

Correlation between Religiosity and Student Achievement Motivation in Islamic Education Science Students

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This paper aims to understand the correlational relationship between religiosity and the motivation to overcome. To achieve that goal, I use quantitative research using parametric statistical testing techniques in the form of associative hypotheses using Pearson Product Moment correlation coefficient analysis. The population of this research is the students of the Islamic Religious Education Study Program, Faculty of Islamic Education, Madura State Islamic Institute, which consists of 215 people in six classes. Researchers took samples of each class, as many as 135 students based on gender, school origin, regional student origin, using proportional random sampling techniques. The results show that religiosity is positively and significantly related to student achievement motivation of 0,000, meaning that because the value is $0,000 < 0,05$, it can be said that there is a relationship between religiosity and achievement motivation of 0.572. So there is a positive influence between religiosity on achievement motivation of 0.572 or 57.2%.

Key words: *Religiosity, achievement motivation, learning, students.*

Introduction

Learning is a student activity in constructing knowledge and understanding so that motivation is needed in the expression of ideas . In this case, the conditioning of the learning environment is needed, which gives encouragement to students to take the initiative in planning and carrying out the learning process throughout their lives. The encouragement given to students is expected to move students in the learning process without pressure, threats, and coercion, so that work is done voluntarily and with responsibility.

The impulse is needed in the learning process so students can be responsible for independently carrying out the learning process, knowing the weaknesses, understanding their needs in the learning process.

Meanwhile, learning is a series of interactions between the teacher/educator and students/learners in an effort to achieve learning objectives. Based on the above understanding, it can be stressed that the learning process emphasises an interactive relationship between teacher/educator and students/learners in achieving learning objectives. In line with the above, Correy, as quoted by Syaiful Sagala, stated that "Learning is a process of creating and managing a learning environment so that it can participate in actions that give behavior under certain conditions or in producing responses under certain conditions (Syaiful Sagala, 2003).

From another perspective, learning is interpreted as an effort of teacher/educator to facilitate, provide encouragement, condition the learning environment, which provides the broadest opportunity for students to carry out their learning process. These efforts can be in the form of teacher/educator treatment that treat students/learners as subjects of learning. A subject of learning emphasises the activeness of students in the learning process in finding, announcing ideas, interpreting a learning event, forming attitudes and skills of students in running their lives.

To provide satisfying learning outcomes, it is important to empower all potentials in order to realize the expected goals. Among the students' potentials that the teacher has to develop is the will of students to motivate students, in the form of intrinsic and extrinsic encouragement to strengthen student learning activities. Motivation is very important in the learning process to produce positive and sustainable student attitudes and performance. Motivation has an influence on student learning behaviour, namely, motivation encourages increased enthusiasm and perseverance in learning.

Learning motivation plays an important role in providing passion, enthusiasm, and a sense of pleasure in learning so that students have high motivation, and a lot of energy to carry out learning activities that will ultimately enable them to obtain better achievements. As part of their efforts to foster student learning motivation, teachers can instill religious teachings and values. Through the inculcation of religious values, a student's commitment will emerge to understand and carry out religious teachings. Religiosity will grow and develop in line with the high commitment of students towards their religion. Religiosity can be known through an individual's belief in his religion (belief dimension), (the dimension of worship), knowing what things should be carried out and shunned according to the teachings of his religion (the dimension of knowledge), how the individual lives his religious teachings (the dimension of appreciation), and how religious teachings learned can have an impact on his life (dimensions experience or consequences) (Fauzan & Irma Tyasari, 2012).

In the context of Islam, religiosity requires understanding and practicing Islamic teachings. The practice of Islamic teachings provides motivation for a Muslim to carry out kindness, including learning activities. There are verses of al-Qur'an and al-Hadith that teach their ummah to carry out learning activities.

Related Review

Religiosity

Religion contains rules that apply absolutely to its adherents. The rules derived from the teachings of these religions guide and direct human beings to reach their life goals. The existence of religion provides direction for human life (Obaji M Agbiji & Ignatius Swart, 2015: 1).

In human life, religion explains facts, values, and interactions with society in a system, which has implications for the formation of attitudes, behaviour and traditions. Religion is human belief and belief in God, which is sacred and supernatural (Paula J. Posas, 2007: 31). This belief comes from knowledge, understanding and self-reflection. Self-confidence can be achieved through contemplation of natural events, reading of various references that can ultimately find God. Knowledge about God can also be obtained when a person interacts with others in a learning process through formal (school) and non-formal (community) channels. Through these education channels, a person adheres to and practices his religious teachings, based on his beliefs.

