# Correlation Between Leadership Competencies of Islamic Religious Education Teachers and Students' Religiosity at SMK Muhammadiyah Prambanan Yogyakarta

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## Abstract

*Islamic Religious Education teachers as professional educators must be able to develop student religiosity in schools. This study aims to determine the correlation between PAI teacher leadership competence and student religiosity at SMK Muhammadiyah Prambanan Yogyakarta. This research is a quantitative research. The research subjects were 125 students of SMK Muhammadiyah Prambanan Yogyakarta, which were selected using proportional random sampling technique. Data was collected using psychological scale methods, interviews, and documentation. The data collection instrument test used the Validity and Reliability test, the analysis prerequisite test used the Linearity test and the Normality test. Data analysis used descriptive statistical analysis and product Moment correlation with SPSS program. The results showed: 1) the religiosity of SMK Muhammadiyah Prambanan Yogyakarta students was in the medium category. 2) The leadership competence of PAI teachers at SMK Muhammadiyah Prambanan Yogyakarta is in the medium category. 3) There is a very significant positive relationship between the leadership competence of PAI teachers and the religious behavior of students at SMK Muhammadiyah Prambanan Yogyakarta, with rxy = 0.598 and p of 0.000.*

*Keywords : Teacher Leadership Competence, Student Religiosity*

## Abstrak

Guru Pendidikan Agama Islam sebagai pendidik profesional harus bisa mengembangkan religiusitas siswa di sekolah. Penelitian ini bertujuan untuk mengetahui korelasi antara kompetensi leadership guru PAI dengan religiusitas siswa di SMK Muhammadiyah Prambanan Yogyakarta. Penelitian ini merupakan penelitian kuantitatif. Subjek penelitiannya sebanyak 125 Siswa SMK Muhammadiyah Prambanan Yogyakarta, yang dipilih dengan menggunakan teknik *proporsional random sampling*. Pengumpulan data dilakukan dengan metode skala psikologi, wawancara, dan dokumentasi. Uji instrumen pengumpulan data menggunakan uji Validitas dan Reliabilitas, Uji prasarat anaisis menggunakan uji Linearitas dan uji Normalitas. Analisis data menggunakan analisis statistik deskriptif dan korelasi *product Moment* dengan program SPSS. Hasil penelitian menunjukkan: 1) religiusitas siswa SMK Muhammadiyah Prambanan Yogyakarta berada pada kategori sedang. 2) Kompetensi leadership guru PAI SMK Muhammadiyah Prambanan Yogyakarta berada pada kategori sedang. 3) Terdapat hubungan positif yang sangat signifikan antara kompetensi leadership guru PAI dengan perilaku keagamaan siswa SMK Muhammadiyah Prambanan Yogyakarta, dengan angka $r_{xy} = 0.598$ dan p sebesar 0,000.

**Kata Kunci:** Kompetensi Leadership Guru, Religiusitas Siswa

## A. Introduction

According to the Decree of the Minister of Religion (2011), Islamic Religious Education as moral education aims to realize the character of students who understand, believe, and live Islamic values, and have a commitment to behave and act consistently with these values, in life as individuals. , family members, community members, citizens, and citizens of the world. For this reason, it is very important for students to get Islamic religious education so that they can behave according to the teachings of Islam. But in reality, there are still many students who have not been able to behave according to the teachings of Islam.

This statement is reinforced by the results of an interview with one of the PAI teachers at the Prambanan Muhammadiyah Vocational School (Muhtar Zuhdi, 2020), who said that most of the student inputs of the Prambanan Muhammadiyah Vocational School could not read the Koran, lack religious knowledge, lack of respect for teachers and prayers that still need to be done. *torn apart.* This illustrates that the input of students at SMK Muhammadiyah Prambanan has low religious behavior.

The results of research by Lusi Fatmawati (2014) explain that the implementation of leadership competence in religious activities in schools can affect the religiosity of students at SMAN 1 Pleret. This influence can be seen from the enthusiasm of students in carrying out congregational prayers to be greater. The ability of students to read the Koran is increasing and students are also able to memorize short letters in juz 'amma. Thus, the application of leadership competencies by religious teachers is very important to influence student religiosity.

