



THE EFFECT OF RELIGION AND NATIONAL INSIGHTS ON STUDENT'S RELIGIOUS BEHAVIOUR

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Abstrak:

Membentuk manusia berkarakter yang baik sangat penting pada zaman modern. Saat ini remaja di Indonesia banyak yang memiliki perilaku buruk, seperti: acuh atak acuh terhadap sesama, ketidakpedulian sesama, permusuhan, hamil diluar nikah, hilangnya sikap sopan santun, kurangnya rasa hormat dan berbagai permasalahan lain. Perilaku adalah bentuk aktivitas manusia, hal tersebut tentu tidak terjadi tanpa adanya pondasi setiap individu, orang yang berwawasan keagamaan dan kebangsaan baik, tentu akan berperilaku baik sesuai dengan wawasan yang dimilikinya. Adapun tata cara riset yang digunakan ialah tata cara kuantitatif dengan metode analisis diskripsi, uji asumsi klasik, product moment serta regresi berganda bantuan IBM SPSS 26. Sampel dalam penelitian ini berjumlah 211 siswa. Instrumen penelitian berupa angket kuesioner, observasi, interview, dan dokumentasi. Tujuan riset ini yakni dapat diketahui pengaruh variabel independen dengan variabel dependen. Kesimpulan dari riset ini bahwa pengaruh wawasan keagamaan memiliki pengaruh sebesar 99,7% dan wawasan kebangsaan memiliki pengaruh sebesar 16,8%. Secara bersamaan terdapat interaksi yang positif dan signifikan antara wawasan keagamaan serta kebangsaan terhadap perilaku religius siswa sebesar 32,04%.

Kata Kunci: Wawasan Keagamaan; Wawasan Kebangsaan; Perilaku Religius.

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Abstract:

Forming good human character is very important in modern times. Currently, many teenagers in Indonesia have bad behaviour, such as: indifferent to others, indifference to others, hostility, pregnancy out of wedlock, loss of manners, lack of respect, and various other problems. Behaviour is a form of human activity, this certainly does not happen without the foundation of every individual, people who have good religious and national insight, will certainly behave well according to the insights they have. The research procedure used is a quantitative method with descriptive analysis method, classical assumption test, product-moment, and multiple regression assisted by IBM SPSS 26. The sample in this study amounted to 211 students. The research instruments were in the form of questionnaires, observations, interviews, and documentation. The purpose of this research is to know the influence of the independent variable on the dependent variable. This research concludes that the influence of religious insight influences 99.7% and national insight has an influence of 16.8%. Simultaneously there is a positive and significant interaction between religious insight and nationality on the religious behaviour of students by 32.04%.

Keywords: *Religious insights; National insights; Religious behaviour*

INTRODUCTION

Sometimes behavioural problems in Indonesia are very interesting to study. For a variety of reasons in consequence of behaviour within a person impacts the wider environment that many people may not be aware of. Of all these bad human activities occur not only in ordinary society but also in schools.¹ Even though the school is a place to seek educational knowledge that should already have good quality both in terms of thinking and behaviour, especially those that discuss student behaviour in the future, especially the role of students in the general public is very important and behaviour can also be used as a benchmark for someone to judge.

In fact, Indonesia is currently faced with conflicts and problems with bad attitudes and behaviour, in consequence of approximately 16 million girls aged between 15-20 years give birth each year, and youths aged 15-25 years account for 45% of inflammation. HIV from 2000 to the present.

¹ Paul M. Muchinsky, "Metode Metode Minat Belajar," *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*, Tenth Edition Paul 53, no. 9 (2012).

The survey results were obtained from one study where more than 50% of teenagers at the high school level in Indonesia have had premarital sex or free sex.² This is an indicator that promiscuity in Indonesia is very deviant and also severe. In addition, there are several aspects that have become the impetus for the increase in cases.

Cases of drug abuse have existed for several years, where millennials where the previous case was only 20% to 34-38% lately, especially children and teenagers.³ Research on national insight shows that national insight is very important in consequence of it is closely related to the character and behaviour of students,⁴ in consequence of understanding the past of the Indonesian nation and national knowledge will inspire students to recognize, understand, learn and be able to use wisdom and interpret the truth of objects of historical events, give birth to nationalist or noble patriotism as part of the personality of students who are concerned about history and their homeland. From there, we will get a significant positive bond from the descriptions of Indonesian historians and will also stimulate the national attitude of the students themselves.

