

## Correlation between Islamic Religious Education and Student Behavior: Quantitative Study at Singaperbangsa University of Karawang

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### *Abstract*

The background of this study is based on the importance of character building and positive student behavior in higher education amidst the challenges of the digital era and rapid social change, as well as the role of PAI in the process. The formulation of this research problem is to examine whether there is a positive correlation between students' activeness in attending PAI courses and their behavior. This study used a quantitative approach with survey method and correlational design, involving 81 undergraduate management students of Universitas Singaperbangsa Karawang who took PAI courses. Data were collected through a questionnaire that measured their participation in PAI courses and various aspects of student behavior. The results of the analysis showed a strong and statistically significant positive relationship between active participation in PAI courses and student behavior ( $r = 0.605$ ,  $p < 0.01$ ). This finding indicates that students who are more active in PAI courses tend to exhibit more positive behaviors. This article contributes to the theoretical understanding of the effectiveness of PAI in shaping student behavior, and provides practical implications for curriculum developers and PAI lecturers to improve the quality of learning to foster positive behavior in students.

**Keywords:** Student Behavior; Islamic Religious Education; Quantitative; Correlation.

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### *Abstrak*

Rumusan masalah penelitian ini adalah untuk menguji apakah terdapat korelasi positif antara keaktifan mahasiswa

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dalam mengikuti mata kuliah PAI dan perilaku mereka. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei dan desain korelasional, melibatkan 81 mahasiswa S1 Manajemen Universitas Singaperbangsa Karawang yang mengambil mata kuliah PAI. Data dikumpulkan melalui kuesioner yang mengukur keaktifan mengikuti mata kuliah PAI dan berbagai aspek perilaku mahasiswa. Hasil analisis menunjukkan adanya hubungan positif yang kuat dan signifikan secara statistik antara keaktifan mengikuti mata kuliah PAI dan perilaku mahasiswa ( $r = 0.605$ ,  $p < 0.01$ ). Temuan ini mengindikasikan bahwa mahasiswa yang lebih aktif dalam perkuliahan PAI cenderung menunjukkan perilaku yang lebih positif. Artikel ini berkontribusi pada pemahaman teoretis mengenai efektivitas PAI dalam membentuk perilaku mahasiswa, serta memberikan implikasi praktis bagi pengembang kurikulum dan dosen PAI untuk meningkatkan kualitas pembelajaran demi menumbuhkan perilaku positif pada mahasiswa.

**Kata Kunci:** Perilaku Mahasiswa; Pendidikan Agama Islam; Kuantitatif; Korelasi.

### A. Introduction

Character education in higher education plays an important role in producing graduates who not only excel in academics, but also have integrity, ethics, and a strong sense of social responsibility (Prastowo, 2024). Universities play an important role in shaping student behavior amid the challenges of globalization, digitalization, and rapid social change. This research focuses on how Islamic Religious Education (PAI) contributes to student behavior at Universitas Singaperbangsa Karawang. Students in

today's modern era are faced with various challenges in maintaining moral values, especially in the midst of globalization, digitalization, and rapid social change. One of the biggest challenges is the influx of lifestyle influences and digital information that sometimes contradict traditional moral values, which can lead to anti-character attitudes (Aly, 2017).

Islamic Religious Education (PAI) in higher education, as a compulsory course, aims to instill fundamental Islamic values and shape students' behavior (Budianto, 2016). PAI seeks to

integrate values such as honesty, trustworthiness, and moderation in students' daily behavior, which are relevant to face the challenges of modern times (Juhana et al., 2022; Sari et al., 2023) . This study aims to examine the relationship between student activeness in attending PAI courses and student behavior (Muzaki, 2024) .

