

The Relationship between Islamic Religious Knowledge and the Behavior of High School Students

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Abstract: The Relationship between Islamic Religious Knowledge and the Behavior of High School Students

Objective: This study aims to determine whether there is a relationship and reveal how much influence Islamic religious knowledge has on student behavior at SMA Negeri 6 Seluma. **Method:** The research design used a quantitative approach (correlation study); this research was conducted at SMA Negeri 6 Seluma in 2024; the research subjects were second-grade students totaling 41. Questionnaire instruments were used as data collection tools. Data analysis uses a normality test, correlation test, and determination coefficient using the product moment correlation technique. **Result:** students' Islamic religious knowledge level is in the high category, with an average score of 82.7. Meanwhile, student behavior is in the moderate category, with an average score of 48.3. **Conclusion:** Students with high Islamic religious knowledge do not guarantee good behavior, and students with low Islamic religious knowledge do not guarantee bad behavior because that is not the factor that affects behavior; other factors outside this variable affect it. **Contribution:** This research can be used as a source of scientific information about the relationship between religious education and student character building, especially in the context of high school.

Keyword: Islamic religious knowledge; Student behavior

Abstrak: Hubungan antara Pengetahuan Agama Islam dan Perilaku Siswa tingkat SMA

Tujuan: Penelitian ini bertujuan untuk mengetahui apakah ada hubungan dan mengungkapkan seberapa besar pengaruh pengetahuan agama Islam terhadap perilaku siswa di SMA Negeri 6 Seluma. **Metode:** Desain penelitian menggunakan pendekatan kuantitatif (studi korelasi), Penelitian ini dilaksanakan di SMA Negeri 6 Seluma tahun 2024, Subjek penelitian yaitu siswa kelas dua berjumlah 41. Instrumen angket digunakan sebagai alat pengumpulan data. Analisis data menggunakan uji normalitas, uji korelasi, dan koefisien determinasi menggunakan teknik korelasi product moment. **Hasil:** tingkat pengetahuan agama Islam siswa berada pada kategori tinggi, dengan rata-rata nilai sebesar 82,7. Sementara itu, perilaku siswa berada pada kategori sedang, dengan rata-rata skor 48,3. **Kesimpulan:** siswa yang berpengetahuan agama Islam tinggi tidak menjamin berperilaku yang baik dan siswa yang pengetahuan agama Islam rendah tidak menjamin berperilaku yang buruk karena bukan itu faktor yang mempengaruhi perilaku, akan tetapi ada faktor lain diluar variabel ini yang mempengaruhinya. **Kontribusi:** penelitian ini dapat dijadikan sebagai sumber informasi ilmu pengetahuan tentang hubungan pendidikan agama dan pembentukan karakter siswa, khususnya dalam konteks sekolah menengah atas.

Kata Kunci: Pengetahuan agama Islam; Perilaku siswa

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A. INTRODUCTION

Education shapes a person's character and behavior (Cholifah & Faelasup, 2024). In Indonesia, Islamic education is an integral part of the national education curriculum, which aims to instill religious and moral values in students (Tsani & Sauri, 2024). Hopefully, with a good understanding of religion, students can behave following Islamic teachings, both in the school environment and in everyday life (Samol, 2024). Religious education for secondary school students aims to raise their awareness of the truth of religious teachings and strengthen their faith (Marshall, 2018). Unlike when children are still in elementary school, the pattern of habituation is the primary reference (Hartkopf et al., 2019).

The role of Islamic education is also to relieve and rescue the lives of the people, nation, and state. Therefore, it does not just provide guidelines for life to each individual (Zainuddin & Ersi, 2023). However, many political parties now question the success of religious education if it is associated with moral decline and low values in society (Künkler et al., 2016). Strong Islamic knowledge is expected to influence students' positive behaviors, such as tolerance, honesty, and discipline (Ismail et al., 2013).

However, there is a gap between Islamic knowledge and student behavior. This phenomenon also occurs at SMA Negeri 6 Seluma, where some students are seen hanging around or skipping school hours, and several male students do not participate in dhuhur prayer activities at school. Ironically, they get good scores on the Islamic knowledge comprehension test. This gap shows that Islamic knowledge has yet to impact student behavior fully. These phenomena can be caused by several factors, such as students' lack of understanding of the meaning and implementation of Islamic teachings in daily life (Sabic-El-Rayess, 2020), lack of motivation and examples of religious behavior from the surrounding environment, or even lack of supervision and guidance from the school (Muhammad et al., 2023).