Therefore, research on correlation is needed between the leadership competence of PAI teachers and the religiosity of students at SMK Muhammadiyah Prambanan Yogyakarta. Formulation of the problem in this study are: (1) How high is the religiosity of the students of SMK Muhammadiyah Prambanan Yogyakarta. (2) How high is the leadership competence of PAI teachers at SMK Muhammadiyah Prambanan Yogyakarta and (3) Is there a positive correlation between the leadership competencies of PAI teachers and the religiosity of students at SMK Muhammadiyah Prambanan Yogyakarta.

This research is a quantitative research with the research population of SMK Muhammadiyah Prambanan students and with a research sample of 125 students. The sampling technique was done randomly ( *simple random sampling* ). Data collection was carried out using the psychologic scale method, interviews, and documentation.

After collecting data using the psychological scale, then the data that has been obtained is processed with SPSS. Before processing the data, the teacher's leadership competency instrument and student religiosity instruments were first tested. After the instrument has been tested for quality, then the prerequisite test for data analysis is carried out from the data that has been obtained. Furthermore, it describes the data on the leadership competence of PAI teachers and the religiosity of the students of SMK Muhammadiyah Prambanan Yogyakarta. Then proceed with the analysis of the correlation between the leadership competence of PAI teachers and the religiosity of the students of SMK Muhammadiyah Prambanan Yogyakarta.

Test the data collection tool, in the form of testing the validity and reliability of the instrument. The test to test the validity of the instrument is done by comparing the value of $r_{count}$ from correlation results *product moments* with value $r_{table}$ at the 5% significance level of 0.174. The instrument can be said to be valid if $r_{count}$ bigger than $r_{table}$.

## B. Discussion

### 1. Student Religiosity

Djamaludin Ancok (2011:71) states that a person's religiosity is the result of a desire to avoid dangerous situations that will befall him and provide a sense of security for himself. According to Ramayulis (2002: 100) religiosity is all human activities in life that are based on religious values which he believes are the embodiment of religious feelings and souls based on one's own religious awareness and experience.

Based on this understanding, what is meant by student religiosity is: all student activities in life that are based on religious values which he believes are the embodiment of his own religious awareness and experience to avoid dangerous situations that will befall him and provide a sense of security for himself.

The dimensions of religiosity according to Djamaludin Ancok and Fuat Nashori (2011: 80) include: (1) The dimension of Islamic belief or aqidah, this dimension refers to the level of Muslim belief in the truth of their religious teachings, especially in fundamental and dogmatic teachings. (2) The dimension of worship or religious practice or shari'ah, this dimension refers to the level of Muslim compliance in carrying out ritual activities as instructed and recommended by their religion. (3) The dimension of experience or morals, this dimension refers to the degree to which Muslims behave motivated by the teachings of their religion, namely how individuals relate to their world, especially with other humans. (4) The dimension of knowledge or knowledge, this dimension refers to the level of knowledge and understanding of Muslims towards the teachings of their religion, especially regarding the main teachings of their religion, as contained in their holy book. (5) The dimension of practice or appreciation, the dimension of appreciation refers to how far the level of Muslims in feeling and experiencing religious feelings.

According to Hadari Nawawi (1993:216) how to shape behavior in education can be done by: 1) conditioning or habits through repeated exercises. 2) models or examples, because students do not just capture/get the meaning of something from speech, but also the whole person which is reflected in the attitudes and behavior of the educators. 3) understanding, so that students will understand the benefits and goals of the behavior they are doing. 4) discipline, so that habituation is carried out effectively.

Bambang Syamsul Arifin (2008: 78) reveals several factors that influence the formation of religiosity, including: 1) internal factors, including: heredity factors, age level,

personality, and mental conditions. 2) external factors, including: family environment, institutional environment, and community environment.

The operational definition of student religiosity is all student activities in everyday life that are based on religious values that they believe in as a result of the desire to avoid dangerous situations that will befall them and to provide a sense of security for themselves, by using indicators of religious dimensions that proposed by Djamaludin Ancok and Fuad Nashori. The way to measure religiosity is by distributing a psychological scale in the form of a statement about religiosity which is then filled in by students of SMK Muhammadiyah Prambanan Yogyakarta.

