

ABSTRAK

Ahmad Irfan Arrizki; Pengaruh Pendidikan Keagamaan dalam Keluarga dan Budaya Religius Sekolah terhadap kedisiplinan Beragama Peserta Didik SMAN 1 Karang Tengah Kabupaten Bandung Barat.

Berdasarkan latar belakang penelitian ini, di lapangan banyak sekali murid belum sadar akan kedisiplinan dalam beragama, salah satunya murid sering lupa akan kewajiban sebagai muslim yang taat yaitu suka meninggalkan ibadah ibadah yang wajib salah satunya sholat lima waktu, melanggar aturan aturan agama, dan mengerjakan hal hal yang negatif seperti bolos, kesiangan, merokok, dan kenalan kenalan yang lain. Dan belum sadarnya akan tanggung jawab yang harus diemban.

Tujuan penelitian ini ialah, untuk mengidentifikasi pendidikan keagamaan dalam keluarga dan budaya religius sekolah peserta didik di SMAN 1 Karang Tengah, dan menganalisis pendidikan keagamaan dalam keluarga dan budaya religius sekolah berpengaruh terhadap kedisiplinan beragama peserta didik SMAN 1 Karang Tengah Kabupaten Cianjur.

Kedisiplinan beragama suatu ketaatan seseorang dalam menjalani dan memeluk agama yang diyakininya, sehingga aturan agama yang baik itu dapat mencapai keteraturan dalam kehidupan sehari-hari. Salah satunya yang mempengaruhi pendidikan keagamaan dalam keluarga merupakan pendidikan yang paling mendasar yang harus diberikan kepada anak dengan nilai ajaran agama, kemudian yang kedua, diterapkan di lembaga pendidikan khususnya seperti sekolah, dimana peserta didik di biasakan untuk melaksanakan dengan nilai nilai religius sehingga menciptakan kedisiplinan sesuai dengan agama.

Penelitian ini dilakukan dengan pendekatan kuantitatif yaitu deskriptif korelasional yaitu mencari hubungan dan pengaruh variabel independen pendidikan Keagamaan dalam keluarga (X1), budaya religius sekolah (X2) dengan variabel dependen kecerdasan emosional (Y), baik secara sendiri-sendiri maupun bersama-sama. Dan teknik pengumpulan data menggunakan kuesioner, dokumentasi, wawancara dan observasi yang dapat menunjang penelitian ini.

Dari hasil penelitian dapat disimpulkan bahwa masing masing variable independen dan variabel dependen memiliki korelasi positif dan pengaruh signifikan yaitu pendidikan keagamaan dalam keluarga (0,383) dan budaya religius sekolah (0,313). Secara bersama-sama terdapat hubungan yang signifikan antarpendidikan keagamaan dalam keluarga dengan budaya religius sekolah dengan kedisiplinan beragama dengan nilai R sebesar 0,650, R² sebesar 0,422. Ini berarti bahwa persentase sumbangan pengaruh variabel independen (pendidikan keagamaan dalam keluarga dan budaya religius sekolah) terhadap variabel dependen (kedisiplinan beragama siswa) sebesar 42,2.

ABSTRACT

Ahmad Irfan Arrizki; The Influence of Religious Education in Family and School Religious Culture on Religious Discipline of Students at SMAN 1 Karang Tengah, West Bandung Regency.

Based on the background of this research, in the field there are many students who are not aware of discipline in religion, one of which students often forget about their obligations as devout Muslims, that is, they like to leave obligatory worship services, one of which is praying five times a day, violating religious rules and doing other things. negative ones such as truancy, oversleeping, smoking, and other acquaintances. And not aware of the responsibilities that must be carried out.

The purpose of this study was to identify religious education in the family and school religious culture of students at SMAN 1 Karang Tengah, and to analyze religious education in the family and religious culture of schools affecting the religious discipline of students at SMAN 1 Karang Tengah, Cianjur Regency.

Religious discipline is a person's obedience in living and embrace the religion he believes in, so that good religious rules That can achieve order in daily life. Wrong the only thing that affects religious education in the family is the most basic education that must be given to a child with the value of religious teachings, then the second, applied in educational institutions, especially schools, where students are accustomed to carrying out with religious values thus creating discipline in accordance with religion.

This research was conducted with a quantitative approach, namely descriptive correlation, which is looking for the relationship and influence of the independent variables of religious education in the family (X1), school religious culture (X2) with the dependent variable of emotional intelligence (Y), both individually and together. And data collection techniques using questionnaires, documentation, interviews and observations that can support this research.

From the results of the study it can be concluded that each independent variable and dependent variable has a positive correlation and a significant influence, namely religious education in the family (0.383) and school religious culture (0.313). Taken together, there is a significant relationship between religious education in the family and the school's religious culture with religious discipline and we R value is 0.650, R² is 0.422. This means that the percentage contribution of the influence of the independent variable (religious educators in the family and school's religious culture) onon the dependent variable (students' religious discipline) is 42.2.



uin
UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG