

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

All formal educational institutions in Indonesia have national educational goals that originate from the philosophy of the Indonesian state and nation. A value that is interpreted and believed to be a philosophy that brings Indonesia into national unity. The objectives of national education are stated in Law No. 14 of 2005 explains that the aim of national education is to educate the life of the nation and improve the quality of Indonesian people who are faithful, devout, have noble character, and master science, technology, and art to create a just, prosperous, advanced, and civilized society in accordance with Pancasila and the 1945 State Constitution. The aim of education includes explaining good, noble, appropriate, and beautiful values for life. Thus, the goals of education include directing all educational activities and something to be achieved in these educational activities (Zaqiah, 2014).

Education organizers in schools, in achieving educational goals are not only obliged to provide knowledge concepts but also instill character values in students. In reality, national education goals have not been fully achieved. This results in the graduates not yet reflecting the behaviors expected by the national goals. In general, today's graduates tend to have secular, materialist, rationalist, and hand-edonist attitudes, which means people who are intellectually intelligent and physically skilled but lack religious development. It can be seen from various cases, such as that there are still many students involved in brawls, committing crimes, theft, using illegal drugs, raping, and committing other immoral acts (Siswanto, 2013). In essence, education has two goals: the first is to help people become smart and clever, and the second is to help them become human beings with good morals and behavior. It may be easy to make humans smart and intelligent, but it seems to be much more difficult, even very difficult, to make humans good and wise people (Kautsar, 2017).

The results of education in Indonesia generally have a mindset about success, success in life is only seen and measured by the number of possessions. This mindset is what is called a secular and materialist society. This mindset also allows the birth of individuals who are intellectually intelligent but have poor religious attitudes. There

are many examples that can be seen, such as corrupt officials, students who often cheat on exams, members of the public who often engage in brawls, discriminatory people, etc. (Asmara, 2016). The movement to strengthen character education (PPK) was initiated in 2016 by the Ministry of Education and Culture. It aims to implement strengthening the character of the nation's successors and has five main character values that are priorities for the PPK movement: religion, nationalism, integrity, independence, and mutual cooperation. These five characters interact with each other, cannot be separated, and develop independently, all develop dynamically and form a personal whole. Several applications of religious character that can be applied include reflecting belief in God Almighty, being tolerant and respecting the differences in each religion, and living in harmony and peace with followers of other religions (Mubarak, 2019).

Forming a religious attitude is not easy, efforts to form a good religious character require a strong religious commitment. It can be seen and witnessed together, that are still many cases of schoolchildren's delinquency ranging from trivial to criminal in nature, such as the culture of skipping school, cheating, stealing, fights between students, drugs, pornographic action and, pornography. One of the efforts made by the school to shape religiosity is that all students at the SMP/MTs and SMA/MA levels who are Muslim every Friday wear Muslim uniforms. It is hoped that this regulation will be able to make students develop high levels of religiosity. As a Muslims, students are expected to have good religiosity at school by carrying out religious routines at school, not just obeying the rules. However, in reality, not all students who claim to be Muslim want to carry out their worship properly when they are at school, only some students want to carry out their worship at school, such as performing sunnat prayers or obligatory prayers at the school mosque (Prayoga, 2019).

In line with the statement above, the reality of a person's religiosity is very low. Where the quality of a person's appreciation of religion declines or the dimension of depth and overall basic nature of religion is lost. This is a phenomenon of diversity, which is one of the realities that occurs throughout the journey of mankind. So, it can be seen that religiosity is a criticism of the quality of a person's diversity in addition to religion as an institution and its teachings (Mustadifah, 2008).

In developing countries, schools, which should be a formal education system, have taken over the role of the family in educating the younger generation. Apart from that, along with economic growth and very rapid technological development, this includes the drive to seek wealth and materialism, resulting in the handing over of education to teachers. This is different from traditional Islamic society. In traditional Islamic society, the role of education, especially the Koran, Hadith, and the basics of Islamic knowledge, is carried out by parents and the surrounding community. The role of mosques and Islamic educational institutions is very important, and no less important is the role of Al-Quran educators who work voluntarily to educate the community. This can be seen in a country where Islamic education has become an important element in developing the young generation. Therefore, to make this happen, adequate preparation and training are needed so that they can fulfill their responsibilities effectively (Prayoga, 2019).

