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RELIGIOSITY IN COLLEGE STUDENTS

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Abstract

Religiosity has the important role in college students life in Indonesia. Then, the purpose of this research was to highlight the religiosity of college students. The participants of the research were 548 students of Faculty of Education. The instrument was religiosity scale based on Five dimension of Glock & Stark Religiosity. The results showed that there were different religiosity among programs, freshmen and senior, environments, and parent's monthly income.

Keyword: *Problem Based Learning, Environmental Education, Solid waste Education, Environmental Behavior.*

INTRODUCTION

Religion has a grand history and powerful role in human affairs that illustrated in a positive way in its provision, to billions of people, of guidance and ultimate reasons to live and endure life's tragedies and religion notions were linked to theories in psychology, psychotherapy and other domains of mental health care (Paloutzian & Park, 2005).

Religiosity is important in many human affairs, not exceptly in college students affairs. Religiosity were linked to their academic performance (Sapp, 2017; Li & Murphy, 2017), belief to succes in academic (Larose, 2009) , maladaptive academic behavior (Hadjar, 2017), mental health, addicted behavior (Nadeem, Buzdar, Shakir, & Naseer, 2018), stres and anxiety (Abdel-Khalek & Lester, 2012)(Culey, 2014), happines and satisfaction (Mooney, 2010).

Many research showed that more leigious student better in academic performance. Jeynes (1999) investigated that students with high religiously commitment performed better in many academic measure than with less religiously commitment. In another, Sapp (2017) founded that there were negative correlation between religious and spirituality and student GPA's. He could't assure what factor that influenced the result. (Li & Murphy, 2017) founded that there were positive interaction effect Christianity and Religiosity to performance but no interaction effect for Buddhism, Hindus, and Judaism, and negative interaction effect Islam and religiosity to academic performance. Another study founded that parents religious involvement with their children related to their children's academic performance (Park & Bonner, 2008).

Students with high religiosity showed less in maladaptive behavior related to academic. Religious studets sometimes less cheating but not consistent in academic tasks than students with less religious (Donahue & Nielsen, 2005) but in other study founded that there was not relationship between cheating behavior and religiosity (Hadjar, 2017). Other study in muslim college student showed that intrinsic religious related negatively to cheating behavior (Storch & Storch, 2001) but in other study with Santa Clara Strength of Religious Faith Questionnaire, religiosity did not related to college student's cheating behavior, but in follow-up analysis related to in women but not in men (Huelsman, Piroch, & Wasielski, 2006).

Reliogisity is important for student's well being (Abdel-Khalek & Lester, 2012)(Abdel-Khalek & Lester, 2018) . Adolescent's well-being in many research related to religiosity. The high religious adolescent tend to had high self esteem, prosocial behavior, and had low suicide desires, alcohol and substance abuse (Donahue & Benson, 1995). Note that some research failed to find correlation religiosity and subjective well-being (Francis, Ziebertz, & Lewis, 2003). Religiosity correlated positively to happiness, life satisfaction, physical healthy, and negatively to anxiety and depression (Abdel-Khalek & Lester, 2012) hopelessness and depression (Bilican & Yapici, 2014)

Religiosity correlated negatively to anxiety and depression of college students (Forouhari et al., 2019), stress, academic ethic or academic honesty (de Soto, Tajalli, Pino, & Smith, 2018). Religiosity coorelated positively to optimism and negatively to pesimism (Mattis, et. al., 2004). So religiosity is important to improved psychological qualities of students.

Demographic analysis

There were theories and evidences about the links between social inequality and religion (Stark 1972). Weber (1963) proposed that the rich prefer that their wealth is a blessing from God, while the poor expect to get vengeance in the next life.

Gender

Women in most aspect of religiosity showed more religious than men, ie: involvement in rituals, reading Bible, praying. More conservative, religious experience, ritual antendance, religiosity

measures (Beit-Hallahmi, 2003), more belief to God (Mueller & Weldon T . Johnson, 2016) and more religious (Hunsberger, 1978).

Socioeconomic Status

People who have good socioeconomic status are less likely to feel divine involvement in their lives. People who have higher education and higher annual income have lower religious involvement (Mueller & Weldon T . Johnson, 2016).

Year in College

Freshmen had a more attending to Church and a more orthodox beliefs in Bible than seniors. But this does not indicate that students will be increasingly less religious when the age at the university is getting longer. Only a slight difference in the evidence comes to a less frequent church (Hunsberger, 1978).

METHODOLOGY

Participants

548 students were participated in this research that from nine programs in Faculty of Education Science in Universitas Pendidikan Indonesia. They are 434 freshmens and 114 seniors, 103 males and 445 females.

Instruments

Their religiosity were measured with Skala Religiusitas that consists 53 items based on Glock & Stark (Clayton & Gladden, 1974) that were scored by Likert with five type scale. Alpha's internal consistency of this instrument was 0,865.

FINDINGS AND DISCUSSION

Table 1

Descriptive Statistics of Student's Religiosity

	Religiosity
N	548
Mean	187.367
Std. Deviation	11.785
Skewness	-1.037
Std. Error of Skewness	0.104
Kurtosis	1.221
Std. Error of Kurtosis	0.208
Minimum	136.000
Maximum	209.000

The mean of student's religiosity was 187,367 and the SD was 11.785. The distribution of the student's religiosity was slightly skewed to left or tend to low scores that showed by skewness - 1,037. The range of the scores was 73 that ranged from 136 to 209.

Table 2
Mann Withney Statistics of Religiosity based on Gender Comparison

Group	N	Mean	SD	SE	Mann Withney	p
Male	103	185.515	13.858	1.365	21419.000	0,301
Female	445	187.796	11.225	0.532		

The statistics of religiosity based on gender showed that there was not different of their means with the significant value (p) was $>0,05$ of Mann Withney values 21419.000. Female's religiosity (187.796) was slightly higher than male's religiosity (185.515).