## 2. PAI Teacher Leadership Competence

Leadership competence is the ability of teachers to influence students which includes a series of certain actions or behaviors towards the students they influence (KMA, 2010) and the ability to organize all the potential of existing schools in realizing an Islamic culture *(Islamic religious culture)* in education units (KMA: 2011).

Some indicators of leadership competence that must be mastered by PAI teachers include: 1) Fully responsible for PAI learning in education units. 2) Organizing the educational unit environment for the realization of an Islamic culture. 3) Take the initiative in developing the potential of the education unit. 4) Collaborate with all elements in the education unit environment. 5) Actively participate in decision-making within the education unit. 6) Serving religious and social consultations (KMA, 2011).

The operational definition of PAI teacher leadership competence is the ability that must be possessed, internalized, and mastered by PAI teachers as professional educators to influence students in practicing Islamic teachings and to organize all existing school potentials in realizing Islamic culture *(Islamic religious culture).* By using indicators of teacher leadership competence based on KMA No. 211 of 2011. The way to measure the leadership competence of PAI teachers is by distributing a psychological scale in the form of a statement about the leadership competence of PAI teachers, which is then filled in by students of SMK Muhammadiyah Prambanan Yogyakarta.

### 3. Correlation Between PAI Teacher Leadership Competence With Student Religiosity

Based on the results of the instrument validity test, of the 32 statement items regarding the leadership competence of PAI teachers, all items were declared valid. And from 36 statement items about the religiosity of SMK Muhammadiyah Prambanan Yogyakarta students obtained the results of all items declared valid.

Reliability test for psychological scale about PAI teacher leadership competence and religiosity students can be seen through the following spss output:

Table 1. Leadership Competency Instrument Reliability Test Results PAI teacher:

| Cronbach's Alpha | N of Items |
|---|---|
| 0.873 | 32 |

Table 2. Results of Reliability Test of Religious Instruments for Students of SMK Muhammadiyah Prambanan Yogyakarta

| Cronbach's Alpha | N of Items |
|---|---|
| 0.865 | 36 |

According to Eko Putro Widoyoko (2012: 165), the instrument is said to be reliable if it has a coefficient value *alpha* at least 0.7. So from the test results of the two instruments it can be said that both instruments are reliable because the value of *Cronbach's Alpha* greater than 0.7

The second test is the analysis prerequisite test, namely normality and linearity tests. Normality test using the sample test formula *Kolmogorov-Smirnov*, with the help of SPSS. If the probability obtained is greater than 0.05, it indicates that the data is normally distributed.

Table 3. Normality Test Results with *Kolmogorov-Smirnov*

| Normality test | PAI Teacher Leadership Competence | The Religiosity of Vocational High School Students M. Prambanan Yk. |
|---|---|---|
| Komogrof-Smirnov Z | 0.826 | 1.171 |
| asymp. Sig (2-tailed) | 0.503 | 0.128 |

Based on the results of the data normality test using the *. program SPSS* It can be seen that the significant value for teacher leadership competence can be seen PAI is 0.503, because the significance is > 0.05, the PAI teacher's competency data is normally distributed. As for the religiosity of students of SMK Muhammadiyah Prambanan Yogyakarta, the value is 0.128, because the significance is > 0.05, the religiosity data of SMK Muhammadiyah Prambanan Yogyakarta students is normally distributed. The linearity test of the total score of teacher leadership competence data and the data on the total score of student religiosity were tested for linearity with the help of SPSS software and produced the following outputs:

Table 4. Results of the Linearity Test of Islamic Education Teacher Ledership Competence with Student Religiosity at SMK Muhammadiyah Prambanan Yogyakarta

| | | | Sum of square | df | Mean square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Student Religiosity * PAI Teacher Leadershp Competence | Between Groups | (Combined) | 11630.19 | 46 | 252.83 | 2,689 | 0 |
| | | linearity | 6777.527 | 1 | 6777.527 | 72.07 | 0 |
| | | Deviation from Linearity | 4,852,664 | 45 | 107.837 | 1.147 | 0.294 |
| | Within Groups | | 7,335,217 | 78 | 94.041 | | |
| | Total | | 18965.41 | 124 | | | |

From the output above, it can be seen that the significance value for linearity is 0.294 (> 0.05), so it can be concluded that there is a linear relationship between the variables of PAI teacher leadership competence and the religiosity of students at SMK Muhammadiyah Prambanan Yogyakarta. After the normality test and data linearity test were carried out, the next step was to describe the religiosity of the students of SMK Muhammadiyah Prambanan Yogyakarta, the leadership competence of PAI teachers and the correlation between the leadership competencies of PAI teachers and the religiosity of students of SMK Muhammadiyah Prambanan Yogyakarta.