The word religiosity comes from the noun religion, which consists of the words *re* and *ligare*, meaning to connect, namely to reconnect the interrupted human and God through prayers, into a complex system consisting of beliefs, attitudes, and rituals (Chaplin, 2006).

Religiosity, from a sociological perspective, covers various aspects of religious activities, services and beliefs carried out by followers of the religion (Barbara Holdcroft, 2006). Religiosity has the same root word as a religion but its use has differences. Religion refers to the formal aspects related to obligations, norms, and rules, meanwhile, religiosity refers to aspects of religion that have been internalised in the heart of an individual (Rohmatus Naini, 2015).

In the psychological aspect, religiosity is seen as a religious commitment (religiosity) which is known to an individual's belief in his religion (dimensions of belief), religious activities (dimension of worship), knowing things that must be carried out or are not allowed to be carried out (dimension of knowledge), the way a person is in life the teachings of religion and the way

a person learns religious teachings that give impact in his life (Diannitha Phobe, 2014). Religiosity is synonymous with diversity, which means the extent of religious knowledge, how strong a belief is, how strongly a person practices worship and religious rules, and how much a person lives the teachings of his religion (Iredho Fani Reza 2013). Religiosity can be defined as the strength of one's relationship or belief in his religion. Or, it can simply be said that religiosity is the height of one's belief.

Several factors that influence religiosity are 1) internal factors consisting of heredity, age, personality and mental condition, 2) external factors consisting of family environment, school environment and society as a whole, 3) fanaticism factors namely obedience is studied extensively in connection with various issues, psychiatric disorders and intelligence, 4) transmission of religious values and how religion is part of self-identity. There is an assumption that the stronger a person enters religion in his or her identity, the stronger the impact of religion on his behaviour. In this case, religion gives an influence on a person in choosing decisions (Ajeng Larasati, et.all, 2018).

Some aspects of religiosity are 1) aspects of belief, namely religious aspects relating to things that should be believed, such as belief in the existence of God, angels, doomsday, heaven and others. This dimension contains the most fundamental religious doctrine, 2) the dimension of worship, namely the dimension of diversity related to various acts carried out in accordance with the provisions of religious teachings, such as ways of worship, prayer, fasting, baptism, and special ceremonies at religious holidays / holy days, 3) the dimension of appreciation, namely the religious dimension related to religious emotions experienced by religious adherents, or the experience of a person in performing religious rituals, such as the solemnity of a person when performing worship, 4) the dimension of knowledge, namely something related to one's knowledge and understanding of the teachings of his religion. 5) the dimensions of practice, namely relating to behaviour in actions that constitute the application of religious teachings in everyday life (Ros Mayasari, 2014; Zaenab Pontoh & M. Farid, 2015; Mukhtar Hadi, 2017), and 6) dimensions of religious consequences related to religious consequences the impact/effect of religious teachings on religious behaviour as a result of encouragement derived from religious teachings, such as acts of charity as a consequence of religious teachings that encourage adherents to do charity, zakat, and others (Panji Kuncoro Hadi, Yunita Furinawati, 2017).

There are four characteristics of spirituality, namely: 1) spirituality requires a system of beliefs, which determine the existence of a higher and more powerful force, 2) spirituality gives a person's condition to obtain goals and meaning in relations with the transcendent, 3) spirituality includes awareness of relationships with others obtained through contemplation, 4) spirituality is a process of reconciliation of one's beliefs and practices when faced with various difficulties

of life and suffering when a person is sick, 4) spirituality is a person's belief in his strength in crossing the line in a higher dimension (Iwan Ardian, 2016).

Achievement Motivation

Achievement motivation is the desire of a person to excel and make an effort to obtain the highest achievements above others. The desire to excel is a human need. A person who has the desire to achieve has obstacles to surpass, strives for success, dares to take risks, gets feedback, and tries to solve problems.

Achievement motivation is related to individual achievement, desire for success, independence, and self-actualisation, willingness to excel (Sabina Kołodziej, 2010: 43). The ability to excel is closely related to habits, culture. Achievement motivation is also influenced by the values held that move a person to achieve success.

Achievement motivation is a genuine effort to maintain and improve the quality of one's capacity to achieve excellence in learning activities. These advantages can be in the form of maximum learning outcomes, completion of tasks in learning (Heckhausen in Purwanto, 1997: 20). According to Weiner in Sri Esti Wuryani (2002: 355), a person who has high achievement motivation in learning carries out the learning process seriously to obtain high achievements, and can survive a long time even though facing external and internal obstacles.

