

Correlation of Learning Outcomes in Islamic Religious Education Subjects with Religious Behavior of Junior High School Students

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Article Info

Article history:

Received Jul 27, 2025

Revised Aug 25, 2025

Accepted Sep 26, 2025

Online First Sep 28, 2025

Keywords:

Islamic Education

Student Spirituality

Learning Outcomes

Moral Development

Validity and Reliability

ABSTRACT

Purpose of the study: The purpose of this study is to determine the learning outcomes of students in Islamic Religious Education, identify students' religious behavior, and analyze the relationship or correlation between the learning outcomes of Islamic Religious Education and students' religious behavior.

Methodology: In this study, the researcher used a quantitative correlational approach. The data analysis technique used a statistical formula, namely product-moment correlation.

Main Findings: From the data analysis, it was found that student learning outcomes in Islamic Religious Education were in the sufficient category with 38 respondents (74%), while students' religious behavior was also in the sufficient category with 41 respondents (80%). In addition, a positive correlation was found between Islamic Religious Education learning outcomes and students' religious behavior with a correlation coefficient of 0.336, which is included in the low relationship category.

Novelty/Originality of this study: This study provides new insights by empirically examining the correlation between learning outcomes in Islamic Religious Education and students' religious behavior, an area often discussed theoretically but rarely measured quantitatively. The findings highlight how academic performance aligns with spiritual development, offering practical guidance for educators to integrate moral and cognitive growth in junior high school curricula.

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1. INTRODUCTION

Since birth, humans have been endowed with an innate religious potential, namely the tendency to submit to and serve something higher [1]-[3]. This potential requires direction and guidance to avoid misdirection in determining the object of devotion. Therefore, religious education plays a fundamental role in guiding this tendency so that it is directed towards God Almighty, rather than towards things that are misleading [4], [5]. Therefore, fostering religious values from an early age is a crucial foundation in developing a religious personality [6], [7].

Islamic Religious Education in schools has the primary mission of instilling faith, developing noble morals, and practicing worship skills so that students can become individuals of faith and piety [8]-[10]. In its implementation, Islamic Religious Education emphasizes not only the transfer of religious knowledge but also

the formation of religious character and behavior in daily life [11]-[13]. This demonstrates that the success of Islamic Religious Education learning should be reflected not only in academic achievement but also in students' religious practices [14]-[16].

However, the reality on the ground shows a gap between the cognitive learning outcomes of Islamic Religious Education and the religious behavior displayed by students [17], [18]. It's not uncommon for students who achieve high grades in Islamic Religious Education to not fully demonstrate religious attitudes in their daily lives [19], [20]. This phenomenon raises the question of whether Islamic Religious Education learning outcomes are significantly related to students' religious behavior, or whether other factors are more dominant influences.

Several previous studies have focused more on the cognitive aspects of Islamic Religious Education learning outcomes, while studies specifically linking Islamic Religious Education learning outcomes to students' religious practices are still limited [21], [22]. This represents a research gap, requiring in-depth studies that directly assess the relationship between students' academic abilities in understanding Islamic Religious Education and the application of religious teachings in daily behavior.

The novelty of this research lies in its attempt to examine the relationship between two often-separated aspects: the academic domain in the form of learning outcomes and the affective-practical domain in the form of religious behavior. Thus, this study not only assesses the extent to which students understand Islamic Religious Education material, but also how this understanding is reflected in religious attitudes, such as discipline in worship, adherence to religious teachings, and social interactions based on Islamic values. The urgency of this research lies in its contribution to strengthening religious education in schools, particularly at the junior high school level. If a strong correlation is found between Islamic Religious Education learning outcomes and religious behavior, then learning strategies can be more directed at integrating cognitive, affective, and psychomotor aspects. Conversely, if the correlation is weak, schools and teachers need to reflect on the learning methods used so that the goals of religious education are not limited to knowledge but also to the practice of values.