The importance of managing relationships between schools and communities can influence the spread of Islamic knowledge (Wahyuni, 2012). The study emphasizes the role of effective teaching methods, such as those incorporating Islamic values, in shaping student behavior (Mangestuti & Aziz, 2023). Another study highlights the potential for schools to empower students through environmental education, which could include teaching Islamic principles on environmental management (Widarto & Martini, 2019), and the presence of perceptions of school leadership and discipline can also impact student behavior, potentially intersecting with Islamic teachings (Lee & Chan, 2023). These studies suggest various factors influence the correlation between Islamic knowledge and student behavior, including school-community dynamics, teaching methods, environmental education, and school leadership.

Research on the relationship between Islamic religious knowledge and student behavior often focuses on the influence of religious education on students' moral and ethical development. Many studies show that Islamic religious knowledge, such as honesty, respect, and empathy, can influence students' social behavior (Pare & Sihotang, 2023; Miasari et al., 2022; Mattar et al., 2018; Riklikiene et al., 2016). Additionally, research highlights the role of Islamic knowledge in reducing negative behaviors like violence, drug use, and violations of other social norms (Aziz et al., 2020; Laeheem, 2018; Choiriani et al., 2019; Basit, 2017). These studies generally examine the impact of religion on students in both educational and social contexts. Some studies also explore the positive effects of religious education on students' academic performance and overall personal development.

Although many studies examine the relationship between religious education and student behavior, there are several gaps in the existing literature. First, many studies discuss religious education in general and do not focus on specific subjects, such as *Fiqh* (Islamic Jurisprudence), which has the potential to provide deeper insights into how specific Islamic knowledge can influence students' behavior. Second, most research is conducted in limited contexts regarding culture, country, or educational background. Hence, studies need to explore the variations in cultural and social contexts more broadly. Third, although many qualita-

tive studies uncover psychological and social dimensions, quantitative research that provides measurable data on the impact of religious knowledge on student behavior is still limited. Moreover, there is little research exploring the role of religious education teachers in influencing this relationship.

This research offers several innovations in the existing body of knowledge. One of the innovations is focusing on Fiqh, which is rarely explored in-depth about student behavior. This could provide a new perspective on how Islamic teachings, particularly in the context of Islamic law, influence students' behavior. Additionally, this research can be conducted with a more contextual approach, for example, within the setting of high schools in Indonesia or multicultural societies, to examine how cultural and social environments influence students differently. Using information and communication technology (ICT) tools, such as Quizizz, in the teaching process could also be an interesting new aspect to assess how technology strengthens the relationship between religious knowledge and behavior change. This study can add value by measuring student behavior holistically, not only in terms of academic performance but also in terms of character and morality, as well as the important role of teachers in this process.

B. METHOD

This research uses quantitative methods (Kas et al., 2019); this independent variable is Islamic religious knowledge, namely the level of students' Islamic religious knowledge. Islamic religious knowledge here can include understanding religious teachings, moral values, religious rituals, and other aspects related to Islam. The dependent variable is student behavior, which includes various aspects such as discipline, tolerance, honesty, cooperation, and other social behaviors that the level of Islamic religious knowledge possessed can influence.

This research was conducted at SMA Negeri 6 Seluma, Sukaraja District, Seluma Regency, in 2024. This research lasted for one month, from September to October 2024. The research subjects were class XI students, totaling 41, who were selected based on certain criteria (Purposive Sampling).

In this study, primary and secondary data were used. Primary data is from interviews with informants: the Principal, Islamic Religious Education Teacher, and students. Secondary data is obtained from field observations, school documents, and library references relevant to the research title.

Data analysis uses a data normality, correlation, and determination coefficient test. The research hypothesis is: (H_0) "There is no correlation between Islamic religious knowledge and student behavior at SMA Negeri 6 Seluma". While (H_a) "there is a correlation between Islamic religious knowledge and student behavior at SMA Negeri 6 Seluma".

C. RESULTS AND DISCUSSION

Result

1) Description of Islamic Knowledge of Students at SMA Negeri 6 Seluma

To find out the Islamic knowledge of students at SMA Negeri 6 Seluma, researchers used the results of daily exams and midterm exams from the material that had been studied during PAI learning. The sample selected was 41 people from grade 10 to grade 12.