There are efforts that help to foster religious-based culture combined with religious education involving subjects using scientific or known as lectures, where teachers who use this teaching model will incorporate religious and national insights so that they can integrate with the world and life in the future. , despite being a high standard school. ⁵Where schools do not only focus on Islamic religious activities but religions other than Islam also focus on implementing religious activities that are in accordance with the demands of their respective religions. The existence of these factors is a series of religious activities and other routine activities that can balance the lives and character of students with their faith and morals.⁶

From the process of forming religious behaviour in character model education, it is strongly influenced by the role of the environment that can shape behaviour, it is found that children who are accustomed to the environment and character education make children accustomed to saying

² Agus Dwiyanto, *Reformasi Birokrasi Publik Di Indonesia* (UGM Press, 2021).

³ Maudy Pritha Amanda, 'Penyalahgunaan Narkoba Di Kalangan Remaja (Adolescent Substance Abuse)', *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 4.2 (2017), 339-45.

⁴ I Wayan Cong Sujana, "Fungsi Dan Tujuan Pendidikan Indonesia," *Adi Widya Jurnal Pendidikan Dasar* 4, no. 1 (2019).

⁵ Supriyusepa, "Problematika Implementasi Kurikulum KTSP Dan Kurikulum 2013 Pada Mata Pelajaran Pendidikan Agama Islam" (Universitas Islam Negeri Sunan Ampel, 2017).

⁶ Ririn Eka Syahrotunnisa, "Internalisasi Budaya Religius Peserta Didik Melalui Kegiatan Keagamaan Di SMPN 2 Tulungagung" (IAIN Tulungagung, 2012).

and replying greetings, easy to memorize, share, pray for both parents and do other things and another good thing.⁷ An environment is indeed important to note in consequence of it will have a very extraordinary impact on the level of future life in this world or the eternity.

From the various studies that have been carried out on religious behaviour, there are things that make it different from other writers, where the author himself will discuss religious in terms of behaviour which is influenced by how much religious and national insight uses quantitative methods in junior high school institutions that are of great interest. students in Tulungagung. In consequence of many people's perceptions assume that a person's behaviour depends on how much insight he has, especially religion and nation. However, in reality, no research has been conducted officially, let alone discussing insights and behaviour at the same time.

A bad religious behaviour will have an impact on many things, especially on the environment. This can be prevented if a person has broad and good national and religious insight. A person who has broad and good national and religious knowledge will not do things that harm many people. Instead, they tend to view differences as diversity and do not solve problems or differences with conflict and emotion. This is the reason for the researchers to study the problem with the title: "The Influence of Religious Insights and National Insights on Students' Religious Behaviour".

Referring to the background of the problem raised, the formulation of the problem in this study is as follows: First, is there any influence of religious insight on students' religious behaviour? Second, is there any influence of national insight on students' religious behaviour? Third, is there any influence of religious insight and nationality on students' religious behaviour? With the aim of knowing the magnitude of the influence of religious insight and national insight on student behaviour.

In this research, quantitative methods use the correlation method to test the research hypothesis, namely the influence of religion and nationality on religious behaviour and how much influence religious and national insight has on students' religious behaviour. This research was conducted at SMPN 2 Tulungagung, East Java Province. From the results obtained in the field, this research has a population of 937, with a standard of fairness error of 10% in the Isaac and Michael tables, so the number of samples is around 211 which are randomly selected as respondents.⁸

⁷ Ifina Trimuliana, Nurbiana Dhieni, and Hapidin Hapidin, "Perilaku Religius Anak Usia 5-6 Tahun Pada PAUD Model Karakter," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (2019), <https://doi.org/10.31004/obsesi.v3i2.251>.

⁸ Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif*, Pustaka Ilmu, 2020.

In addition, the sampling technique used in this study is a technique called "Proportionate Stratified Random Sampling". This study also uses a survey research design because in this study no treatment will be given before taking the data to be studied. The instrument for collecting information from this research is a questionnaire via google form which is a toolkit in the form of statements whose answers use a Likert scale which is used to obtain a score as a research measuring tool.