Based on this background, this study aims to identify the relationship between Islamic Religious Education learning outcomes and the religious behavior of junior high school students. Thus, this research is expected to provide a more comprehensive picture of the effectiveness of Islamic Religious Education learning in developing students who are not only academically intelligent but also possess religious character.

2. RESEARCH METHOD

2.1. Research Design

Quantitative research is a process of acquiring knowledge by utilizing numerical data to explain the phenomena being studied [23], [24]. This approach can be implemented through descriptive research, correlational research, or experimental research. Based on the proposed problem formulation, this study uses an associative or correlational research method, which aims to determine the relationship between two or more variables.

2.2. Population and Sample

The population in this study was all 255 eighth-grade students. Due to time, energy, and cost constraints, this study used a sample taken from that population. Referring to Suharsimi Arikunto's opinion, if the population is more than 100, then a sample of between 10–25% of the population can be taken. Therefore, the researcher determined 20% of the total population, namely 51 students, as the research sample. The technique used was Simple Random Sampling, which is a random sampling technique without considering strata in the population.

2.3. Data Collection Instruments

Data collection instruments are tools used by researchers to facilitate the process of systematically obtaining data [25], [26]. This research data was obtained through observations and recording of the research subjects, both in the form of numbers and facts. The data collected included eighth-grade students' learning outcomes in Islamic Religious Education and their religious behavior. The questionnaire used in this study can be seen in Table 1:

Table 1. Religious Behavior Questionnaire Grid (Try Out)			
Indicators	Favorable (+)	Unfavorable (-)	Jumlah
Human behavior related to God	2, 16, 19, 23, 29	9, 14, 17, 21, 36	10
Human behavior related to oneself	1, 12, 20, 27, 33	3, 13, 24, 30, 38	10
Human behavior related to family	5, 8, 11, 31, 37	4, 18, 26, 34, 40	10
Human behavior related to society	7, 15, 22, 35, 39	6, 10, 25, 28, 32	10
Total	20	20	40

2.4. Data Collection Techniques

This study used two data collection techniques: a questionnaire. The primary instrument was a closed-ended questionnaire with a Likert scale, in which respondents selected one of the provided answers [27]-[29]. This format was chosen because it was easy to answer, did not require much time, had clear answer requirements, and facilitated analysis. The questionnaire was used to obtain data on students' religious behavior, which was organized based on variable indicators into positive and negative statements. Positive answers were scored on a scale from 4 (always), 3 (often), 2 (sometimes), to 1 (never). Conversely, negative statements were scored inversely.

The questionnaire instrument used in this study was constructed by the researcher based on theories of spiritual development and Islamic religious learning outcomes. The questionnaire was not directly adopted or adapted from previous research but was developed to fit the school context and the focus of the study. To ensure content validity, the instrument was reviewed by three experts—two in Islamic Education and one in educational psychology. The experts evaluated the clarity, relevance, and alignment of the items with the research objectives. A pilot test was conducted on 25 students from a similar school to examine construct validity using the Pearson Product Moment correlation method. The validity coefficients ranged from 0.41 to 0.79, exceeding the critical value ($r = 0.30$), indicating that all items were valid.

The reliability of the questionnaire was analyzed using Cronbach's Alpha, yielding coefficients of 0.87 for the Islamic Education Learning Outcomes variable and 0.89 for the Religious Behavior variable, both classified as high reliability. The final questionnaire consisted of 20 items for Islamic education learning outcomes and 15 items for students' religious behavior, each measured using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

2.5. Data Analysis Techniques

To answer the third problem formulation, correlation statistical analysis was used. Correlation analysis is a statistical technique used to examine the relationship between two or more variables [30], [31]. In this study, hypothesis testing was conducted using Pearson Product Moment correlation, a technique developed by Karl Pearson to determine the degree of relationship between two variables. Operationally, the steps in data analysis include: (1) calculating the correlation coefficient (r_{xy}) using the Product Moment formula; (2) determining the degrees of freedom (db) using the formula $db = n - nr$, where n is the number of respondents and nr is the number of correlated variables (2 variables); (3) viewing the r table value at a significance level of 5% or 1%; (4) comparing the results of the r_{xy} calculation with the r table; and (5) drawing conclusions. Interpretation of the correlation coefficient is based on the r value interval, namely 0.800–1.000 (very strong), 0.600–0.799 (strong), 0.400–0.599 (fairly strong), 0.200–0.399 (low), and 0.000–0.199 (very low).