From the results of research observations, the test scores of Islamic knowledge at SMA Negeri 6 Seluma were between 50 and 100. The data obtained with a standard deviation of 11.24, a median of 80, a mean of 82.7, and a mode of 80, while the frequency distribution can be seen from the following table:

Table 1. Frequency distribution of students' Islamic knowledge results

Category	Interval	Frequency	Percentage
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	50 – 57	2	5%	
Low	58 – 65	2	5%	10%
	66 – 73	1	2%	
Medium	74 – 81	16	39%	41%
	82 – 89	5	12%	
High	90 – 100	15	37%	49%
Total		41	100%	

The data seen in Table 3.1 frequency distribution above shows four students, or 10%, in the low category, 17 students, or 41%, in the medium category, and about 20 students, or 49%, in the high category. Thus, the Islamic knowledge of students at SMA Negeri 6 Seluma is in the high category because it has good test results.

2) Description of Student Behavior at SMA Negeri 6 Seluma

Research to determine the level of religious behavior is by distributing questionnaires with a Likert scale and conducting observations by giving a score of 4 if always, 3 if often, 2 if sometimes / rarely, 1 if once in a while, and 0 if never. As for what is observed, questionnaires and interviews are only on student behavior in their daily lives, including frequency in praying 5 times, frequency in reading the Qur'an, giving zakat or infaq, tolerance for religious differences, participating in religious activities outside school, honesty in doing assignments. The results showed that the behavior score of SMA Negeri 6 Seluma students was between 31 and 62 with an average of 48.3 with the following description:

Table 2. Frequency distribution of student behavior observation results

Category	Interval	Frequency	Percentage	
Low	31 – 35	1	2%	
	36 – 40	2	5%	7%
	41 – 45	8	20%	
Medium	46 – 50	18	44%	64%
	51 – 55	7	17%	
High	56 – 62	5	12%	29%
Total		41	100%	

*Source of data: results of observations and questionnaires at SMA Negeri 6 Seluma

Based on the data above, the percentage of assessment categories is obtained. In the low category, there is 7%; in the moderate category, there is 64%; and in the good category, there is approximately 29%. This result means that the average level of student behavior at SMA Negeri 6 Seluma is in the moderate category, tending to be good based on the percentage results.

3) Correlation between Islamic Knowledge and Student Behavior at SMA Negeri 6 Seluma

This research formulates hypotheses that will be tested by inferential statistics using product moment correlation analysis techniques to find the relationship between the independent variable (Islamic knowledge) and the dependent variable (student behavior) at SMA Negeri 6 Seluma.

The results of the correlation between variable X's knowledge of Islam with variable Y's quality of religious behavior can be seen from the results of the calculation of SPSS Ver.30:

Table 3. Correlations

		X	Y
X	Pearson Correlation	1	,219
	Sig. (2-tailed)		,170
	N	41	41
Y	Pearson Correlation	,219	1
	Sig. (2-tailed)	,170	

	X	Y
N	41	41

With the calculations above, it has been found that r_{xy} is 0.219. Next, look for the amount of contribution (contribution) of variable X to variable Y. Then look for the t value to test the proposed hypothesis by consulting the t table value. Based on the above calculations, obtained t count = 1.399 and the price of t table = 1.6884875 with the provisions of the error rate $\alpha = 0.05$, and $dk = n - 2 = 41 - 2 = 39$. It turns out that the price of t count $\leq$ t table ($1.437 \leq 1.684875$), so it can be concluded that H_0 is accepted and H_a is rejected, namely there is no significant relationship between Islamic knowledge and student behavior at SMA Negeri 6 Seluma. So, students with high Islamic knowledge do not guarantee good behavior, and students with low Islamic knowledge do not guarantee bad behavior because that is not the factor that influences behavior. However, other factors outside this variable influence it.

The t-test results it is consulted with the t table so that it is obtained as follows: t count $\leq$ t table: it can be concluded that H_0 is accepted and H_a is rejected, meaning there is no significant correlation (relationship).

Discussion

Based on the results of hypothesis testing, there is no significant correlation between Islamic knowledge and student behavior. The description of each variable is explained as follows:

1) Overview of Islamic Knowledge of SMA Negeri 6 Seluma Students

Islamic knowledge of SMA Negeri 6 Seluma students obtained from daily and midterm exam results is high. It has an average of 82.7, with a standard deviation of 11.24. Compared to the data criteria, the category above the average is 49%, in the average group is 41%, and below the average group is 10%. This result is very reasonable when looking at the efforts of principals and teachers to improve the quality of education in schools.