Meanwhile, the data that has been obtained will be processed by connecting each number to be calculated systematically using statistical calculations. It is calculated quantitatively because the research information is in the form of numbers and the analysis process uses statistics⁹. Based on this approach, it is a deductive-inductive scale approach that departs from the theoretical framework, the ideas of experts, or the research experience of researchers, then raised so that problems and solutions are proposed to obtain justification or evaluation in the form of information support in the field¹⁰. Then for the data analysis technique using product moment statistical tests and multiple regression to test the effect of religious insight and insight into students' religious behaviour. Before using the normality test and linearity test, which is a prerequisite for using parametric statistical tests.

DISCUSSION

Religious Insight

Insight means observation, where opinions or assumptions, and subjective thinking which means perspective or method of observation¹¹. In etymology, religion comes from the word religion which has prefixes and suffixes, or a collection of phonemes that become a sentence so that it is called religion. Religious meaning is given to the identity contained in religion or

⁹ Prof.Dr. Sugiyono, metode penelitian kuantitatif, kualitatif,dan R&D, Alfabeta, cv. (2016).

¹⁰John W. Creswell and J. David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches - John W. Creswell, J. David Creswell - Google Books," SAGE Publications, Inc., 2018.

¹¹eva Dwi Et Al., "Literasi Keagamaan Mahasiswa Di Perguruan Tinggi Keagamaan Islam Negeri Uin Syarif Hidayatullah Jakarta Oleh," *Jurnal Ilmu Keislaman Dan Sosial*, vol. 3, 2020.sumber- sumber keagamaan dan jejerang sumber keagamaan. Penelitian ini menggunakan metode mix method dengan model sequential explanatory, dalam pendekatan ini pengumpulan data dan analisis data mendahulukan penelitian kuantitatif pada tahap pertama, dan setelah pengumpulan, dilanjutkan analisis data kualitatif pada tahap ke dua, untuk memperkuat hasil penelitian kuantitatif pada tahap awal. (Cresswell, 2009: 299

all things related to religion¹². The purpose of religious insight is to instill piety and morals, and to uphold the truth, so as to form individuals who have personalities and are virtuous in accordance with Islamic teachings¹³. The existence of hope between great morality can prevent social deviation. In consequence of belief in the word religion has indeed become part of a person both in character and mentally and it cannot be changed from one's character, so that belief wants to monitor all actions, words, let alone emotions.¹⁴

From the explanation above, it can be understood in consequence of there are three religious insights, namely: Aqidah, Shari'ah, and Akhlaq. Which if we clarify the meaning of the three points above as follows: Aqidah is a kind of belief as a step to seek guidance and mercy from God Almighty.¹⁵ Shari'ah the word shara'a means to establish shari'ah or law. At the same time, the term "sharia" refers to the laws (regulations) issued by Allah. Through His noble messenger, for the sake of mankind they can be righteous.¹⁶ Morals according to the etymological language of morality, the plural form of the word khuluq means character, temperament, attitude or habit¹⁷. There is also a terminology that says that morality is a science whose object of discussion is the values related to human behaviour that can be interpreted from good to bad.¹⁸ By having some indicators of religious insight, we should be able to adjust what religious behaviour is good in society.

National Insight

What we know from a national insight is the common assumption of all components of the Indonesian nation to build a sense of love for the

¹² Mohammad Daud Ali, *Pendidikan Agama Islam* (Jakarta: PT Raja Grafindo Persada, 2010).

¹³ Fajri Hamzah and Setiawati, "The Relationship Between The Influence of People's People on Learning Disciplin," *Spektrum: Jurnal Pendidikan Luar Sekolah (PLS)* 8, no. 3 (2020).

¹⁴ Nanang Qodri Fitri, "Pengaruh Pembelajaran Praktek Kultum Terhadap Wawasan Keagamaan Siswa Di SMP Muhammadiyah 10 Surakarta Tahun Pelajaran 2013/2014" (Universitas Muhammadiyah Surakarta, 2014).

¹⁵ Nurnaningsih Nawawi, *Aqidah Islam* (Makassar: Alauddin University Press, 2011).