*First* , to determine the level of religiosity of SMK Muhammadiyah Prambanan Yogyakarta students, it is used grouped into three categories, with the following criteria:

High group   #NAME?
Medium group = (Mean - SD) x (Mean + SD)

Low group = x < (Mean - SD)

The first step is to find the maximum score, minimum score, Mean, and Standard Deviation.

After searching through SPSS it produces the following output:

Table 5. Descriptive Statistics of Student Religiosity

|  | N | Minimum | Maximum | mean | Std. Deviation |
|---|---|---|---|---|---|
| Student Religiosity | 125 | 80 | 141 | 113.14 | 12.36717 |
| Valid N (listwise) | 125 | | | | |

Furthermore, the categorization of religiosity of students at SMK Muhammadiyah Prambanan Yogyakarta is calculated as follows:

1) Specifies the data range (R)

   R = x max – x min + 1 = 141 – 80 + 1 = 62

2) Counting the number of intervals

   K = 1 + 3.3 log N

   = 1 + 3.3 log 125 = 7.919

3) Calculating interval length

   I = R : K = 62 : 7.919 = 7.82 (rounded to 8)

Information:

   I = length of interval

   R = data range

   K = number of intervals

Automatically the preparation of the interval class starts from the smallest data, which is 80.

Table 6. Frequency Distribution of Student Religiosity Variables

| Number | Interval Class | Frequency | F Relative (%) | F Cumulative |
|---|---|---|---|---|
| 1 | 80 – 87 | 5 | 4% | 4% |
| 2 | 88 – 95 | 8 | 6.40% | 10.40% |
| 3 | 96 – 103 | 13 | 10.40% | 20.80% |

| 4 | 104 – 111 | 21 | 16.80% | 37.60% |
|---|-----------|----|--------|--------|
| 5 | 112 – 119 | 38 | 30.40% | 68% |
| 6 | 120 – 127 | 32 | 25.60% | 93.60% |
| 7 | 128 – 135 | 4 | 3.20% | 96.80% |
| 8 | 136 – 143 | 4 | 3.20% | 100% |

Based on the table above, it is known that the highest frequency in the 112-119 interval is 30.4% or as many as 38 students. Furthermore, from the frequency distribution table, the data are grouped according to the following criteria:

High group = (Mean + SD) < x

Medium group = (Mean - SD) x (Mean + SD)

Low group = x < (Mean - SD)

For the student's religiosity variable (Y), the following is the calculation result:

1)  113.14 + 12.36 < x = 125.5 < x

2)  (113.14 - 12.36) x (113.14 + 12.36) = 100.78 x 125.5

3)  x < (113.14 - 12.36) = x < 100.78

The criteria that have been compiled can then be seen in the table the following:

Table 7. Interpretation of Student Religiosity

| Score | Frequency | Percentage (%) | Category |
|-------|-----------|----------------|----------|
| 125.5 < x | 40 | 32% | Tall |
| 100.78 x 125.5 | 59 | 47.20% | Currently |
| x < 100.78 | 26 | 20.80% | Low |

Based on the categories and percentages of students' religiosity variables above, it can be seen that the religiosity of SMK Muhammadiyah Prambanan Yogyakarta students is included in the medium category with a percentage of 47.2%.

*Second* To determine the level of leadership competence of PAI teachers at SMK Muhammadiyah Prambanan Yogyakarta, grouping into three categories is used, with the following criteria:

High group = (Mean + SD) < x
Medium group = (Mean - SD) x (Mean + SD)
Low group = x < (Mean - SD)

The first step is to find the maximum score, minimum score, Mean and Standard Deviation. After searching through SPSS it produces the following output:

Table 8. Descriptive Statistics of PAI Teacher Leadership Competencies

|  | N | Minimum | Maximum | mean | Std. Deviation |
|---|---|---|---|---|---|
| PAI teacher leadership competencies | 125 | 71 | 124 | 96.016 | 12.56594 |
| Valid N (listwise) | 125 | | | | |

Furthermore, for the category of PAI teacher leadership competence, the calculation is carried out as follows:

1) Specifies the data range (R)

R = x max – x min + 1 = 124 – 71 + 1 = 54

2) Counting the number of intervals

K = 1 + 3.3 log N

= 1 + 3.3 log 125 = 7.919

3) Calculating interval length

I = R : K = 54 : 7,919 = 6,81 (rounded to 7)

Information:

I = length of interval

R = data range

K = number of intervals

Automatically the preparation of the interval class starts from the smallest data, which is 71.