Based on the results of interviews conducted with principals and teachers, the efforts of SMA Negeri 6 Seluma managers to improve the quality of scientific knowledge of Islam are as follows: 1.) Forming Rohis (Islamic Spirituality), 2.) Organizing IMTAQ activities every Friday, and 3.) Participating in religious-based competitions outside the school.

2) Behavioral Overview of Students of SMA Negeri 6 Seluma

The observations and questionnaire distribution results show that the behavior of SMA Negeri 6 Seluma students, generally when the score is between 31 and 62, is averaged at 48.3 from a maximum score of 4. This indicates that student behavior is in the moderate category, as can be seen in the alternative weight of the respondent's answer. However, student behavior still has to be improved.

Islam, as a religion, meets human needs everywhere as a guide to life both in the world and hereafter (Alwi et al., 2021). Regarding increasing student awareness, one of these models explains: 1) the value system consists of three elements: reflection of conscience, self-esteem, and fear of god almighty; 2) attitude has two components, namely: unity, intelligence, behavior. there are two elements, honest and polite kindness, and perseverance and resilience (Vicente-Molina et al., 2013).

3) Correlation between Islamic Knowledge and Student Behavior of SMA Negeri 6 Seluma

The results showed that the relationship between Islamic knowledge and the behavior of SMA Negeri 6 Seluma students was 48%. This figure shows that there is no significant correlation (relationship). The results show that improving the quality of student behavior is only sometimes influenced by Islamic knowledge. Even if there is a relationship, it is only a little.

This fact does not contradict what Allah SWT describes in the Qur'an. Many people have good religious knowledge but behave badly or do not match their religious knowledge with

their behavior. Allah SWT also rebukes believers who say something but do not do it themselves. This is found in Q.S. Al-Baqarah/2: 44, and Q.S As-Saff/61 : 2-3:

أَتَأْمُرُونَ النَّاسَ بِالْبِرِّ وَتَنْسَوْنَ أَنْفُسَكُمْ وَأَنْتُمْ تَتْلُونَ الْكِتَابَ أَفَلَا تَعْقِلُونَ

Meaning: Why do you enjoin others to do good, and forget your own duty, when you have read the Book (Torah)? Then do you not think? And in (Q.S. Al-Baqarah/2: 44):

يَا أَيُّهَا الَّذِينَ آمَنُوا لِمَ تَقُولُونَ مَا لَا تَفْعَلُونَ ﴿٢﴾ كَبُرَ مَقْتًا عِنْدَ اللَّهِ أَنْ تَقُولُوا مَا لَا تَفْعَلُونَ

Meaning: O.. you who believe! Why do you say what you do not do? (It is) very hateful in the sight of Allah if you say what you do not do (Q.S As-Saff/61: 2-3).

Whether the correlation between Islamic knowledge and student behavior is strong, these two variables are very important and even determine the success of a learning process in particular and education in general.

As mentioned, student behavior is not only influenced by Islamic knowledge but there are still many other factors such as school factors, environment, peers and society, teachers, student psychology, etc (Talebizadeh et al., 2021). The presence of ideal teachers, characterized by professionalism, empathy, and consistency, along with implementing clear and fair school regulations, plays a crucial role in shaping student behavior (Fonseca-Chacana, 2019). These elements create a structured, supportive school environment fostering positive behavioral development (Chung & McBride, 2015). The influence of such factors underscores the powerful role of environmental conditions in guiding students' actions and decision-making processes. In educational settings where students receive continuous support, meaningful engagement, and moral guidance from teachers and institutional policies, desirable behavioral outcomes are more likely to emerge and be sustained (Silvola et al., 2021).

Moreover, it is important to recognize certain challenges that must be addressed. Some students from families or environments that do not strongly support religious practices tend to exhibit a lower level of adherence to Islamic values, even if they possess adequate religious knowledge. This indicates that religious understanding alone cannot influence student behavior directly; a supportive environment must reinforce it. Islamic religious knowledge plays an important role in shaping students' behavior (Mangestuti & Aziz, 2023). However, its effectiveness largely depends on teaching methods, the social environment, and how students apply Islamic values daily. Integrating technology into Islamic education is an innovative strategy to enhance students' understanding and strengthen the link between their religious knowledge and behavior (Sabic-El-Rayess, 2020).

