

Effect Of Religion Teachers' Education And Working Period To Their Efforts In Developing Students' Religiosity

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Abstract: The purpose of this study is to analyze the relationship between religion teachers' educational qualifications and working period to their efforts in developing students' religiosity at Junior High School 21 Palembang, Indonesia. Research methodology used was quantitative analysis using inferential statistics and regression equations and ANOVA analysis. Research respondents (census) were 63 religion teachers with civil servants status. The results showed that there is no positive and significant effect of religion teachers' educational qualifications and the length of their working period toward their efforts in developing students' religiosity.

Index Terms: education, working period, and students' religiosity

1 INTRODUCTION

Potential (natural tendency) to have religion has actually taken by human since birth. According to Langgulong (1996), one of the characteristics of human nature is accept Allah as God. In other words, the man has a tendency to be religious because religion is inherent in his nature, so that the recognition of Allah as God has been deeply embedded in the human psyche. Thus, the religious motivation is intrinsic motivation that has a solid foundation within a person. Therefore, this basic potential (nature) should be developed so that people can get closer to Allah and do the teachings of his religion properly and correctly, by providing instruction, guidance, and training. Development of that potential is continuously done in the family and then continued in formal educational institutions (schools). Junior High School (SMP) is a public school where general knowledge and religious knowledge under the name of Islamic Education (PAI) are given, which aims at the formation of learners who have faith and fear of Allah SWT., noble character, and enough knowledge about Islam to be the foundation in studying a variety of disciplines and anticipating negative influences that may be posed by those disciplines (Depdiknas, 2004). To realize the goal of PAI, religion teachers are required to work hard to determine the best strategy in developing their students' religious potencies. Moreover, most of the students are in their teens who are experiencing mental shock (emotion), so that their religious beliefs that have grown in the previous age, may also experience a shock. Their religious feelings depend on the emotions that are being experienced. Consequently, religious education should focus on the optimal development of students' religious potencies. Implementation of religion teachers' efforts in fostering students' religiosity is influenced by many factors, including their educational qualifications and working period. Therefore, this study aims to determine the influence of religion teachers' educational qualifications and working period to their efforts in fostering students' religiosity at Junior High School 21 Palembang.

2 LITERATURE REVIEW

Religiosity in Islam is to implement the teachings of Islam thoroughly (Q.S. 2:208). Therefore, any Muslim either in thinking, behaving and acting must be in line with Islamic teachings. Religiosity can be realized in various sides of human life. Religious activities not only happen when someone does ritualistic behaviors (worships), but also when doing other activities, which are driven by a supernatural power. Not only related to visible activities, but also invisible ones or only in the heart (Muhaimin, et al, 2001, p. 293). According to R. Stark and CY Glock (1986), religiosity is a religious observance and commitment to religion, which consists of several dimensions, namely:

1. Dimension of religious beliefs (ideological)

This dimension contains expectations where religious person cling to his theological stance, acknowledging the truth of that doctrine. One of the most important cases in one's religiosity is dogmatic religious beliefs. In Islamic belief, these are the pillars of faith.

2. Dimension of religious practice

This dimension includes behavior of worship, obedience and everything done by a person to demonstrate his commitment to his religion. These indications are leading to a person's special worship experience, the extent to which a person performing his routine of worship, such as prayer, fasting, alms. Religious practices and rituals consists of obedience.

3. Dimension of religious knowledge

This dimension refers to the expectation that religious people at least have minimal knowledge about basic rites, scriptures, and traditions. This dimension describes the extent to which a person knows about his religion, or a person's activities in increasing his religious knowledge. For instance, reading the Quran or other Islamic books .

4. Dimension of religious appreciation

This dimension focuses on the appreciation of one's religious experience, both from the experience gained from his neighborhood and outside his environment. Then, this religious appreciation is applied to his everyday life, whether this religious experience can increase his religious appreciation.

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5. Dimension of religious experience (consequential)

This dimension refers to the identification as a result of religious beliefs, practices, experiences, and knowledge of a person from day to day. This dimension describes the extent to which a person's behavior is consistent to the teachings of his religion.

3 RESEARCH METHODOLOGY

Methodology used in this study was quantitative analysis using inferential statistics and regression equations and Anova analysis. The main data were collected by using questionnaires, and the survey respondents (census) were 63 religion teachers with civil servants status at Junior High School 21 Palembang, Indonesia.

