior

According to the result of research whether theoretically or practically shows that the religious student's behavior affected

by self-concept, and it influenced by family circle too. Raising effect of this analyze is 21.1%, while variable of influence is not examined by 78.9%.

4.3 The Influence of Self-Concept and Family Circle toward Religious Student’s Behavior Simultaneously

Table 1
Proportionally Influence of X₁ And X₂ Variables Against Y Variable

Track	Direct effect	Indirect effect		Total impact
		X ₁	X ₂	
P _{YX₁}	0.231		0.031	0.262
P _{YX₂}	0.169	0.042		0.211
R ² _{X₁X₂Y}				0.473
P _{Yε} ² or (1-R ² _{X₁X₂Y})				0.527

The student’s self-concept variable (X₁) have the effect on religious behavior (Y) to 23.1 % directly, and 3.1% (through X₂) indirectly, and total influence of 26.2%. Family circle (X₂) have the effect on religious behavior variable (Y) to 16.9% directly, and 4.2% (through X₁) indirectly, and total influence of 21.1%. From the total influence, that seen the student’s self-concept variable (X₁) delivers effect on higher than family circle variable (X₂).

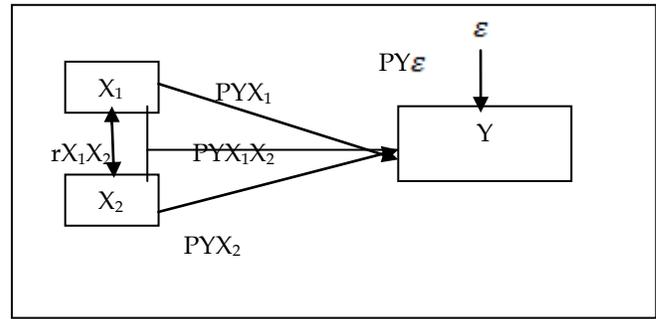
Table 2
Results of Coefficient Analysis of X₁ And X₂ Track Against Y Partially

Track	Coefficient Track Value	T _{count}	T _{table} (t _{0-0.578})	Decision	Conclusion
P _{YX₁}	0.259	2.322	1.99	H ₀	Significantly
P _{YX₂}	0.447	4.327	1.99	H ₀	Significantly

Statistically, test result shows each self-concept variable (X₁) and family circle (X₂) to give a real and positive influence toward religious behavior (Y). The significance is shown by t_{count} greater than the t_{table}.

4.4 The Correlation of Self-Concept and Religious Behavior

Using correlation testing of product moment from Pearson, it takes partial correlation coefficient value of 0.289 with positively correlated relationship. Based on examining by comparing t_{count} and t_{table} obtains value of t_{count} greater than the t_{table} (t_{0-0.578}) namely t_{count}=2.61 > t_{table}=1.99. This value by H₀ was rejected, so that both of variables are the self-concept (X₁) and family circle (X₂) going to be inheritance one another. Besides that, the partial correlation coefficient produced from both of free variables was 0.379 with t_{count} greater than the t_{table}. This picture shows there is a positive correlation between the self-concept and family circle. To find out the influence of the self-concept(X₁) and family circle (X₂) toward religious behavior (Y) proven trial through analysis of the line (path analysis) was compiled in the line diagram below:



Note:

- X₁ : Student’s self-concept
- X₂ : Family circle
- Y : Student religious behavior
- ε : Other aspects which affect on religious
- P_{YX₁} : The influence of self-concept on student religious behavior
- P_{YX₂} : The influence of family circle toward student religious behavior
- P_{YX₁X₂} : The influence self-concept and family circle toward the student religious behavior simultaneously
- r_{X₁X₂} : Relations between the self-concept with family circle
- P_{Yε} : Other influences from outside X₁ and X₂ variables toward student religious behavior

Based on line diagram, so its structural equation formulated as follows:

$$Y = P_{YX_1} + P_{YX_2} + P_{Y\epsilon}$$

Simultaneously, self-concept variable (X₁) and family circle (X₂) toward religious behavior (Y) providing significant influence. Test result shows that F_{count} obtained more than F_{table} (F_{(1-0.05) (2.75)}), F_{count} = 14.83 and F_{table} =3.13.It means that the self-concept (X₁) and family circle (X₂) simultaneously (together) have a real and positive effect on religious behavior (Y). This amount determination coefficient (R²_{X₁X₂Y}) of 0.281. This value shows that the self-concept (X₁) and family circle (X₂) influence on religious behavior (Y) of 28.1% while the rest P_{Yε}² of 71.9% were influenced by the other variables outside of self-concept and family circle. Based on test result can be seen religious behavior were influenced by the self-concept and family circle simultaneously. The religious behavior influenced by the self-concept and family circle of 28.1% simultaneously, while the rest were influenced by other variables of outside the self-concept and family circle. Thus, good self-concept and family circle provide the opportunity for achieving positive religious behavior. The student’s self-concept has a relationship to family circle. Family circle is the first formation of student’s self-concept, because parent takes an important role in growth children nurture before going to wider social circle. Self concept also related to family circle. If there is a negative student’s self-concept in a family, thus student will form a less conducive interaction pattern with other members in family circle.

5. Conclusion

Results of the research showed that self-concept and family circle direct influence toward religious student's behavior simultaneously. The self-concept and family circle is a major factor inherent each other, they were associated with one another in deciding on religious children. Other factors affect on religious student's behavior, including: (1) peers circle; (2) social environment; (3) school circle; (4) student personality; (5) religious student motivation. This Research recommended to education institution especially the teachers/educators to do approachment precise more in addressing religious student issues. The religious behavior problem looks like an ice mountain phenomenon; it more does not appear and unseen. It needed the event of religious activities as routine Islamic study, and much of religious activities to establish a student's mental directs to be a positive path.

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