Achievement is a learning result that can be obtained from evaluation or assessment. This achievement can be low, medium, or high. Learning achievement is one indicator and is often used to measure student success in the learning process. Usually, learning achievements are expressed in grades or report cards for each field of study. Students can see the results of their studies for one semester at the end of their study period. Furthermore, one of the internal factors that is thought to influence learning achievement is religiosity. Because a person's high level of religiosity will influence all his actions and outlook on life, So it can be understood that religiosity is the most important component for achieving success in the learning process. (Naibaho, 2019) states that religiosity has a significant relationship with students' chemistry learning achievement. Students who have the habit of being disciplined in carrying out worship are able to form individuals who have thorough planning, so that with thorough planning in learning, the results of their learning achievements will also be high.

Based on research conducted by Zega and Darmana (2019), there is a significant correlation between spiritual values and increased learning outcomes for students who are taught using chemistry teaching materials integrated with Islamic values. According to Jaluddin's theory, the relationship between religiosity and learning achievement states that religiosity or religious attitudes are related to mental

health and are a factor influencing study achievement. "The relationship between religious obligations as beliefs and mental health lies in a person's attitude of submission to a high authority. A similar attitude of surrender will also provide an optimistic attitude towards a person so that positive feelings arise such as happiness, joy, satisfaction, success, feeling loved, and feeling safe (Siva, 2018).

Based on the results of a direct interview with one of the chemistry teachers, it shows that students are experiencing a transition period from children to teenagers. This shows that students have a low level of self-control and have low religious habits. This can be seen from the fact that many students play during lessons and that many students only read books during lessons. Many students have to do remedial work during midterm exams because there are still problems with their learning achievement.

Basri (2015) found that gender influences religiosity. The correlation shows a value of -0.3, which means there is a negative relationship between gender and religiosity. The higher the gender value, the lower the religious value. Gender has a high value, namely men with a value of 1, which means men have lower religiosity than women. The results of this study support Rodney Stark's (2002) claim that women are more religious than men. These results support the Pew Research Center's argument in 2007, which states that women have a relationship with a belief. This is because women are more religious because they are encouraged by their duties as women, such as caring for children, which causes women to behave in a way that does not take risks. Other research by Wardani (2018) explains that gender relations in schools are closely related to learning achievement at school. This is proven by research conducted by Wardani (2018), which found evidence that there is a direct influence of gender on student learning achievement. This is because the brain structures of men and women are different. The effect resulting from differences in brain structure is a difference in thought patterns, so many studies state that girls' achievements have a more positive relationship with learning achievements compared to boys. Male students tend to be more active in learning, but their activeness is used to make noise in class, while female students tend to be more motivated to do assignments.

Chemistry has an important role in human life. Many of the various items used every day involve chemistry in the manufacturing process. The term chemistry itself comes from the Arabic *كيمياء* (kimiya), which means change in substances, or the Greek *χημεία* (khemeia), which means the science that studies the composition, structure, and properties of substances or materials from the atomic to molecular scale, as well as changes, or transformations, and interactions in the formation of material. Understanding the properties, interactions between atoms, and macroscopic-level knowledge also cannot be separated from chemistry. This aims to help students explain the characteristics of material and the philosophical content of phenomena that occur in all of Allah SWT's creations. (Asmara, 2019).

According to Muti'ah et al. (2021), chemistry is the science that studies the composition, arrangement, structure, changes and reactions of a substance or material and the energy that accompanies them. Therefore, the development of chemistry plays a significant role in human civilization, especially in the fields of industry, health, food, agriculture, mining, and others. However, chemistry tends to be less popular with students and difficult to understand. Often, the reason why students don't like chemistry and find it difficult to understand is because chemistry is abstract. Related concepts that are the topic of electrochemical cells are: redox reactions, galvanic cells in general, anodes, cathodes, conducting wires, and salt bridges.