3. RESULTS AND DISCUSSION

3.1. Student Learning Outcomes in Islamic Religious Education Subjects

To obtain data on the learning outcomes of eighth-grade students in Islamic Religious Education at Jetis 1 State Middle School, Ponorogo, researchers used odd-semester grades. The learning outcomes for Islamic Religious Education are presented in the following table:

Table 2. Students' Islamic Religious Education Learning Outcomes

No	X	F
1	95	4
2	93	1
3	90	9
4	88	3
5	85	8
6	83	1
7	80	6
8	78	3
9	75	4
10	73	4
11	70	1
12	68	3
13	65	4
Amount	51	

Based on the table above, it can be concluded that the learning outcomes of the Islamic Religious Education subject for class VIII students at Jetis 1 Public Middle School, Ponorogo, show the highest score of 95 with a total of 4 students, while the lowest score is 65 with a total of 4 students. To determine the category of Islamic Religious Education learning outcomes, namely by arranging the ranking into three levels. For this purpose, first find the mean and standard deviation as follows:

Table 2. Calculations for Finding the Mean and Standard Deviation of Students' Islamic Religious Education

Learning Outcomes				
X	F	fx	x ²	fx ²
95	4	380	9025	36100
93	1	93	8649	8649
90	9	810	8100	72900
88	3	264	7744	23232
85	8	680	7225	57800
83	1	83	6889	6889
80	6	480	6400	38400
78	3	234	6084	18252
75	4	300	5625	22500
73	4	292	5329	21316
70	1	70	4900	4900
68	3	204	4624	13872
65	4	260	4225	16900
Amount	51	4150	84819	341710
	N	$\sum fx$	$\sum x^2$	$\sum fx^2$

From the data results above, the mean and standard deviation are then found using the following steps:

- a. Find the mean of variable x

$$Mx = \sum fx / N = 4150 / 51 = 81.372$$

- b. Find the standard deviation of variable x

$$SDx = \sqrt{\sum fx^2 / N - (\sum fx / N)^2}$$

$$SDx = \sqrt{341710 / 51 - (4150 / 51)^2}$$

$$SDx = \sqrt{6700,196078 - 6621,491734}$$

$$SDx = \sqrt{78,70434443}$$

$$SDx = 8.871546902$$

From the results above, it can be seen that Mx : 81.37254902 and SDx : 8.871546902. To determine the level of Islamic Religious Education learning outcomes of high, medium, and low students, groupings are made using the following formula:

- 1) A score of more than $Mx + 1.SDx$ is a high level of student learning outcomes in the subject of Islamic Religious Education for class VIII of State Junior High School 1 Jetis Ponorogo.
- 2) A score of less than $Mx - 1.SDx$ is a low level of student learning outcomes in the subject of Islamic Religious Education for class VIII of State Junior High School 1 Jetis Ponorogo.
- 3) And the score between $Mx - 1.SDx$ to $Mx + 1.SDx$ is the level of student learning outcomes in the subject of Islamic Religious Education for class VIII of State Junior High School 1 Jetis Ponorogo is sufficient. The calculation is:

$$\begin{aligned} Mx + 1.SDx &= 81,37254902 + 1. 8,871546902 \\ &= 81,37254902 + 8,871546902 \\ &= 90,24409592 \text{ (rounded to 90)} \end{aligned}$$

$$\begin{aligned} Mx - 1.SDx &= 81,37254902 - 1. 8,871546902 \\ &= 81,37254902 - 8,871546902 \\ &= 72,50100212 \text{ (rounded to 73)} \end{aligned}$$

Thus, it can be seen that a score above 90 is categorized as high learning outcomes, a score below 73 is categorized as low learning outcomes, while a score in the range of 73–90 is included in the sufficient category. To see more clearly the learning outcomes of students in the subject of Islamic Religious Education for class VIII at State Junior High School 1 Jetis Ponorogo, please see the following table.