Aspects of achievement motivation are: 1) the impulse of a person that is in the form of the ability to make movements caused by needs/desires, 2) behaviours that arise due to certain situations, 3) intentions and goals to be achieved by someone (Sumarno. 2005: 10). Achievement motivation is encouragement from within a person to obtain success in learning. A student with a good motivation for achievement will strive earnestly when he is pleased with the competitive learning environment. This means that achievement motivation has a role in student success. Achievement motivation is the desire that drives a student to achieve learning success by working hard. Achievement motivation is the motivation/encouragement that comes from within a student to strive to obtain the highest achievement (Ceylan YangÖn ErsanlÖa, 2015: 472 - 478).

Achievement motivation can foster independence of learning and can foster a spirit of encouragement to achieve learning goals. 'This is confirmed by Mohamad Mustari (2011: 100), who emphasises that a person who has a high achievement motivation will strive earnestly to obtain a glorious achievement.

A person who has high achievement motivation can be characterised as follows: 1) success-oriented and strong beliefs can achieve success with the capabilities they have, 2) respect,

optimistic time and opportunity and have a long vision, 3) sets targets and goals as a path to success, 4) takes responsibility for the task and tries to finish the task in accordance with the specified time, 5) willing to receive input from people in an effort to find the best way to succeed, 6) resilient in facing difficulties, challenges and obstacles, dares to take risks, not easily satisfied towards the results achieved, facing and finding solutions to difficulties, innovative creative, working and trying independently to not depend on others. Does something best and seeks to be better than others, 8) optimistic and great hopes for success, 9) always wants to excel and lead, carry out difficult and challenging tasks (Ni Made Krishnamurti Udayani, et al., 2017).

Islamic Education Subjects

Islamic Education is a compulsory subject organised by the Islamic Education Study Program IAIN Madura. Students must take this course in the third semester. Learning Achievements of this course are: 1) Students are able to explain the definition, scope, goals, and system of Islamic Education, 2) Students are able to explain the main components in the implementation of Islamic Education, 3) Students are able to describe the basics, strategies and learning methods of Islamic Education, 3) Students are able to explain in full and detail the relationship between Islamic Education and National Education.

Brief Description of Islamic Education Subjects, namely students can learn the understanding, foundation, source of objectives, scope, strategies, learning methods of Islamic Education, treasures of Islamic personality, principles and approaches of Islamic Education, problems and aspects, as well as functions, and relationships of Islamic education with the national education system in Indonesia.

Material/Subject: 1) Conceptual Study, System and Scope of Islamic Education: Definition of Islamic Education, Scope of Islamic Education, System and Purpose of Islamic Education. 2) Foundation and Principles of Islamic Education: Approach, Method and Evaluation of Islamic Education Learning. 3) Function and the relation of Islamic Education with National Education. 4) Essence, Purpose and Objectives of Islamic Education. 5) Components, and sources of teachers, students, curriculum, media and Islamic education environment. 6) Process and evaluation in Islamic education. 7) student code of conduct characteristics. 8) Islamic education system and curriculum. 9) Institutions in Islamic education: types of institutions & administration, organisation and governance of Islamic education. 10) Development of approaches, strategies, methods, evaluation of Islamic education. 11) Definition, Types, academic atmosphere, learning environment of Islamic Education. 12) Challenges and Opportunities for Islamic Education and Its Relevance in improving the progress and civilisation of the Indonesian people.

Meanwhile, the Definition of Islamic Religious Education is an effort to shape the attitudes and behaviour of students in accordance with the teachings and values of the Islamic religion; the teachings and values that have been contained in the Qur'an and are exemplified by the Prophet Muhammad (Nur Khamim, 2019).

Islamic education functions as follows: 1) provides the development of true scientific insights about nature, humanity and the greatness of God, so that the ability to examine the phenomena of the universe will emerge, understanding the provisions, norms, laws that apply in the universe. 2) Prepares students who are ready and skilled and involve themselves as part of a global community while still practicing Islamic teachings.