¹⁶ Nuranny Rauf, "Manajemen Masjid Dalam Mengembangkan Wawasan Keagamaan Jamaah Masjid Nurul Iman Al-Khaer Kelurahan Bontomanai Kecamatan Bontomarannu" (Universitas Islam Negeri Alauddin Makassar, 2017).

¹⁷ Suryawati, Dewi Prasari. "Implementasi Pembelajaran Akidah Akhlak Terhadap Pembentukan Karakter Siswa Di MTs Negeri Semanu Gunungkidul." *Jurnal Pendidikan Madrasah 1*, No. 2 (2016): 309-322.

¹⁸ M. Yatimin Abdullah, *Studi Akhlak Dalam Perspektif Al-Qur'an* (Jakarta: Amzah, 2007).

country and a great national spirit that covers all aspects of national life.¹⁹ In fact, national insight can clearly guarantee the growth of national life both inside and outside.²⁰ This means that national insight provides a clear picture and direction for the survival of the nation, as well as the growth of the life of the nation and the country in the future.

As for the value of national insight itself, it can be seen from within the unity and integrity of the nation which has 6 main and fundamental²¹ characteristics, namely: Respect for human dignity as creatures created by God Almighty. A shared determination to live a free, independent and united national life. Love the Motherland and the Nation. Democracy, social justice. There are several aspects of inhibiting national knowledge among the younger generation, which can hinder and diminish the spirit of nationalism and patriotism due to the lack of national knowledge of young people or the younger generation, there are many problems experienced by young people today,²² such as radicalism, juvenile delinquency, free sex, and drug abuse.

Religious Behaviour

What we mean by religious behaviour is an assumption or response of people to stimuli or areas. On the other hand, the word religious symbolizes the religious character that exists in a person.²³ Basically, if humans behave because they get encouragement from within, on the contrary, encouragement is a need that must be satisfied with effort.²⁴ So that what determines a person's attitude and behaviour is themselves with all their full beliefs that encourage them to be able to satisfy themselves to satisfy the belief that worship is the main thing, then we must force ourselves to do it.

Universally, religious attitudes are influenced by 2 aspects, namely: First internal aspects: Internal aspects are aspects that can affect a person's

¹⁹ Sofyan, "Hubungan Mata Kuliah Pendidikan Kewarganegaraan Dengan Peningkatan Wawasan Kebangsaan Dan Semangat Nasionalisme Mahasiswa," *Jurnal Pendidikan Ilmu Sosial* 24, no. 2 (2015): 185–98.

²⁰ Lembaga Administrasi Negara, *Wawasan Kebangsaan Dan Nilai Nilai Bela Negara*, MOOC, 2019.

²¹ Negara, Lembaga Administrasi. "Wawasan Kebangsaan Dalam Kerangka Negara Kesatuan Republik Indonesia." *Jakarta, LAN* (2014).

²² Yuniarto, H. Bambang. *Wawasan Kebangsaan*. Deepublish, 2021

²³ Azis, Abdul. "Pembentukan Perilaku Keagamaan Anak." *Jurnal Pemikiran Dan Ilmu Keislaman* 1, No. 1 (2019): 197-234.

²⁴ Heri Purwanto, *Pengantar Perilaku Manusia Untuk Keperawatan* (Jakarta: Buku Kedokteran EGC, 1999).

religious attitude, namely aspects of experience and demand factors.²⁵ Then experience becomes a capital that is quite important for someone because it can make someone know what to do in the future based on knowledge or events that have been passed. Both external aspects: External aspects are aspects that can affect a persons religious life including the family environment, school environmnet, and community environment.²⁶ This happens because in our lives we cannot be separated from these three environments which have many roles in determining our future life. Meanwhile, Religious behaviour has horizontal and vertical characteristics of human relations with humans and humans with their gods.²⁷ Religious and national insight here is expected for religious and national insight, we hope to be able to form religious students who have piety, faith and noble character.

Then human behaviour itself cannot be interwoven individually, but is always intertwined in human inyeraction with other humans or to certain objects acording to ability.²⁸ Meanwhile, things that affect human behaviour can be categorized into situational aspects of architectural design forms, such as religious education and religious opinion, and nationality. Insight of religion and nationality is one of the human interactions that influence human behaviour.²⁹ Insight of religion and nationality in educational institutions, however, will have an influence on the formation of religious and national behaviour in children.