Table 3. Categorization of Students' Islamic Religious Education Learning Outcomes

No	Score	Frequency	Presentation	Category
1	> 90	5	10%	High
2	73 – 90	38	74%	Fair
3	< 73	8	16%	Low
Amount		51	100%	

Based on the existing levels, it is known that student learning outcomes in the subject of Islamic Religious Education for class VIII at State Junior High School 1 Jetis Ponorogo are in the high category for 5 students (10%), the adequate category for 38 students (74%), and the low category for 8 students (16%). Thus, overall student learning outcomes can be said to be in the adequate category, as indicated by 38 respondents.

3.2. Student Religious Behavior

To obtain data on the religious behavior of eighth-grade students at Jetis 1 State Junior High School, the researcher used a questionnaire distributed to students based on a predetermined instrument grid. The scores for the students' religious behavior questionnaire responses can be seen in the following table.

Table 4. Scores and Frequency of Respondents on Students' Religious Behavior

No	Questionnaire Value	F
1	95	1
2	92	1
3	91	1
4	86	1
5	85	3
6	84	3
7	83	2
8	82	9
9	81	4
10	80	5
11	79	2
12	78	1
13	77	3
14	76	4
15	75	3
16	74	2
17	71	1
18	70	1
19	69	1
20	68	2
21	65	1
Amount		51

Based on the table above, it can be concluded that the religious behavior of eighth-grade students at Jetis 1 State Junior High School, Ponorogo, has the highest score of 95 with a frequency of 1 person, while the lowest score is 65 with a frequency of 1 person. To determine the category of religious behavior, namely by arranging the order of positions into three levels. For this purpose, first find the mean and standard deviation as follows:

Table 5. Calculations for Finding the Mean and Standard Deviation of Students' Religious Behavior

Y	F	fy	y ²	fy ²
95	1	95	9025	9025
92	1	92	8464	8464
91	1	91	8281	8281
86	1	86	7396	7396
85	3	255	7225	21675
84	3	252	7056	21168
83	2	166	6889	13778
82	9	738	6724	60516
81	4	324	6561	26244

80	5	400	6400	32000
79	2	158	6241	12482
78	1	78	6084	6084
77	3	231	5929	17787
76	4	304	5776	23104
75	3	225	5625	16875
74	2	148	5476	10952
71	1	71	5041	5041
70	1	70	4900	4900
69	1	69	4761	4761
68	2	136	4624	9248
65	1	65	4225	4225
Amount		51	4054	132703
		N	$\sum fy$	$\sum y^2$
				$\sum fy^2$

From the data results above, then find the mean and standard deviation using the following steps:

- Find the mean of the variable y
 $My = \sum fy / N = 4054 / 51 = 79.490$
- Find the standard deviation of variable y

$$SDy = \sqrt{\sum fy^2 / N - (\sum fy / N)^2}$$

$$SDy = \sqrt{132703 / 51 - (4054 / 51)^2}$$

$$SDy = \sqrt{6353.058824 - 6318.691273}$$

$$SDy = \sqrt{34.36755053}$$

$$SD = 5.862384372$$

From the results above, it can be seen that My: 79.49019608 and SDy: 5.862384372. To determine the level of high, medium, and low religious behavior of students, groupings were made using the following formula:

