

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

1. The research results show that religiosity has a significant correlation with students' chemistry learning achievement. Students who have a disciplined habit of praying also have a significant correlation. able to develop individuals who have mature planning so that, as a result of mature planning in learning, the learning outcomes obtained are also higher
2. The results showed that religiosity has a significant correlation with female students' chemistry learning achievement, namely in the dimension of religious knowledge with a value of 0.83, in the dimension of experience with a value of 0.940, in the dimension of ritualism 0.934, in the dimension of ideology with a value of 0.472, in the dimension of appreciation with a value of 0.939. And the overall value of each Dimension Sig. (2-tailed) of 0.000 is smaller than the significant level ($0.00 < 0.005$).
3. The results showed that religiosity has a significant correlation with male students' chemistry learning achievement, namely in the dimension of religious knowledge with a value of 0.988, in the dimension of experience with a value of 0.933, in the dimension of ritualism 0.937, in the dimension of ideology with a value of 0.578, in the dimension of appreciation with a value of 0.952. And the overall value in each dimension is Sig. (2-tailed) of 0.000 is smaller than the significant level ($0.00 < 0.005$).

5.2 Recommendations

Researchers have reached several conclusions, including:

1. This study shows that religiosity has a relationship significantly on students' academic performance. Researchers suggest that religiosity must always be

instilled in the attitudes, behavior and mindset of students and teachers, and also created and used in the school environment.

2. Parents must pay more attention, help and be role models for their children so that they can become more independent and try their best in learning chemistry.
3. For further research, correlational research on these two variables must be expanded by adding additional criteria. For example, criteria can be added to the dimension of religiosity. In addition, tools must be created to assess students' chemistry learning achievements. In this way, learning achievement scores are simply the result of students' grades.

