

The Example of an Islamic Religious Education Teacher on the Awareness of Muslim Women's Dress in Middle School Students

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ABSTRACT

Purpose of the study: The aim of the research is to analyze the example of Islamic Religious Education Teachers on the Awareness of Muslim Women's Dress in Students at Junior High School Negeri 4 Panca Rijang, Sidrap Regency

Methodology: The method used is quantitative with a case study type of research, the research location is at Junior High School Negeri 4 Panca Rijang Sidrap Regency. The instrument used is a questionnaire with descriptive data analysis.

Main Findings: Based on the results of descriptive statistical analysis of questionnaire scores related to the variable awareness of Muslim women's clothing of students from 54 respondents, it is known that students who stated that awareness of Muslim women's clothing were in the very poor category were 0 (0%), students who stated that it was bad was 0 (0%) people, students who said it was fair were 3 (6%) people, students who said it was good were 32 (59%) people, and students who said their awareness of Muslim women's clothing was in the very good category was 19 (35%) person.

Novelty/Originality of this study: The latest research is trying to examine the awareness of Muslim women's clothing at Junior High School Negeri 4 Panca Rijang, Sidrap Regency.

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1. INTRODUCTION

Islamic religious education teachers as professional educators must be able to carry out their duties as a teacher, and always strive to develop the quality of their profession by improving their competencies, in order to be able to become good role models [1]. Islamic religious education teachers need to always strive to improve their professional competence and quality so that they can provide quality learning that is relevant to current developments. Islamic religious education teachers have a big responsibility as role models in developing students' morals and personality, in this case also fostering awareness of Muslim women's clothing in students [2].

Dressing as a Muslim woman is an obligation for every woman who is mature and sensible, be it the general public, academics, teachers, employees, or students in formal, informal, or non-formal educational institutions [3], [4]. Therefore, female students who are Muslim are also required to wear clothing that can completely cover their private parts, and are prohibited from wearing short-sleeved, tight, transparent clothes, short skirts, or tight trousers, especially shorts, whether in the school environment. or outside school [5], [6]. So that students are able to properly understand the issue of Muslim women's clothing, what is needed is not only

continuous delivery of theory to students, but also good guidance and role models from Islamic Religious Education teachers [7].

The example of Islamic religious education teachers in the education and teaching process will have a strong influence on developing how to dress as Muslim women students [8], [9]. As an educator, an Islamic religious education teacher must be able to provide a good example of dressing in accordance with Islamic teachings. Therefore, a teacher's example should be developed in such a way that it can have a good influence on increasing students' awareness of Muslim women's clothing [10].

In the education and teaching process, the example of Islamic Religious Education teachers has a very important role in shaping the character and behavior of students, including in terms of dressing as a Muslim woman [11], [12]. One of the goals of Muslim women's clothing is to eliminate slander, this cannot be achieved if you wear transparent clothing that can reveal your body shape [13]. An Islamic religious education teacher who dresses Muslim in accordance with the guidance of Islamic law can be a real example for his students [14]. That way, students will be inspired to imitate and follow this example in everyday dressing.

Through learning and example, Islamic religious education teachers can help students to understand and love their identity as Muslim women [9]. It is important to remember that the example of an Islamic religious education teacher is not only limited to dress, but also in all aspects of life as a Muslim [15]. By providing good examples and guidance, PAI teachers can help form Islamic and responsible individuals for their students.

Starting from this, the author is interested in further researching how the example of Islamic religious education teachers has a positive influence on the awareness of Muslim women's clothing, with the aim of analyzing the example of Islamic Religious Education Teachers on the Awareness of Muslim Women's Clothing Students at Junior High School Negeri 4 Panca Rijang, Sidrap Regency.

2. RESEARCH METHOD

This research was conducted to obtain data on the analysis of the example of Islamic religious education teachers on the awareness of Muslim women's clothing at Junior High School Negeri 4 Panca Rijang, Sidrap Regency. The research method is quantitative. The type of research is a survey. Survey research is a type of scientific research that collects data from a number of respondents to gather information about a particular topic or issue [16]. The aim is to identify, analyze and describe patterns or relationships between the variables studied. There are two variables in this research, namely the independent variable and the dependent variable.

An independent variable or independent variable is a variable that influences or is the cause of the change or emergence of the dependent variable [17], [18]. Meanwhile, the dependent variable or dependent variable is the variable that is influenced or is the result of the existence of the independent variable [19]. The independent variable (X) in this research is the exemplary behavior of Islamic religious education teachers, and the dependent variable (Y) in this research is the students' Muslim clothing awareness.

A sample is part of the number and characteristics of a population [20]–[22]. The sample cannot be simply chosen by the researcher, because the sample will represent the characteristics of a population, therefore to obtain a representative sample a sampling technique is needed. The sample for this research was 54 people. The sample studied in this research came from classes VII and VIII, with the consideration that class IX could not be used as a sample because of the preparation process for the Computer-Based National Examination.

The data collection technique used in this research used a questionnaire. The questionnaire uses a Likert scale with a 5 point scale, namely strongly agree, agree, unsure, disagree and strongly disagree. Next, data analysis uses descriptive statistics. Descriptive statistical analysis is carried out to find out a general description of the variables in this research, namely mean, median, mode, standard deviation, frequency distribution table, histogram, and calculation of variable trends.

3. RESULTS AND DISCUSSION

The data obtained from each variable is presented in the form of data descriptions, both independent and dependent variables. The data description analysis in question includes presenting the mean, median, mode, standard deviation, tables and trend category diagrams for each variable, as well as calculating the percentage score for each variable.