The implementation of Islamic Religious Education (PAI) in higher education often faces a gap between theory and practice, which affects the effectiveness of student behavior. For example, although PAI emphasizes the value of honesty, there are still frequent cases of students cheating during exams or committing plagiarism in assignments. This gap shows that the values taught in class have not been fully internalized and applied in students' daily actions (Mashudi, 2021) . The effectiveness of PAI in shaping student behavior can be influenced by various factors. The gap between theory and practice, as well as less interactive teaching methods, can be an obstacle. For example, students who are less active in participating in PAI activities may show behavior that does not reflect Islamic values. This study will use a

quantitative approach to empirically test whether there is a positive correlation between actively participating in PAI courses and student behavior.

Astuti highlighted that obstacles in the implementation of Islamic values, especially those related to planning and teaching strategies, become a barrier to the effectiveness of PAI in shaping student behavior as a whole (Astuti, 2025) . This study will attempt to identify the aspects of PAI that most contribute to student behavior.

This study used a quantitative approach with a survey method to examine the correlation between Islamic Religious Education (PAI) and student behavior at Singaperbangsa University in Karawang. The problem formulations in this study are: Is there a positive correlation between the activeness of attending Islamic Religious Education courses and student behavior at Universitas Singaperbangsa Karawang? The purpose of this study was to examine the correlation between the activeness of attending PAI courses and student behavior. The results of this study are expected to contribute to the development of a more effective PAI curriculum in shaping student behavior,

as well as providing recommendations for universities in improving the quality of PAI learning.

## **B. Research Methodology**

### **1. Research Approach**

This study used a quantitative approach with a correlational design to examine the relationship between Islamic Religious Education (PAI) and student behavior at Universitas Singaperbangsa Karawang. The quantitative method was chosen because it allows researchers to make measurements and statistical analysis of research variables objectively (Creswell, 2014). Meanwhile, the correlational design is used to determine and measure the extent to which two or more variables are interrelated (Fraenkel et al., 2012). This approach is well suited to answering research questions that focus on the relationship of naturally occurring variables, without intervention on those variables. The advantage of a correlational design lies in its ability to precisely describe the direction and strength of the relationship between variables, as well as provide a basis for prediction. However, it should be noted that correlational designs cannot prove

causality; they can only show an association between variables.

In this study, there are two main variables that will be measured. The independent variable is the active participation in PAI courses, which will be measured through frequency of attendance, participation in discussions, and completion of assignments. The dependent variable is student behavior, which will be measured using an instrument in the form of a questionnaire that refers to behavioral indicators such as honesty, responsibility, discipline, and tolerance (Lickona, 2013). The correlational design allows researchers to analyze whether there is a positive, negative, or no relationship at all between the activeness of attending PAI courses and student behavior. The results of the correlation analysis will provide valuable information about the contribution of PAI to student behavior at Universitas Singaperbangsa Karawang. The findings are expected to provide a basis for developing a PAI curriculum that is more effective and relevant to the needs of students.

## 2. Research Instrument

The main instrument used in this study was a questionnaire specifically designed to measure two main variables, namely student activeness in attending PAI courses and student behavior. To measure activeness, a student activeness scale developed by Yaniaja et al was used which measured several aspects such as attendance, participation in discussions, and assignment work (Yaniaja et al., 2021) . Meanwhile, to measure student behavior, a behavior scale developed by Fardah et al. was used, which measures indicators such as honesty, responsibility, and tolerance (Fardah et al., 2023) . This questionnaire is divided into two parts: the first part contains questions regarding the demographic data of the respondents, while the second part contains statements related to the activeness of attending PAI courses and indicators of student behavior. To ensure the validity of the instrument, content validity was tested through *expert judgment* as well as a limited trial on 30 students who were not included in the research sample. Meanwhile, the reliability of the instrument was tested using Cronbach's Alpha, with the results showing a good

level of reliability ( $\alpha > 0.70$ ) for both variables.

## 3. Population and Sample

The population in this study were all undergraduate management students of the Faculty of Economics and Business, Universitas Singaperbangsa Karawang who were enrolled in the MKWU Religious Education course taught by researchers in the second semester of the 2024/2025 academic year. The total population in this study was 81 students. Because the population is relatively small, this study uses a census approach, which involves all members of the population as respondents. Thus, the sample size in this study was 81 students, who were all members of the population. The census approach was chosen to ensure that all characteristics of the population can be represented in this study, thus increasing the validity and generalizability of the research results.