According to Hidayah et al. (2022) religion and science are very colorful for humans. Both are basic needs of life and human systems. Religion for humans is guidance which becomes a belief for its adherents in accordance with their nature from birth, between religious, holy, moral, right, and special human characteristics. The existence of science for religion functions as confirmation and strengthening of religion for its adherents because science can reveal the universe and all the secrets in it. Islam is a religion that covers all aspects of humanity. Islam is also respected because all the rules are made to ensure the safety of people on this earth in, this world, and in the afterlife. However, there are also a small number who believe that religion is only spiritual and cannot be related to science. These two sciences have their respective fields.

Based on the background above, researchers are interested in conducting research with the title "The Relationship Between Religiosity and Student Learning Achievement in Chemistry".

1.2 Problem Identification

Based on the background of the problems stated above, there are several problems identified in the research, namely:

1. Today's graduates tend to be secular, materialistic, rationalistic, hedonistic, that is, people who are intellectually intelligent and physically skilled but who lack mental and spiritual development and emotional intelligence. As a result, many students are seen "in brawls", committing crimes, stealing, abusing illegal drugs, raping, and committing other immoral acts.
2. Among students, the phenomenon of delinquency and crime has become widespread. Such as the culture of skipping school, cheating, stealing, fights between students, the spread of drugs, action pornography, and pornography and many more, various cases of delinquency, from trivial to criminal, often occur, and the author witnesses them in various mass media.
3. Character education has become a growing issue in Indonesia. The decline in moral, ethical, and cultural values is caused by a lack of character education, and therefore there is an indication of the need to re-evaluate the role of schools in teaching values and character.
4. One of the realities that has occurred throughout the course of human history is the phenomenon of diversity (religiosity). There is a reality of a decline in the quality of people's appreciation of religion, or it is related to the loss of the depth dimension and universal basic nature of religion.
5. Today, the role of parents and society has been reduced and has been seen to be left entirely to religious educators.

1.3 Scope of Problem

The scope of this research is to find out how big the correlation is between religiosity and the chemistry learning achievement of class XII MIPA students at MAN 1 Medan.

1.4 Problem Limitations

So that this research does not deviate from the research objectives, the problems in the research need to be limited. The limitations of the problem in this research are:

1. The religiosity studied is based on The Centrality of Religiosity Scale (CRS) by Stefan Huber and Odilo W. Huber, namely knowledge religion (intellectual dimension), belief (ideology), service religion (public practice), private worship (private practice), and religious experience.
2. Students' chemistry learning achievement in this study uses grades The Final Semester Examination (UAS) is even in the academic year 2022-2023.

1.5 Problem Formulation

Based on a description of the background and scope of the problem that has been raised previously, the problem formulation in this research is:

1. Is there a relationship between religiosity and learning achievement in chemistry for class XII MIPA students at MAN 1 Medan?
2. Is there a relationship between religiosity and learning achievement in chemistry for female students in class XII MIPA at MAN 1 Medan?
3. Is there a relationship between religiosity and learning achievement in chemistry for male students in class XII MIPA at MAN 1 Medan?

1.6 Research Objectives

Based on the problem formulation above, the objectives of this research include:

1. To determine the relationship between religiosity and learning achievement in chemistry for class XII MIPA students at MAN 1 Medan
2. To know the relationship between religiosity and learning achievement in chemistry material for female students in class XII MIPA at MAN 1 Medan
3. To determine the relationship between religiosity and learning achievement in chemistry for male students in class XII MIPA at MAN 1 Medan

1.7 Benefits of Research

This research has theoretical and practical benefits. The theoretical benefit of this research is that it is a source of scientific information regarding the relationship between religiosity and student learning achievement in chemistry. Meanwhile, the practical benefits of this research are: (1) for students, researching the relationship between religiosity and learning achievement can broaden insight, improve learning achievement, and increase resilience in students; (2) for schools, it is hoped that this research will provide an overview of the relationship between chemistry learning outcomes and student religiosity. It is hoped that it can contribute ideas for enriching insight into the relationship between religiosity and learning achievement. And (3) for researchers, it is hoped that this research can increase insight and knowledge of the relationship between religiosity and chemistry learning outcomes.