3.1. Exemplary Variables of Islamic Religious Education Teachers

The exemplary variable of Islamic religious education teachers in this study was measured using a questionnaire consisting of 16 statement items. After carrying out the validity test, 5 invalid statements were obtained and 11 valid statements were obtained. The questionnaire has 5 alternative answers where the highest score is 5, and the lowest score is 1. Based on the results of descriptive statistical analysis for the exemplary variable of Islamic religious education teachers, an average value (Mean) = 47.41, mode (Mo) = 46 was

obtained. , median (Me) = 46.50, standard deviation (SD) = 3.72, maximum value = 54, and minimum value = 40.

Table 1. Frequency Distribution of Exemplary Variables for Islamic Religious Education Teachers

No.	Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency
1	39-41	4	4	7,4%
2	42-44	9	13	16,7%
3	45-47	15	28	27,8%
4	48-50	14	42	25,9%
5	51-53	10	52	18,5%
6	54-56	2	54	3,7%
Amount		54	193	100%

Based on the frequency distribution table in table 1 regarding the exemplary variable of Islamic religious education teachers, it can be seen that the number of respondents who got a score of 39 - 41 was 4 people, the number of respondents who got a score of 42 - 44 was 9 people, the number of respondents who got a score of 45 - 47 is 15 people, the number of respondents who got a score of 48 - 50 is 14 people, the number of respondents who got a score of 51 - 53 is 10 people, and the number of respondents who got a score of 54 - 56 is 2 people. Next, a variable trend category calculation was carried out to determine the frequency of respondents who stated that the exemplary behavior of Islamic religious education teachers was included in the categories of very good, good, moderate, bad and very bad.

Table 2. Distribution of Tendency Categories for the Exemplary Variable of Islamic Religious Education Teachers

No	Score	Category	F	Percentage
1	11 – 19	Very bad	0	0%
2	20 – 28	Bad	0	0%
3	29 – 37	Currently	0	0%
4	38 – 46	Good	27	50%
5	47 – 55	Very good	27	50%
Amount			54	100%

Based on the data description of the exemplary variable of Islamic religious education teachers shown in table 2, it can be seen that 27 (50%) respondents stated that the exemplary behavior of Islamic religious education teachers was in the good category, and 27 (50%) respondents stated that the exemplary behavior of Islamic religious education teachers was in the very good category. Good. There were no respondents (0%) who stated that the example of Islamic religious education teachers was very bad, bad, or moderate.

3.2. Student Muslimah Dress Awareness Variable

The variable awareness of Muslim women's clothing in this study was measured using a questionnaire consisting of 16 statement items. After testing the validity of the instrument, the results obtained were that there were no invalid or invalid items. The questionnaire has 5 alternative answers where the highest score is 5, and the lowest score is 1. Based on the results of the descriptive statistical analysis of the student's Muslim clothing awareness variable that has been carried out, it is obtained in the following table:

Table 3. Frequency Distribution of Students' Muslim Dress Awareness Variables

No.	Interval Class	Absolute Frequency	Cumulative Frequency	Relative Frequency
1	51-55	3	3	5,6%
2	56-60	4	7	7,4%
3	61-65	21	28	38,9%
4	66-70	16	44	29,6%
5	71-75	8	52	14,8%
6	76-80	2	54	3,7%
Jumlah		54	188	100%

Based on the frequency distribution table in table 3 regarding the variable awareness of Muslim women's clothing, it can be seen that the number of respondents who got a score of 51 - 55 was 3 people, the number of respondents who got a score of 56 - 60 was 4 people, the number of respondents who got a score of 61 - 65 is 21 people, the number of respondents who got a score of 66 - 70 is 16 people, the number of

respondents who got a score of 71 - 75 is 8 people, and the number of respondents who got a score of 76 - 80 is 2 people. Next, a trend category calculation was carried out to determine the frequency of respondents who stated that students' awareness of Muslim women's clothing fell into the categories of very good, good, moderate, bad and very bad. The results of calculating the trend category variable for students' Muslim clothing awareness are summarized in table 4 below

Table 4. Distribution of Trend Categories for Students' Awareness of Muslim Dress Variables

No	Score	Category	F	Percentage
1	16 – 28	Very bad	0	0%
2	29 – 42	Bad	0	0%
3	43 – 55	Currently	3	6%
4	56 – 67	Good	32	59%
5	68 – 80	Very good	19	35%
Amount			54	100%

Based on table 4 above, it can be seen that 3 (6%) respondents stated that students' awareness of Muslim women's clothing was in the medium category, 32 (59%) respondents stated that students' awareness of Muslim women's clothing was in the good category, and 19 (35%) respondents stated that awareness The students' Muslim clothing is included in the very good category. There were no respondents (0%) who stated that students' awareness of Muslim women's clothing was very bad or poor.

Based on the results of descriptive statistical analysis of questionnaire scores related to the variable awareness of Muslim women's clothing of students from 54 respondents, it is known that students who stated that awareness of Muslim women's clothing were in the very poor category were 0 (0%), students who stated that it was bad was 0 (0%) % people, students who said it was fair were 3 (6%) people, students who said it was good were 32 (59%) people, and students who said their awareness of Muslim women's clothing was in the very good category was 19 (35%) person.

4. CONCLUSION

The conclusion of this research is that it is known that 0 (0%) students stated that their awareness of Muslim women's clothing was in the very poor category, 0 (0%) students stated that it was bad. then the students who said it was fair were 3 (6%) people, the students who said it was good were 32 (59%) people, and the students who said that their awareness of Muslim women's clothing was in the very good category was 19 (35%) people. Each student's awareness of Muslim clothing is certainly different. This could occur as a result of other factors that have not been studied. Therefore, researchers suggest further research that examines the factors that influence students' awareness of Muslim clothing. As a teacher, you should provide good understanding and examples regarding student awareness.

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