Islamic religious knowledge plays an important role in shaping the behavior of high school students, both in moral, social, and spiritual aspects (Kumar et al., 2022). Students with a good understanding of religion tend to show more positive behavior, such as honesty, discipline, and a sense of responsibility (Nelson et al., 2017). In addition, religious understanding can also function as self-control in facing various social challenges, such as promiscuity, drug abuse, and juvenile delinquency. However, religious knowledge's effectiveness in shaping behavior depends on learning at school and is also influenced by the family, school, and peer environment (D'Agostino et al., 2021). Families that set an example in practicing Islamic teachings will more effectively instill religious values in their children.

Similarly, schools integrating Islamic values into their education system can help students apply religious teachings daily. However, peer influence also has a significant role, as a positive social environment can support students in practicing Islamic values. At the same time, unfavorable associations can hinder the implementation of religious values in their lives. Therefore, the formation of students' behavior depends on their religious knowledge and how these values are practiced in daily life through a supportive environment.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

This study confirms that increasing understanding of Islam positively correlates with the formation of good behavior in students (Strengthening Understanding of the Relationship between Religious Knowledge and Behavior). It can encourage teachers to use teaching methods that are more interactive and contextual so that Islamic values are easier to understand and apply in students' lives (Development of Religious Teaching Methods).

2. Research Contribution

This research adds to the literature on the relationship between Islamic religious knowledge and student behavior, especially in the context of high school education (Academic contribution). Islamic Religious Education teachers can use the results of this study to improve the way the material is delivered, focusing on the application of Islamic values in students' daily lives (Guidance for Islamic Education Teachers). This research provides insights for school management on the importance of strengthening religious values in building a positive school culture (Support in School Management).

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Further research could examine other factors influencing student behavior, such as the role of family, peers, or the social environment (Research on other Supporting Factors). Conduct experimental research to measure the effectiveness of certain learning methods in improving students' religious understanding and behavior (Development of Experimental Studies). Research should be developed by comparing other schools to see the similarities and differences in the relationship between religious knowledge and student behavior in various contexts (Comparative Study).

One suggestion for future research that can be proposed is that this study only focuses on the correlation of Islamic knowledge with student behavior. To gain a more comprehensive understanding, future research may examine other factors influencing student behavior, such as the influence of family environment, peers, and social media. Also, future research can use a qualitative approach to dig deeper into students' motivations, perceptions, and experiences related to Islamic knowledge and behavior. Furthermore, it can examine the factors that cause the gap, such as lack of motivation, supervision, or examples of religious behavior in the school environment.

F. CONCLUSION

This research confirms that Islamic religious knowledge shapes student behavior at SMA Negeri 6 Seluma. By strengthening the understanding of Islam through relevant teaching that supports character building, students can grow into noble, tolerant, and responsible individuals in their lives, both at school and in society. Islamic Education (PAI) teachers are important in delivering materials relevant to students' lives so Islamic values can be applied in real life. A school environment that supports the application of Islamic values, such as a culture of mutual respect and cooperation, also influences student behavior.

This research focuses on the relationship between Islamic knowledge and student behavior, which directly shows how students' understanding of Islamic religious values can influence their daily actions, attitudes, and habits. Islamic knowledge can serve as an important foundation in shaping student character. By improving their understanding of Islam, students' behavior is expected to become more positive and reflect Islamic values. Islamic education aims to form individuals with faith, piety, and noble character. In the context of high school students, Islamic knowledge is expected to be the basis of morals and ethics in behavior, both in the school environment and society. However, there are variations in the appli-

cation of Islamic behavior by students, which may be caused by differences in their understanding of religious teachings.

Fundamentally, a deeper understanding of Islamic teachings positively influences students' behavior. Students with better Islamic religious knowledge tend to demonstrate more discipline, honesty, and responsibility daily. This indicates that religious education shapes students' character and morals. The novelty of this study lies in its empirical analysis linking the level of religious understanding with specific behaviors of high school students, as well as how factors such as the school and family environment reinforce this relationship. This research provides new insights into the importance of religious education as an instrument for shaping adolescent character. It serves as a reference for schools in designing more effective learning strategies to enhance students' morals and ethics.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. KEP: Conceptualization, Methodology, Writing - Original Draft. SA: Conceptualization & Review.

DECLARATION OF COMPETING INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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