4 RESULT AND DISCUSSION

To determine the effect of religion teachers' educational qualifications and working period on their efforts in developing students' religiosity, the analysis used is correlation analysis using ANOVA analysis technique, by applying regression equation calculation procedure, the linearity of regression, correlation coefficient, correlation significance test, as well as the degree of influence of variables of X1 (religion teachers' educational qualifications) and X2 (religion teachers' working period) toward variable Y (religion teachers' efforts in developing students' religiosity). Regression equation calculation was done to determine the estimation of changes of teachers' efforts in developing students' religiosity. This regression calculation was also used to find out whether the changes qualified linear or non-linear regression. ANOVA correlation coefficient calculation was done to determine the presence or absence of the influence of teachers' educational qualifications on their efforts in fostering students' religiosity; teachers' working period on their efforts in fostering students' religiosity, and teachers' educational qualifications and working period on their efforts in fostering students' religiosity, while the correlation significance test was carried out to determine whether the correlation number obtained met the criteria of significant or not significant. Based on the calculation results of the ANOVA analysis techniques by using SPSS, these are the results:

1. Effect of religion teachers' educational qualifications toward their efforts in fostering students' religiosity.

Based on calculations, the F count, 0.851 is smaller than the F table with 5% significance level, i.e., 2.06. The probability level, 0.134 is greater than 0.05. So the model is not linear between teachers' educational qualification variable toward their efforts in fostering students' religiosity. Then, when converted into statistic hypothesis by considering "t" value, the obtained "t" count is 1.904, while the "t" table for $df = 60$ is 2.000. So the "t" count < "t" table, it means H_0 is accepted. This shows that there is a positive relationship but not significant, or the relationship is very weak and small. Thus, there is no significant relationship between religion teachers' educational qualifications and their efforts in developing students' religiosity.

2. Effect of religion teachers' working period toward their efforts in fostering students' religiosity.

Based on calculations, the F count, 2,193 is greater than the F table with 5% significance level, i.e., 2.06. Probability level is 0.031 less than 0.05. So, the model is linear between the

variable of teachers' working period and their efforts in fostering students' religiosity. Then, when converted into statistic hypothesis by considering "t" value, the obtained "t" count is 2.064, while the "t" table for $df = 60$ is 2.000. So, the "t" count > "t" table, it means H_a is accepted. Thus, there is a positive and significant effect between teachers' educational qualifications on their efforts in fostering students' religiosity. The magnitude of this effect is 0.041 or 41 %, meaning that teachers' working period affect their efforts in fostering students' religiosity only 41 %, while 59 % are influenced by other factors.

3. Effect of religion teachers' educational qualifications and working period toward their efforts in fostering students' religiosity.

Based on calculations, the F count, 1,411 is smaller than the F table with 5% significance level, i.e., 2.06. Probability level is 0.314 is greater than 0.05. So, the model is not linear between the variables of religion teachers' educational qualifications and working period toward their efforts in fostering students' religiosity. Then, when converted into statistic hypothesis by considering "t" value, the obtained "t" count is 1,904, while the "t" table for $df = 60$ is 2.000. So, the "t" count < "t" table, it means H_0 is accepted. This indicates that there is a positive relationship but not significant, meaning that the relationship is very weak and small. Thus, there is no significant relationship between religion teachers' educational qualifications and working period toward their efforts in fostering students' religiosity. Based on the results of these calculations, it can be understood that religion teachers' working period has strongest influence on their efforts in fostering students' religiosity. It means that the length of teachers' working period or the length of their teaching experience will significantly influence the perpetration of their effort in developing students' religiosity. Concretely, it can be said that the longer the working period (experience) of a person as a religion teacher, the more proactive and the higher the intensity of his efforts in fostering students' religiosity. Those two variables are not influential to religion teachers' efforts in developing students' religiosity, might be caused by internal and external factors of religion teachers. Internal factors such as; first, education, in this study is the level of formal education. In addition to formal education, non-formal education of religion teachers is also influential. Second, religion teachers' performance, in which they do not optimally apply their skills in accordance with their educational qualifications in the process of teaching and learning, inside and outside the classroom. According to Muhaimin (2001, pp. 112), this cannot be separated from the lack of commitment in achieving the quality of religious education service, poor working ethic (working spirit), and professionalism owned by religion teachers. Third, the authority of religion teachers and culture in society, the authority given to religion teachers only teaching duties in the classroom, while to perform various religious activities outside the classroom, they do not have sufficient authority. Moreover, culture in society still tends to be paternalistic and relies on the idea of top-down. Although the idea or plan of activities comes from religion teachers, it could not be done well without the legalization from superiors. The external factors are the policy factor that often leaves no room for religion teachers to be creative, religious activities tend to be top-down policy, and religion teachers are asked to carry out the activities as directed; weak controls, almost no reward (award) for religion

teachers who are creative and innovative, lack of supporting learning facilities as well.

5 CONCLUSION

The two variables, which are assumed to affect the efforts of religion teachers in fostering students' religiosity at Junior High School 21 Palembang, are the variables of religion teachers' educational qualifications and the length of their working period, but the result showed that there is a positive and significant effect of religion teachers' educational qualifications and the length of their working period toward their efforts in developing students' religiosity. In particular, the teachers' working period give positive and significant influence. In other words, the length of teachers' working period or their teaching experience will significantly influence their effort in developing students' religiosity. However, the significance of the coefficient is terminated 41 % which means that only 41% of the level of significance are positively correlated between teachers' working period and their efforts in fostering students' religiosity, while the other 59 % are affected by other variables.

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