So that in adolescence, many thoughts start from religious doctrine, religious development about morals and social worship or interpersonal bonds with humans compared to the Qur'an and Sunnah which contain

²⁵ Abd. Kadir Massoweang, "Dinamika Mahasiswa Dalam Membangun Citra Kampus Relegius Di Sulawesi Selatan," *Al-Qalam* 12, no. 1 (2018), <https://doi.org/10.31969/alq.v12i1.584>.

²⁶ Iis Siti Robe'ah and Siswan To, "Peran Guru Dalam Pembentukan Karakter Religius Melalui Pendidikan Ramah Anak Di SD Negeri 2 Taringgul Tonggoh Kecamatan Wanayasa," *Paedagogie: Jurnal Pendidikan Dan Studi Islam* 2, no. 02 (2021), <https://doi.org/10.52593/pgd.02.2.03>.

²⁷ Muhaimin, *Nuansa Baru Pendidikan Islam: Mengurai Benang Kusut Dunia Pendidikan* (Jakarta: Raja Grafindo Persada, 2006).

²⁸ Abdul Malik Karim Amrullah, "Kontribusi Karya Tulis Kiai Basori Alwi Terhadap Pengembangan Wawasan Keagamaan Masyarakat," *Ulul Albab Jurnal Studi Islam*, 2013, <https://doi.org/10.18860/ua.v0i0.2381>.

²⁹ Iis Siti Robe'ah and Siswan To, "Peran Guru Dalam Pembentukan Karakter Religius Melalui Pendidikan Ramah Anak Di SD Negeri 2 Taringgul Tonggoh Kecamatan Wanayasa," *Paedagogie: Jurnal Pendidikan Dan Studi Islam* 2, no. 02 (2021), <https://doi.org/10.52593/pgd.02.2.03>.

beliefs that must be tried in almost all religious activities and religious habits (istiqomah).³⁰

RESULT AND ANALYSIS

Result

As for the information from the results of this research, it was obtained from a questionnaire that was given to students at SMPN 2 Tulungagung. This description is used as a basis for describing the tendency of respondents' answers from each variable, both regarding religious and national insights as well as regarding students' religious behaviour.

1. Descriptive analysis

So we should be able to classify the statistical analysis descriptively for each variable analyzed using the IBM SPSS 26 program as follows:

Table 1.
Results of Descriptive Analysis of Religious and National Insights on Religious Behaviour

		Religious Insight	National Insight	Religious Behaviour
N	Valid	211	211	211
	Missing	0	0	0
Mean		94.75	87.71	91.68
Std. Error of Mean		.710	.686	1.031
Median		98.00	91.00	99.00
Std. Deviation		10.317	9.962	14.975
Variance		106.444	99.247	224.237
Kurtosis		1.553	1.196	-1.305
Std. Error of Kurtosis		.333	.333	.333
Range		40	38	42
Minimum		68	62	68
Maximum		108	100	110

Based on table 1, it can be seen that the description of each variable is as follows:

³⁰ Umar Abdur Rahim SM and Marlina Chandra, "Pesan-Pesan Komunikasi Edukatif Dalam Mendidik Anak (Tinjauan Prespektif Komunikasi Islam)," *Jurnal Komunika Islamika : Jurnal Ilmu Komunikasi Dan Kajian Islam* 7, no. 1 (2020), <https://doi.org/10.37064/jki.v7i1.7908>.

a. Descriptive Analysis of Religion Insights

From the amount of valid information that has been obtained, 211 students, otherwise the missing information is zero. Means all information is processed. The mean is 94.75 with the use of a certain standard error of mean with a 95% confidence level to estimate the population mean size estimated from the illustration is 0.710. Then for the median of information obtained, all information is sorted and divided into 2 equal sizes, while the median number of 98 proves that 50% of the illustrations have religious knowledge of 98 and above and 50% have a value of 98 to the bottom. The standard deviation is 10, 317 and the variance which is a multiple of the standard deviation is 106, 444. The larger the standard deviation, the more diverse the information, the range of religious insight is 40, the minimum data is 68 while the maximum is 108.