Table 9. Variable Frequency Distribution of PAI Teacher Leadership Competence at SMK
Muhammadiyah Prambanan Yogyakarta

| Number | Interval Class | Frequency | F Relative (%) | F Cumulative |
|--------|----------------|-----------|----------------|--------------|
| 1 | 71 – 77 | 7 | 5.60% | 5.60% |
| 2 | 78 – 84 | 23 | 18.40% | 24% |
| 3 | 85 – 91 | 18 | 14.40% | 38.40% |
| 4 | 92 – 98 | 23 | 18.40% | 56.80% |
| 5 | 99 – 105 | 24 | 19.20% | 76% |
| 6 | 106 – 112 | 16 | 12.80% | 88.80% |
| 7 | 113 – 119 | 10 | 8% | 96.80% |
| 8 | 120 – 126 | 4 | 3.20% | 100% |

Based on the table above, it is known that the highest frequency in the interval 99 - 105 is 19.2% or as many as 24 students. Furthermore, from the frequency distribution table, the data are grouped according to the following criteria:

High group = (Mean + SD) < x

Medium group = (Mean - SD) x (Mean + SD)

Low group = x < (Mean - SD)

For the PAI Teacher Leadership Competency variable (X), the following is the calculation result:

1) 96,016 + 12,565 < x = 108,581 < x

2) (96,016 - 12,565) x (96,016 + 12,565) = 83,451 x 108,581

3) x < (96,016 - 12,565) = x < 83,451

Table 10. Interpretation of PAI Teacher Leadership Competencies

| Score | Frequency | Percentage (%) | Category |
|-------|-----------|----------------|----------|
| 108,581 < x | 30 | 24% | Tall |
| 83,451 x 108,581 | 88 | 70.40% | Currently |
| x < 83,451 | 7 | 5.60% | Low |

Based on the categories and percentages of PAI teacher leadership competence variables above, it can be seen that the leadership competencies of SMK Muhammadiyah Prambanan Yogyakarta teachers are included in the "medium" category with a percentage of 70.4%.

*Third,* To find out whether there is a positive and significant correlation between the leadership competence of PAI teachers and the religiosity of students at SMK Muhammadiyah Prambanan Yogyakarta, correlation analysis was used *product moments* through the SPSS program. Provided, if $r_{count} > r_{table}$ then the hypothesis is accepted.

Table 11. Correlation between PAI Teacher Leadership Competencies and Student Religiosity at SMK Muhammadiyah Prambanan Yogyakarta

| | | Competence Leadership PAI teacher | Religiosity of Vocational High School Students. M. Prambanan |
|---|---|---|---|
| Leadership Competence PAI teacher | Pearson Correlation | 1 | .598[**] |
| | Sig. (1-tailed) | | 0 |
| | N | 125 | 125 |
| Religiosity Student | Pearson Correlation | .598[**] | 1 |
| | Sig. (1-tailed) | 0 | |
| | N | 125 | 125 |

[**]. Correlation is significant at the 0.01 level (1-tailed).

Based on the table of correlation results, it is known that the correlation coefficient */ pearson correlation* between the variables of PAI teacher leadership competence, and the religiosity of students of SMK Muhammadiyah Prambanan Yogyakarta of 0.598. Correlation coefficient*/ pearson correlation* 0.598 = ($r_{count}$) is greater than ($r_{table}$) = 0.230 at 1% error

level. thus the hypothesis is accepted. For the significance level of the two variables is less than *levels of significant* (0.000 < 0.01) means that there is a positive and very significant correlation between the leadership competence of PAI teachers and the religious behavior of the students of SMK Muhammadiyah Prambanan Yogyakarta. So it can be concluded that there is a positive and very significant correlation between the leadership competence of PAI teachers and the religious behavior of the students of SMK Muhammadiyah Prambanan Yogyakarta.