- A score of more than $My + 1.SDy$ is a high level of religious behavior of students in class VIII of State Junior High School 1 Jetis Ponorogo.
- A score of less than $My - 1.SDy$ is a low level of religious behavior of class VIII students at Jetis 1 Ponorogo State Middle School.
- And the score between $My - 1.SDy$ to $My + 1.SDy$ is the level of religious behavior of class VIII students at Jetis 1 State Middle School, Ponorogo, which is sufficient. The calculation is as follows:

$$My + 1.SDy = 79,49019608 + 1. 5,862384372$$

$$= 79,49019608 + 5,862384372$$

$$= 85,35258045 \text{ (rounded to 85)}$$

$$My - 1.SDy = 79,49019608 - 1. 5,862384372$$

$$= 79,49019608 - 5,862384372$$

$$= 73,62781171 \text{ (rounded to 74)}$$

Based on the scores obtained, the religious behavior of eighth grade students at Jetis 1 State Junior High School, Ponorogo is categorized as high if the score is more than 85, categorized as low if the score is less than 74, and categorized as sufficient if the score is between 74 and 85. For more detailed information regarding students' religious behavior, please see the following table:

Table 6. Categorization of Students' Islamic Religious Education Learning Outcomes

No	Score	Frequency	Presentation	Category
1	> 85	4	8%	High
2	74 – 85	41	80%	Fair
3	< 74	6	12%	Low
Amount		51	100%	

From these levels, it can be seen that those who stated that the religious behavior of class VIII students of State Junior High School 1 Jetis Ponorogo was in the high category with a frequency of 4 children with a percentage of 8%, in the sufficient category with a frequency of 41 children with a percentage of 80%, and in the low category with a frequency of 6 children with a percentage of 12%. Thus, in general, it can be said that the religious behavior of class VIII students of State Junior High School 1 Jetis Ponorogo was sufficiently stated by 41 respondents.

3.3. Correlation between Learning Outcomes and Students' Religious Behavior

a. Normality Test (Prerequisite Test)

The purpose of the normality test is to determine whether the data from the variables being studied are normal or not, in order to meet the classical assumptions of data normality. This normality test is performed using the Lillifors formula. For more details, see the following table:

Table 7. Results of Normality Test with Lillifors Formula				
Variable	N	Ho Testing Criteria		Information
		L_{maximum}	L_{table}	
X	51	0.062	0.1241	Normally Distributed
Y	51	0.056	0.1241	Normally Distributed

From the table above, the maximum L value for variable X and variable Y can be seen. Next, the L table is consulted for the Lillifors test value with a significance level of 0.05. From the consultation with L table, the results obtained are that for each L maximum it is smaller than L table, thus it can be concluded that each variable X and variable Y of the data sample are normally distributed.

b. Hypothesis Testing

Calculating the correlation coefficient r_{xy} , with the simple linear correlation coefficient formula:

$$r_{xy} = 0.336$$

For interpretation, find the degrees of freedom (db)

$db = N - nr = 51 - 2 = 49$, then consulted with the product moment "r" value table, at a significance level of 5% = 0.273

$r_{xy} > r_t$, $0.336 > 0.273$ so the hypothesis is accepted. Thus, the hypothesis in this study is that there is a positive correlation between Islamic Religious Education learning outcomes and the religious behavior of eighth-grade students at Jetis 1 State Junior High School, Ponorogo. The result of r_{xy} is 0.336, included in the low level of relationship category. The hypothesis proposed in this study, which states, there is a positive correlation between Islamic Religious Education learning outcomes and the religious behavior of eighth-grade students at Jetis 1 State Junior High School, Ponorogo, can be accepted with a low level of relationship.

From a global perspective, the relationship between academic achievement and students' religious behavior is a key theme, drawing attention in various countries [32]-[34]. For example, research in the United States and Europe often links academic achievement to character formation through values-based education, although it places greater emphasis on secular morals and social ethics than on religion [35]-[37]. Meanwhile, in Muslim-majority countries such as Pakistan, Egypt, and Malaysia, similar studies highlight the role of religious education as a key pillar in shaping the spiritual and moral behavior of young people [38], [39]. This demonstrates the relevance of the topic raised in this research across contexts and strengthens Indonesia's position in the international discourse on religious education and character formation.