b. Descriptive Analysis of National Insight

The number of valid information is 211 students, otherwise the missing information is zero. Means all information is processed. The mean is 87.71 with the use of a certain standard error of mean with a 95% confidence level to estimate the size of the population mean estimated from the illustration is 0.686. The median of information if all information is sorted and divided by 2 is equal, the median number 91 proves that 50% of illustrations have a nationality knowledge of 98 and above and 50% have a value of 91 to basic. The standard deviation is 9,962 and the variance which is a multiple of the standard deviation is 99,247. The larger the standard deviation, the more diverse the information, the range of national insight is 38, the minimum data is 62 while the maximum is 100.

c. Descriptive Analysis of Religious Behaviour

The number of valid information is 211 students, otherwise, the missing information is zero. This means all information is processed. The mean is 91.68 with the use of a certain standard error of mean with a 95% confidence level to estimate the size of the population means estimated from the illustration is 1.031. The median of information if all information is sorted and divided by 2 is equal, the median number 99 proves that 50% of the illustrations have a religious attitude of 99 and above and 50% have a value of 99 to the bottom. The standard deviation is 14,975 and the variance which is a multiple of the standard deviation is 224,237. The larger the standard deviation, indicating the information continues to vary, the range of

religious behaviour is 42, the minimum data is 68 while the maximum is 110.

2. Analysis prerequisite test
 - a. Normality test

Table 2.
The results were obtained when the Residual Normality Test for Variables X1, X2, and Y1.

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		211	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	8.47983676	
Most Extreme Differences	Absolute	.089	
	Positive	.089	
	Negative	-.025	
Test Statistic		.072	
Asymp. Sig. (2-tailed)		.005 ^c	
Monte Carlo Sig. (2-tailed)	Sig.	.230 ^d	
	95% Confidence Interval	Lower Bound	.141
		Upper Bound	.266
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Based on 211 sampled tables with starting seed 334431365.			

In table 2 it is already known the value of sig. of $0.230 > 0.05$ so that the results can be interpreted that the data used is normally distributed.

- b. Linearity Test
 - 1) Linearity Test on Religious Insights Against Religious Behaviour Religious.

Table 3.
Linearity Test of Religious Insights Against Religious Behaviour

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Religious Behaviour * Religious Insight	Between Groups	(Combined)	4364.540	19	229.713	1.027	.432
		Linearity	24.176	1	24.176	.108	.743
		Deviation from Linearity	4340.364	18	241.131	1.078	.377
	Within Groups		42725.185	191	223.692		
	Total		47089.725	210			

Based on the significant value of the output above, the deviation from linearity Sig is obtained. is 0.377 greater than 0.05. So it can be concluded that there is a significant linear relationship between the Religious Insights variable (X1) and Religious Behaviour (Y1).

2) Linearity Test of National Insights Against Religious Behaviour.

Table 4.

Linearity Test of National Insights Against Religious Behaviour.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Religious Behaviour* National Insight	Between Groups	(Combined)	3366.380	25	134.655	.570	.951
		Linearity	14.445	1	14.445	.061	.805
		Deviation from Linearity	3351.935	24	139.664	.591	.935
	Within Groups		43723.345	185	236.342		
	Total		47089.725	210			

Based on the significant value of the output above, the deviation from linearity Sig is obtained. is 0.935 greater than 0.05. So it can be concluded that there is a significant linear relationship between the variables of Nationality Insight (X2) on Religious Behaviour (Y1).

c. Hypothesis test

Based on the presentation of the information above, product-moment correlation analysis and multiples can be used in this research on the hypothesis³¹. In the Pearson product-moment correlation test, it must be carried out based on the following guidelines for interpreting the coefficient of influence::

Table 5.
Guidelines for Providing Interpretation of the Coefficient of Influence

Coefficient Interval	Influence Level
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Average
0,60-0,799	Strong
0,80-1,000	Very Strong

- 1) Analysis of the Effect of Religious Insights on Religious Behaviour. Analysis of the influence of religious insight on religious behaviour calculated with the help of IBM SPSS 26, namely the effect of product-moment as below:

Table 6.
Analysis of the Influence of Religious Insights on Religious Behaviour

Correlations			
		Religious Insight	Religious Behaviour
Religious Insight	Pearson Correlation	1	.997**
	Sig. (2-tailed)		.000
	N	211	211
Religious Behaviour	Pearson Correlation	.997**	1
	Sig. (2-tailed)	.000	
	N	211	211