Method

Research Approaches and Types

This type of research is quantitative-correlational, which is research that intends to find a correlation between two variables, namely the relationship of religious beliefs in learning with achievement motivation. This research was held for a duration of approximately three months, which was initiated from preliminary research by conducting interviews with several students related the problem to be examined. Furthermore, the researchers carried out a reference search related to the topics discussed. After sufficient references had been found, the researcher compiled a research instrument in the form of a questionnaire. In the second month, researchers distributed questionnaires to students of the IAIN Madura Islamic Education Study Program at the beginning. There are 215 students in six classes. Researchers took samples of each class, as many as 135 students based on gender, school origin, regional student origin, with a proportional random sample technique. The number of samples is determined by the Taro Yamane formula (Haryadi Sarjono and Winda Julianita, 2011: 30, 2007: 249). From the results of the sample taken, the results are then generalised to the population.

Method of Collecting Data

In collecting data, researchers used a questionnaire, in the form of questions arranged based on indicators of variable X (religious beliefs in learning) and variable Y (achievement motivation). From these questions, students answered according to their views, opinions on questions in the questionnaire, with a Likert scale. Those who answered with a indicated that they strongly agreed with a weight value of 5, while answer b, meant agree with value 4, while answer c meant doubt with a weight value of 3, answer d, meant disagree which has a value of 2, and finally, answer e which meant disagree which has a value of 1. In this research, respondents were instructed to put a checkmark (✓) in the answer column on the sheet of the instrument.

Meanwhile the analysis in this study: first is the inferential test; first, a prerequisite test consisting of: a) Data validity test, which is performed on data collected, both variable X (religious belief), and variable Y (achievement motivation). b) Reliability test, which is a test to find out whether the data collected is reliable. c). Normality test, which is carried out for the two variables that will be examined, namely the independent variable of religious belief and the dependent variable of achievement motivation, through the Kolmogorov-Smirnov test which is assisted with the SPSS 16.0 for windows program. According to Syahri Alhusin (2003: 262), data distribution is normal if the probability is significant > 0.05. d) Linearity Test, which is carried out using the Linearity Test at a significance level of 5%, which uses the help of SPSS 16.0 for windows. In the view of Sarjono and Winda Julianita (2011: 80), the decision of the linear test results, namely: when the significance of the Deviation from Linearity > 0.05, indicates it can be confirmed that a relationship between two variables is declared linear.

Second, the correlational test is a test to find out the relationship between religiosity and achievement motivation of students of the Department of Islamic Education, Faculty of Tarbiyah IAIN Madura, using the Pearson Correlation through the help of SPSS 16.0 for windows.

Research Results and Discussion

Research Results

Test for Validity and Reliability of Religiosity

Table 1: Religiosity Validity Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	27.48	5.804	.684	.807
P2	27.65	5.429	.698	.800
P3	27.81	5.355	.529	.831
P4	27.52	5.852	.595	.817
P5	27.59	5.540	.621	.812
P6	27.73	5.671	.515	.829
P7	27.65	5.509	.572	.820

The research instrument is declared valid, if the value of $r_{count} > \text{Value of } r_{table}$, when viewed in the r table with the number of samples (N) 126 and with a significance level of 5% can be found $r_{table} = 0.176$, then it can be confirmed that all question items are valid.

Table 2: Religiosity Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.838	7

The research instrument is declared reliable if the Cronbach's Alpha value is higher or equal to 0.6. From the table, it can be seen that the value of Cronbach's Alpha = 0.838 is greater than 0.6, so it can be stressed that all of the research instruments are reliable.

Validity Test and Reliability Test Achievement Motivation

Table 3: Achievement Motivation Validity Test

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Item-Total	Cronbach's Alpha if Item Deleted
P1	25.19	7.753	.453		.679
P2	25.32	7.639	.396		.688
P3	25.34	7.357	.466		.672
P4	25.55	7.072	.425		.681
P5	25.10	7.804	.298		.711
P6	25.58	6.567	.532		.651
P7	25.55	6.814	.431		.682

The research instrument is declared valid if the value of r is calculated > Value of r table. After looking at r table with the number of samples (N) 126 and with a significance level of 5% it can be found r table = 0.176, then it is confirmed that all question items are valid.

Table 4: Achievement Motivation Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.714	7

The research instrument is declared reliable if Cronbach's Alpha is greater or equal to 0.6. From the table it can be seen that the Cronbach's Alpha value = 0.714, meaning greater than 0.6, it can be confirmed that all of the research instruments are reliable.

Data Normality Test with Kolmogorov Smirnov

If the Significance Value > 0.05, the residual value is normally distributed.

Table 5: One-Sample Kolmogorov-Smirnov Test

		Unstandardised Residual
N		126
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.82202659
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.041
Test Statistic		.080
Asymp. Sig. (2-tailed)		.049 ^c

From the table above, it is known that the significance value is $0.049 < 0.05$, so the residual value is not normally distributed.