The analyze the contribution of the PAI teacher leadership competence variable (X) to the student's religiosity variable (Y), the Coefficient of Determination (KD) formula is used. After calculating using the KD formula generated from $r_{xy}$ equal to 0.598 then obtained $R^2$ ($0.598^2$) = 0.357604 rounded to 0.36 with a percentage of 36%. This proves that the leadership competence of PAI teachers contributes to student religiosity by 36%. Thus there are 64% of other factors that affect student religiosity outside the variable of PAI teacher leadership competence.

As research conducted by Lusi Fatmawati (2014), with the title *"Implementation of Islamic Religious Education Teacher Leadership Competencies in Religious Activities and Its Implications for Students' Religious Behavior at SMA Negeri 1 Pleret Bantul."* The results of this study indicate that the implementation of leadership competence in religious activities in schools can affect the religious behavior of students at SMAN 1 Pleret. This influence can be seen from the enthusiasm of students in carrying out congregational prayers to be greater. The ability of students to read the Koran is increasing and students are also able to memorize short letters in juz 'amma. This research in line with research conducted by researchers at SMK Muhammadiyah Prambanan.

In addition, in the research of Eni Wulandari (2013), with the title *"Efforts of Akhlak Teachers in Guiding Students' Religious Behavior at Muhammadiyah Pleret High School Bantul"*. The results of this study indicate that the efforts made by Akidah Akhak teachers in guiding the religious behavior of students at SMA Muhammadiyah Pleret Bantul include the application of a number of rules that must be obeyed by students, providing guidance and direction, performing Dhuhur prayers in congregation, Friday prayers, Lail prayers, and The joint prayer every Friday night for class XII, the recommendation for the dhuha prayer, and the guidance for praying at the time of the Islamic boarding school were quite successful, although there were still some students who were not disciplined. The factors that support these efforts are students who are homogeneous, are in a religious environment, there is full support from

the school, and there is cooperation between teachers of moral aqidah and teachers of other subjects.

With the acceptance of the alternative hypothesis in this study, the evidence is strengthened by the results of interviews that researchers conducted with one of the PAI teachers (Muhtar Zuhdi, 2020), namely to be able to improve students' religious behavior, PAI teachers must be able to design an interesting learning process so that students are enthusiastic, give exemplary in the learning process, can work together with all components of the school in monitoring religious activities such as tadarus, Dzuhur prayers in congregation, Friday prayers, Dzuha prayers and so on. The results can be seen from the state of student input, which at the beginning of 80% of their religious behavior was low because many could not read the Koran, prayers were still not orderly, lacked respect for teachers, and their religious knowledge was still low, but by the end of class XI religious behavior had increased such as students can read the Koran even though there are still iqra', for the implementation of prayers it is quite orderly, has good morals, and can have religious knowledge .

After analyzing the data and discussing it, it can be seen that the level of religiosity of the students of SMK Muhammadiyah Prambanan Yogyakarta is moderate and the leadership competence of PAI teachers is also moderate. The relationship between the leadership competence of PAI teachers and the religiosity of SMK Muhammadiyah Prambanan Yogyakarta students is very significant.

## C. Conclusion

Based on the results of the study entitled "Correlation between Leadership Competence and Religiosity of Students of SMK Muhammadiyah Prambanan Yogyakarta", it can be concluded that the religiosity of students of SMK Muhammadiyah Prambanan Yogyakarta is in the 112-119 interval group of 30.4% so it can be stated that the interval group is included in the medium category. because it is located at 100.78 x 125.5, with a low category classification of 20.8%, 47.2% medium, and 32% high.

The leadership competence of PAI teachers at SMK Muhammadiyah Prambanan Yogyakarta is in the 99-105 interval group of 19.2% so it can be stated that the interval group is included in the medium category because it is located at 83,451 x 108,581 with a low classification of 5.6%, medium of 70.4% and high by 24%. There is a very significant positive relationship between the leadership competence of PAI teachers and the students' religiosity of SMK Muhammadiyah Prambanan Yogyakarta, as evidenced by the number r $_{xy}$ = 0.598 and p of 0.000 ( one-tailed ) < 0.01).

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