Table 3
The Comparison statistics of Religiosity based on Departments

Programs	Mean	SD	N	F	P
Educational Administration (EA)	187.395	11.279	38	6.703	$< .001$
Counseling and Guidance (CG)	191.256	9.842	43		
Pre School (PS)	191.400	7.574	35		
Elementary School (ES)	191.128	7.320	39		
Special Education (SE)	193.064	8.714	47		
Society Education (ScE)	191.789	10.325	38		
Library and Information LI)	184.966	13.002	88		
Psychology (Psy)	183.646	12.586	158		
Technology of Education (TE)	185.871	12.360	62		

Table 4
Comparison Analysis of Religiosity on Different Programs

Groups	Mean Difference	SE	t	P
CG & Psy	7.610	1.947	3.908	0.003
PS & Psy	7.754	2.115	3.666	0.008
ES & Psy	7.483	2.024	3.696	0.007
SE & LI	8.098	2.046	3.959	0.003
SE & Psy	9.418	1.881	5.007	$< .001$
SE & ET	7.193	2.190	3.285	0.030
ScE & Psy	8.144	2.046	3.981	0.003

The value of F in analysis of variance in table 4 had significant value $<0,001$ that means there were different religiosity based on programs. There were programs dominated their religiosity on other programs. The religiosity of Special Education (SE) Department had the highest religiosity and The Psychology Department had the lowest religiosity. There were five programs that had religiosity higher than Psychology's religiosity (ie, Counseling & Guidance, Pre School Education, Elementary School Education, Special Education). The other two difference were the religiosity of special education students that were higher than of library and information and Educational Technique students.

Table 5
Analysis of Variance of Religiosity based on Living Environment

Cases	Sum of Squares	df	Mean Square	F	p
Environment	1196.462	2.000	598.231	4.360	0.013
Residual	74772.813	545.000	137.198		

Table 6
Comparison Analysis of Religiosity on Living Environments

		Mean Difference	SE	t	p tukey
City	Town	-0.407	1.208	-0.337	0.939
	Village	-3.431	1.211	-2.834	0.013
Town	Village	-3.024	1.337	-2.262	0.062

The Anova of Religiosity Comparison on students environment resulted that there were significant different means of religiosity among students from cities, towns, and villages. This results were that village students had higher religiosity than of city and town students.

Table 7
Mann Withney Statistics of Comparison of Religiosity by Students Level

Group	N	Mean	SD	SE	Mann Withney	P
Fresh	434	188.899	10.356	0.497	31740.000	<0,001
Senior	114	181.535	14.765	1.383		

The fresh students were more religious than senior students with different mean 7.364. The freshmen had the mean 188.889 and the seniors had the mean 181.535. The senior;s scores had the higher variance than the freshmen. This result showed that there was significant different of freshmen religiosity from the seniors at 0,001 level.

Table 8
Analysis of Variance of Comparison of Religiosity by Student's High School Curriculum

Curriculum	Mean	SD	N	F	p
State School	187.234	12.028	474	1.609	0.186
Islamic State School	190.325	9.523	40		
Islamic Full Day	181.800	9.682	10		
Islamic Boarding	187.375	10.412	24		

And based on the high school background, there were not different religiosity of students from state school, islamic state school, islamic full day school, and islamic boarding.

Table 9

Analysis of Variance of Comparison of Religiosity by Parent's Monthly Economic Earning

Parent's Monthly Economic Earning	Mean	SD	N	F	P
< Rp. 2 million	191.103	10.480	156	8.597	< .001
Rp. 2 – 4.9 million	186.276	11.660	228		
Rp. 5 – 9.9 million	186.908	11.656	119		
Rp. 10 – 19.9 million	179.469	12.951	32		
Rp. 20 million <	185.308	13.931	13		

The students from families that have monthly income under 2 million rupiahs had the higher religiosity and the students from families that have monthly income higher had less religiosities.

In general, the difference of religiality based on the demographic of respondents occurred in the years of the university, the income of parents, the student origins, and the programs of students. But there were two demographics that were not different, gender and school curriculum type. The results of these studies have shown similar results to previous research, but some differed from previous research. The same results were based on income and year in college (fresh vs senior) and the different results were based on gender. There was no previous research on the diversity of religiosity between the programs, the curriculum type of high school, and the type of previous life environment (city, town, or village).

In previous studies, new students had a higher religiusity than a senior student on Christianity. New students more often come to church, more orthodox in understanding the Bible (Hunsberger, 1978). But these results can not be compared to students religiosity on Muslim students, where fresh students were more religious than senior students. In Muslim students religiosity do not measured at how often come to the mosque but how much they pray (shalat) that should not be done in the mosque. Likewise, in understanding the Koran, in this study was not measured how students understand the Koran, whether it is pure or more liberally in interpreting the Koran.

The students from parents that had high income tend to less religious in this study. This results in accordance with previous studies indicating that people with higher education and higher earnings will tend to be less religious. But the results of this study could not be directly attributed to the study. This study refers to the income of parents not the students incomes that influence their religious living.

This research cannot be directly compared to previous studies due to religious differences in previous studies and participants. However, this study could be a preliminary study to examine the characteristics of the moslem college students based on demographic research for subsequent studies in Indonesia or other countries.

CONCLUSION

The results of this study were mostly demographically based comparisons that cannot be generalized to all college students. It is necessary for ongoing studies to prove whether these results are consistent in the future so that more convincing conclusions can be made. Student religiosity is a great potential to advance and develop students both academically and academically. Therefore, it is necessary to be treated and maintained so that there is no decrease in their religiosity at the end of the study.

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