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the calculations above, it can be seen that there is a positive influence of Religious Insight on students' religious behaviour of 0.997 which is included in the very strong category. Back to the theory that the amount of aqidah, morals and sharia obtained in schools has a big contribution to religious behaviour. The steps to have moral and sharia beliefs can be obtained by students both in learning and other activities at school by 99.7% because the school

³¹ Sugiyono, "Metode Penelitian Kuantitatif Kualitataif Dan Kombinasi (Mixed Methods).," *Journal of Chemical Information and Modeling* 53, no. 9 (2016).

has a school program that implements religious learning and national insight.

2) Analysis of the Influence of National Insights on Students' Religious Behaviour

Analysis of the influence of national insight on religious behaviour calculated with the help of IBM SPSS 26, namely the effect of product-moment as below:

Table 7.
Analysis of the Effect of Religious Insight on Religious Behaviour

Correlations			
		Religious Behaviour	National Insight
Religious Behaviour	Pearson Correlation	1	.168*
	Sig. (2-tailed)		.015
	N	211	211
National Insight	Pearson Correlation	.168*	1
	Sig. (2-tailed)	.015	
	N	211	211

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the above calculations, it is known that Religious Insight has a positive influence on students' religious behaviour of 0.168 which is included in the very low category. So it can be intended to influence Religious Insight on the religious behaviour of students. So it can be meant that national insight has a very low effect on students' religious behaviour, although it has a very low effect, national insight still has a contribution to religious behaviour.

3) Analysis of the Influence of Religious Insight and Nationality on Students' Religious Behaviour.

Analysis of the influence of Religious Insight and nationality on students' religious behaviour calculated with the help of IBM SPSS 26, namely multiple effects or linear regression analysis as below:

Table 8.
Analysis of the Effect of the Religious Insight and Nationality on Students' Religious Behaviour.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513 ^a	.264	.257	4.359

a. Predictors: (Constant), National Insight, Religious Insight

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1414.979	2	707.489	37.241	.000 ^b
	Residual	3951.542	208	18.998		
	Total	5366.521	210			
a. Dependent Variable: Religious behaviour						
b. Predictors: (Constant), National Insight, Religious Insight						

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.792	6.242		8.457	.000
	Religious Insight	.444	.055	.485	8.096	.000
	National Insight	.063	.031	.122	2.045	.042
a. Dependent Variable: Religious Behaviour						

Analysis r^2 (*R Square*) or Coefficient of determination is used to identify how big the percentage contribution of the correlation of the independent variable (independent) together to the dependent variable (dependent). From the output of the model Summary table, it can be seen that the value r^2 (*Adjusted R Square*) is 0,257. So the correlation contribution from the independent variable is 25.7%, while the remaining 74.3% is influenced by other aspects not examined. It is known that F arithmetic (37.241) F table (3.04) so the null hypothesis is rejected, finally, Religious Insight and nationality together have a relationship with students' religious behaviour.

Analysis

a) The influence of religious insight on student behaviour

From what data has been described above, it is stated that the Religious Insight owned by students is an average of 71, in the calculation of the correlation it is found that the Religious Insight owned by students is very strong at 99.7% so it can be said that the Religious Insight given has a very strong influence on student behaviour. so that student behaviour is formed not just like that but because of the encouragement from around that makes him act in such a way

Good behaviour, especially religious behaviour, is currently very much needed because it will be commensurate with the development of a very super-smart society era as a form of technological development that cannot be controlled unless we fortify by having broad and good Religious Insight. Islam strongly supports its people to conduct experiments and research in any case but must be following sharia, creed, and Islamic morals³². Proving how important one's insight is especially about religion.