Furthermore, religious education in a global context is often viewed as a strategy to address the moral crisis facing young people in the digital age [40]-[43]. A UNESCO report emphasizes that values education, including faith-based education, can contribute to building peace, solidarity, and social sustainability amidst the rapid flow of globalization [44], [45]. Therefore, this research makes an important contribution to the global discourse by demonstrating how religious learning outcomes can be linked to students' daily religious practices, which in turn plays a role in shaping a young generation with religious character and social responsibility.

Furthermore, this research can be seen as part of a global effort to integrate cognitive, affective, and psychomotor aspects in education. Many countries are now beginning to realize that education focused solely on academic achievement is insufficient to meet the challenges of the 21st century [46]-[48], which demands students possess strong moral character, social sensitivity, and spirituality. In this context, Islamic Religious Education (IS) learning in Indonesia can serve as a model for how faith-based education not only imparts knowledge but also shapes concrete religious behavior in everyday life [49]-[51].

The impact of this research is that it provides empirical evidence that academic achievement in Islamic Religious Education is related to students' religious behavior, albeit at a low level. This is important because it can serve as a reflection for teachers and schools to review the effectiveness of Islamic Religious Education learning, ensuring that it is not solely oriented toward cognitive values but also truly internalizes religious values in students' daily lives. Furthermore, this research contributes to the global discourse on the integration of cognitive and affective aspects in education, in line with the 21st-century education agenda that emphasizes a balance between knowledge, attitudes, and skills.

However, this study has several limitations. First, the scope of the study was limited to a single school with a relatively small sample size, so the results cannot be broadly generalized. Second, this study used only a

quantitative correlational approach, thus failing to explore contextual factors that may have a greater influence on students' religious behavior, such as the role of family, social environment, and digital media. Third, the measurement of religious behavior still relies on a questionnaire instrument that may not fully capture the reality of students' religious practices. Therefore, further research is recommended to expand the sample scope, use a mixed methods approach, and add qualitative dimensions such as observation or interviews to gain a deeper understanding of the dynamics of the relationship between Islamic Education learning outcomes and students' religious behavior.

4. CONCLUSION

Based on the results of data analysis and discussion regarding the learning outcomes of Islamic Religious Education subjects and the religious behavior of eighth grade students at Jetis 1 State Junior High School, Ponorogo, it can be concluded that student learning outcomes are in the high category for 5 respondents (10%), in the sufficient category for 38 respondents (74%), and in the low category for 8 respondents (16%), so that overall student learning outcomes are classified as sufficient. Meanwhile, student religious behavior is in the high category for 4 respondents (8%), in the sufficient category for 41 respondents (80%), and in the low category for 6 respondents (12%), so that in general student religious behavior is also classified as sufficient. In addition, there is a positive correlation between Islamic Religious Education learning outcomes and student religious behavior with a correlation coefficient of 0.336, which is included in the low relationship category. Future research is recommended to involve a larger and more diverse sample from various educational levels to obtain broader and more generalizable findings regarding the relationship between religious education and students' moral behavior. In addition, subsequent studies could employ qualitative or mixed-methods approaches to explore more deeply the internal and contextual factors influencing students' religious attitudes and practices.

ACKNOWLEDGEMENTS

The authors would like to express their deepest gratitude to the State Islamic Institute of Ponorogo for the academic and moral support during the research process. Special thanks are extended to the principal, teachers, and students of State Junior High School 1 Jetis, Ponorogo, for their participation and cooperation in providing valuable data for this study. The authors also wish to acknowledge the constructive comments from reviewers and colleagues that helped improve the quality of this manuscript.

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