Homogeneity Test

Decision Making, If the Significance Value > 0.05 , then the distribution of data is homogeneous.

Table 6: Test of Homogeneity of Variances

Effect of confidence on motivation			
Levene Statistic	df1	df2	Sig.
4.049	1	250	.045

Based on the above table Homogeneity Test, known Significance Value of $0.045 < 0.05$, indicates it can be confirmed that the data is not homogeneous.

Simple Linear Regression Test

If the value of Sig. Deviation From Linearity > 0.05 , then there is a linear correlation between variable X and variable Y.

Table 7: ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Motivasi * Keyakinan keagamaan	Between Groups	(Combined)	561.885	9	62.432	7.889	.000
		Linearity	484.394	1	484.394	61.210	.000
		Deviation from Linearity	77.491	8	9.686	1.224	.291
	Within Groups		917.988	116	7.914		
	Total		1479.873	125			

- Based on the Linear Regression test results above, it can be seen that the Sig. Deviation From Linearity $0.291 > 0.05$, therefore it can be confirmed that there is a line correlation between the independent variable and the dependent variable.

Hypothesis Test

Pearson Correlation Test

Basic Concept of Decision Making is if the Significance value < 0.05 , the variable X and Y variables are correlated.

Table 8: Pearson Correlation Test

Correlations			
		Confidence	Motivation
Confidence	Pearson Correlation	1	.572**
	Sig. (2-tailed)		.000
	N	126	126
Motivation	Pearson Correlation	.572**	1
	Sig. (2-tailed)	.000	
	N	126	126

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the significance value for the religiosity relationship is 0,000, meaning that because the value is $0,000 < 0.05$, it can be said that there is a relationship between religiosity with achievement motivation of 0.572 or 57.2% meaning that there are still other variables that affect motivation by 42 8%. The direction of the relationship is positive, meaning that the greater the religiosity, the greater the achievement motivation. If the hypothesis sounds: H_0 = there is no influence of religiosity on achievement motivation. H_a = there is an influence of religious beliefs on achievement motivation. So the conclusion is because its significance value is less than 0.05, then H_0 is rejected and H_a is accepted, so there is a positive influence between religiosity on achievement motivation of 0.572 or as much as 57.2%.

Discussion

The results showed that religiosity affects achievement motivation at the same level. These conclusions are in line with the results of research/theories put forward by experts who assert that religious beliefs originating from religious teachings can provide encouragement/motivation to carry out activities. The results of these studies differ from previous studies that discussed a similar topic, conducted by Nida'ul Haq and Nasitotul Janah, who concluded that there was no significant relationship between Religiosity and Need for Achievement (Nida'ul Haq and Nasitotul Jannah, 2015). In this research, religiosity is more directed at the quality of one's comprehension and life attitude based on the religious values he believes. The dissimilarity of the results of the two studies is because religious belief research with achievement motivation only expresses a part of religiosity. The inequality can also be caused by weaknesses of the questionnaire method, namely respondents are not serious in filling out the questionnaire.

The results of the above research are also in accordance with the results of research by Shishu Zhang (2012: 36), which illustrates the participation in religious activities with achievements in education. Although the topics of these two studies are different, they both have a similarity in that there is a relationship between education and religious variables. Another similar study was conducted by As'ad Mustain (2014), which confirmed that there was a positive relationship between religiosity and achievement motivation of 11th-grade students at I Public High School Kraksaan, Probolinggo. This conclusion is based on the results of a significant relationship ($r_{xy} = 0.450$; $\text{sig} = 0.001 < 0.5$).

Likewise, the results of this study are in line with Arkhina Dwi Nugrahini's research, which states that there is a relationship between religiosity and learning motivation in students of class XI of Abu Bakar Yogyakarta, after the data were analysed with product-moment correlation, the r count was 0.722 and was then compared with the r table. The result was $0,722 > 0.244$ or $0.722 > 0.1874$. This shows that there is a significant relationship between religiosity and learning motivation.

Conclusion

From the discussion that has been carried out, it can be concluded that there is a significant relationship between religiosity and achievement motivation of students of the Islamic Education Study Program Faculty of Tarbiyah, Madura Islamic State Institute of Relation. The relationship is 0.572 or as much as 57.2% meaning there are still other variables that affect motivation by 42.8%. The direction of the relationship is positive, meaning that the greater the religiosity, the greater the achievement motivation.



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