## 4. Data Analysis Technique

To analyze the survey data, this study used a quantitative approach. The initial stage of analysis includes the use of descriptive analysis to describe the characteristics of the respondents as well as the distribution of the data obtained.

Furthermore, to test the hypothesis regarding the relationship between the activeness of attending PAI courses (as the independent variable) and student behavior (as the dependent variable), Pearson correlation analysis will be used. Through this analysis, researchers will identify the direction and strength of the relationship between the two variables. The entire data analysis process will be conducted by utilizing the IBM SPSS Statistics version 27 statistical software.

### C. Research Results

This study aims to examine the correlation between Islamic Religious Education (PAI) and student behavior at Singaperbangsa University in Karawang. Quantitative data analysis was conducted using IBM SPSS Statistics version 27 statistical software.

This study involved 81 respondents of S1 Management students at Universitas Singaperbangsa Karawang. Based on demographic data, the gender distribution of respondents showed that the majority were female as many as 45 people (55.6%), while the rest were male as many as 36 people (44.4%). The age range of respondents

was between 18 and 21 years old, with an average age (Mean) of 18.85 years old and a standard deviation (SD) of 0.87 years old.

The results of descriptive analysis for the activeness variable in PAI courses showed an average (Mean) of 4.20 with a standard deviation (SD) of 0.75. This high mean value indicates that in general, students show a high level of activeness in participating in PAI lectures, including attendance, attention, asking questions, and doing assignments. This is in line with the findings of previous studies which show that students' active involvement in learning contributes positively to material understanding and attitude formation (Muslikhah et al., 2023). Meanwhile, descriptive analysis for student behavior variables resulted in an average (Mean) of 4.05 with a standard deviation (SD) of 0.68. This high mean value reflects a positive trend in observed student behavior, such as honesty, responsibility, and tolerance. However, it is worth noting the standard deviation which indicates the variation in respondents' responses, which will be further analyzed through correlation. The complete data is presented in Table 1.

Table 1. Results of Descriptive Analysis of Respondent Characteristics and Research Variables

Variable Description	N	Min	Max	Mean	Std. Deviation
Age (Years)	81	18	21	18,85	0,87
Activeness in Attending PAI Courses	81	2,00	5,00	4,20	0,75
Student Behavior	81	1,00	5,00	4,05	0,68

Notes: The measurement scale used is a 5-point scale, where 1 = Strongly Disagree/Very Rarely, and 5 = Strongly Agree/Very Often.

To test the research hypothesis regarding the relationship between the activeness of attending PAI courses and student behavior, Pearson correlation analysis was conducted. This analysis aims to measure the strength and direction of the linear relationship between the two variables. The results of the Pearson correlation analysis are presented in Table 2.

Table 2. Pearson Correlation Analysis Results between Activeness in Attending PAI Courses and Student Behavior

Variables	r	p	N
Activeness in Attending PAI Courses ↔ Student Behavior	0,605**	0,000	81

Description:

r = Pearson correlation coefficient

p = Significance (p-value)

N = Number of respondents

\*\* = Significant at 1% level ( $p < 0.01$ )

The results of Pearson correlation analysis showed a significant positive relationship between the activeness of attending PAI courses and student behavior ( $r = 0.605$ ,  $p < 0.01$ ). The correlation coefficient of 0.605 indicates that there is a strong and positive relationship between the two variables. This means that the higher the level of activeness of students in attending PAI courses (through attendance, participation, assignments, and other involvement), the more likely they are to show positive behaviors such as honesty, responsibility, and tolerance. The significance level ( $p = 0.000$ ) which is smaller than 0.01 confirms that this relationship is statistically very strong and does not occur by chance. This finding is in line with Bandura's social learning theory, which underlines the concept that human behavior is influenced by the interaction between cognitive, behavioral, and social environmental factors. Bandura states that individuals learn not only through direct experience but also through

observation and imitation of others, known as the vicarious learning process which emphasizes the importance of observation and imitation in the formation of behavior, where activeness in PAI learning can facilitate the internalization of values which are then reflected in student behavior (Ahmad et al., 2015; Boiliu, 2022; Fuente et al., 2023).