Religious Insight is used as a provision for the future to become a good person not to be influenced by the development of an increasingly advanced era but a person's behaviour is getting worse. Moreover, the current change in people's behaviour towards the COVID-19 outbreak cannot be controlled³³. That is how great the influence of insight and encouragement from each of us to be able to control our behaviour, especially religious ones so that it is not bad, let alone lost in the development of the times.

b) The influence of national insight on religious behaviour

Based on the explanation above, it is stated that the Religious Insight owned by students is an average of 87, but in the calculation of the correlation, it is found that the national insight possessed by students is very low or weak at 16.8% so it can be said that the national insight given has a very weak influence on student behaviour. Although national insight has a very weak influence on religious behaviour, national insight still has an important value because the national character of religious behaviour can imply the cultivation of religious character values and national character.³⁴

The strengthening of national insight is carried out as an effort to prevent the younger generation from radical thinking and intolerance that will continue the nation's running in the future.³⁵ Therefore, coaching and strengthening the character and identity of students through national insight, although it has little influence, is expected to be able to add to national values and broaden views so that they have a grip, let alone behaviour so that they are not easily swayed by the western system which is currently controlling human life.

³² Ibnu Mahmudi, "Urgensi Perilaku Keagamaan Pada Era Society 5.0," *Prosiding Seminar Nasional Bimbingan Dan Konseling* 3, no. 1 (2019).

³³ Henndy Ginting, "Perubahan Perilaku Sebagai Respon Terhadap Wabah Covid-19," *Tulisan Edukasi HIMPSI Di Masa Pandemi COVID-19 – Seri 14 Seri 14* (2020): 1–7, <https://himpsi.or.id/blog/materi-edukasi-covid-19-5/post/perubahan-perilaku-sebagai-respon-terhadap-wabah-covid-19-127>.

³⁴ "Penanaman Nilai-Nilai Karakter Religius Dan Karakter Kebangsaan Di Madrasah Tsanawiyah Al Falah Jatinangor Sumedang," *Jurnal Pendidikan Karakter* 8, no. 1 (2018), <https://doi.org/10.21831/jpk.v8i1.21677>.

³⁵ Iriyanto Widisuseno and Sri Sudarsih, "Penguatan Wawasan Kebangsaan Sebagai Upaya Pencegahan Paham Radikalisme Dan Intoleransi Di Kalangan Pelajar Sekolah Menengah Atas Negeri 3 Salatiga Kotamadia Salatiga," *Harmoni* 3, no. 1 (2019).

c) Influence of Religious Insight and Nationality on Religion Behaviour

Based on the descriptive explanation of the students' values regarding religious behaviour, the average was 91, but in calculating the multiple correlations it was found that Religious Insight and nationality to students, the data owned by students was 37.24%, so it can be said that the Religious Insight and nationality variables both affect behaviour. students' religious behaviour while 61.76 students' religious behaviour was influenced by other things.

We must always take care of the growth and development of children, teenagers and adults no matter what. Because many of the experts give the opinion that today's teenagers will face various kinds of problems. However, in these times it is also very good to develop the positive potential they have, both talents and interests.³⁶ When we know the character and development task of the concept of religion and nationality, it has been arranged to avoid deviant behaviour and that will make the younger generation grow in harmony between their duties as the younger generation and their growth.

CONCLUSION

Based on the discussion of the data processing results of the research on the influence of religious insight and nationality on students' religious behaviour, there is a calculation of data analysis which shows that: *first*, there is a significant influence between religious insight on students' religious behaviour. *Second*, there is a significant influence between national insight on students' religious behaviour. *Third*, there is a significant influence on the influence of religious insight and nationality on students' religious behaviour. Religious behaviour is influenced by several things such as faith, morality, and sharia. Not only religious insight but also national insight also contributes to the formation of students' religious behaviour both vertically and horizontally methods.

Some improvements can be made from this research, including; first, from the aspect of research methods. need to be explored between views and meanings around for example teenagers, parents, peers, social environment, and educational environment. Second, is the need to explore the educational environment. Based on the theory of religious behaviour, changes in one's behaviour must begin with an understanding of ideas and the wrong or intentional understanding and interpretation by institutional education is an important factor in religious radicalism.

³⁶ Astiwi Kurniati, "Mengatasi Perilaku Menyimpang Remaja Dalam Perpektif Islam," *Jurnal Penelitian & Artikel Pendidikan* 8, no. 1 (2016).

Meanwhile, in the future research is expected to use research methods, as well as other factors that influence religious behaviour. The development of religious insight and insight in both formal and informal learning to improve religious behaviour that will be a provision for the future, both in the world and eternity.

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