### Discussion

This study examines the correlation between active participation in Islamic Religious Education (PAI) courses and student behavior at Singaperbangsa University in Karawang. The main findings showed a strong and statistically significant positive relationship between the two variables ( $r = 0.605$ ,  $p < 0.01$ ). This result confirms the research objective to examine the correlation between PAI and student behavior, providing empirical evidence that students who are more active in PAI lectures tend to exhibit more positive behavior. This finding is in line with the theoretical basis which states that education, including religious education, plays a role in shaping individual attitudes and behaviors through the

internalization of values. Activeness in PAI, which includes attendance, participation, and completion of assignments, can be an indicator of students' involvement in the learning process and internalization of the Islamic values taught, which in turn is reflected in their daily behavior.

The interpretation of this finding can be linked to social learning theory which emphasizes that human behavior is the result of a mutual interaction between personal, behavioral, and environmental factors. Students' activeness in PAI lectures can be considered as environmental and behavioral factors that facilitate observation, imitation, and reinforcement of the moral values taught. When students are actively engaged in PAI, they are more often exposed to positive behavioral models from lecturers and peers, and receive positive reinforcement when exhibiting behaviors that are in line with Islamic values. One of the key components in this theory is the conception of *self-efficacy*, which is an individual's belief in his or her ability to perform a particular task. Bandura argues that individuals who have high levels of self-

efficacy tend to be more committed to goals and more likely to succeed in their endeavors. This can increase the effectiveness of learning these values and encourage their application in everyday life (Bandura et al., 2001; Zelenak, 2020).

In the context of education, the application of this theory can be seen through various teaching methods that encourage students to be actively involved in the learning process, both through observation and direct participation in activities (Lesilolo, 2019; Rosada & Amrulloh, 2018.) This finding is also supported by previous research which shows that active involvement in religious activities is positively correlated with student character development. Social learning theory also has strong relevance in the field of education, where teachers are expected to model positive and contributive behaviors for student character development. Through student engagement-oriented learning models and the application of principles from Bandura's theory, the teaching and learning process can be more effective, as well as interesting for students

(Boiliu, 2022; Khozin et al., 2024; Lesilolo, 2019).

The emphasis on observational learning also gives students the freedom to explore and understand new knowledge in a more relevant and enjoyable context. Observational learning is one of the effective methods in improving the educational process, especially at the school level. It is based on social learning theory which explains that individuals can learn by observing others' behavior and its consequences. Bandura states that almost all experiential learning can be acquired vicariously through observing the behavior of others (Asakura et al., 2020; Bong et al., 2017). These observational activities can function not only in formal learning contexts, but also in simulation contexts often used in professional education, such as teacher education and medical training (Bullard et al., 2018; Hakim & Setiawan, 2024; O'Regan et al., 2020).

Comparison with previous studies shows the consistency of the findings of this research. Most of the previous studies also indicated a positive influence of religious education on the character building or moral behavior of

students. The positive influence of religious education on character building and moral behavior of university students has been the focus of research in a number of recent studies. Based on the analysis, it appears that religious education has a significant role in shaping character values that are important for individual development, especially in the context of university students. First, the importance of religious education is seen through research that shows that good education management, including in religious education, can have a positive impact on the formation of self-character (Syafi'i et al., 2023) . This is in line with research that confirms that religious education not only functions to provide knowledge, but also to instill moral values that are integrated with daily behavior (Fuadhah, 2024) . The emphasis on moral values in religious education can help students to internalize the social and ethical norms needed in their social interactions (Rahmawati, 2023) . Furthermore, learning methods used in religious education, such as Project-Based Learning, have also proven effective in fostering character values, including

tolerance and empathy (Hamu, 2023; Sabarudin et al., 2023) .

Active involvement in organizations and activities in higher education also appears to have a strong influence on student character building. Research shows that student participation in organizational activities can strengthen soft skills such as leadership and teamwork, which are part of the character required in a professional society (Khodijah et al., 2024) . In addition, Islamic religious education also plays a role in preventing radicalization among students by emphasizing healthy moral and spiritual values (Harianto, 2021) .

Finally, conclusions from several studies suggest that religious education can serve as a foundation for positive and ethical character building among university students, which includes good habits of thought and action and contribution to society (Judijanto et al., 2024; Susanti, 2013) . Several strategies can be implemented to ensure religious education remains relevant and effective in achieving this goal, such as strengthening the capacity of educators and collaboration between schools and religious communities (Triyono &

Mediawati, 2023) . Thus, there is strong evidence that religious education contributes significantly to the formation of students' character and moral behavior, emphasizing the need for an integrated and collaborative approach in the implementation of such education.

This study has several limitations. First, the correlational design cannot prove a cause-and-effect relationship; although a positive correlation was found, it cannot be ascertained that activeness in PAI directly causes an increase in student behavior, as there may be other factors at play (e.g., family background, friendship environment). Second, the measurement of activeness and student behavior is based on respondents' self-report through a questionnaire, which is potentially influenced by *social desirability bias* or respondents' memory. Third, this study focused on one university, so generalization of the results to a wider population needs to be done with caution. These limitations are in line with the findings of other studies that also acknowledge the complexity of measuring behavior and the factors that influence it.

Nonetheless, this finding has important implications. For educational practitioners, especially PAI lecturers at Universitas Singaperbangsa Karawang, these results emphasize the importance of interactive and participatory teaching methods to increase student engagement, which has the potential to positively impact their behavior. Recommendations for further research are to explore mediating or moderating factors that might influence the relationship between PAI and students' behavior, as well as to conduct a longitudinal study to see the development of students' behavior over time. In addition, mixed methods research that combines quantitative and qualitative data may provide a deeper understanding of the mechanisms behind this relationship. The university could also consider strengthening the PAI program that focuses on internalizing Islamic values that can be applied in students' daily behavior.

#### **D. Conclusion**

This study successfully examined the correlation between active participation in Islamic Religious Education (PAI) courses and student behavior at Singaperbangsa University

in Karawang. The main findings showed a strong and statistically significant positive relationship between the two variables, with a correlation coefficient of 0.605 ( $p < 0.01$ ). This confirms that students who show higher levels of activeness in PAI lectures tend to have more positive behaviors. Synthetically, this finding answers the research problem by confirming the existence of a substantial association between students' active involvement in PAI and their positive behavioral manifestations.

This article makes a significant scientific contribution to the understanding of the role of PAI in shaping student behavior. Theoretically, the findings strengthen the framework of social learning theory that emphasizes the importance of interaction and active participation in the internalization of values, and demonstrate the relevance of PAI as a behavior-shaping agent in the university environment. Practically, the results of this study provide quantitative evidence supporting the importance of participatory and interactive PAI teaching strategies to increase student engagement, which in turn can contribute to the formation of their positive behaviors. The findings also

confirm the role of PAI as one of the important pillars in the development of student character in universities.

Based on these findings, the practical implication that can be drawn is the need to optimize PAI learning methods at Universitas Singaperbangsa Karawang to be more interesting and encourage maximum student activeness. PAI lecturers are advised to integrate more dynamic learning methods, such as group discussions, case studies, and projects based on Islamic values, to strengthen the internalization and actualization of positive behavior. In addition, further research can be directed to explore more deeply the mediating or moderating factors that might influence this relationship, such as the role of social support from the campus environment or family, as well as conducting qualitative studies to explore students' perspectives in depth regarding how PAI specifically shapes their behavior.

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