The Effect of Islamic Spiritual Activities and Islamic Education Teachers' Role Modeling on The Religious Character of Tenth-Grade Students at SMAN 5 Berau

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Abstract

This study is motivated by the importance of forming students' religious character in senior high schools as part of national education goals, as well as the existing gap between religious understanding and its implementation in daily life. This study aims to examine the effect of Islamic Spiritual Activities (Rohani Islam) and the role modeling of Islamic Education teachers on the religious character of tenth-grade students at SMAN 5 Berau, both partially and simultaneously. This research employed a quantitative approach with a correlational research design. The population consisted of all tenth-grade students of SMAN 5 Berau, with a sample of 82 students selected using random sampling techniques. Data were collected through Likert-scale questionnaires, observation, and documentation. Data analysis was conducted using multiple linear regression analysis. The results indicate that Islamic Spiritual Activities have a significant effect on students' religious character, Islamic Education teachers' role modeling has a significant effect on students' religious character, and both variables simultaneously have a significant influence on students' religious character. This study concludes that strengthening school-based religious activities supported by exemplary behavior from Islamic Education teachers is an effective strategy for developing students' religious character in public high schools.

Keywords: Islamic Spiritual Activities, Teacher Role Modeling, Religious Character, High School Students

1. Introduction

Education is one of the most effective means for developing a generation capable of appreciating diversity constructively. Education based on a pluralistic and multicultural paradigm has become an urgent necessity to be formulated and designed within the learning process. Such education significantly contributes to building understanding and awareness of pluralistic and multicultural values (Prasetya, 2014)

Education plays a strategic role in shaping students' character, particularly religious character, which serves as a moral and spiritual foundation in social life. Islamic Religious Education (PAI) in schools is not only intended to enhance students' religious knowledge but also to instill religious values that are internalized in their daily attitudes and behaviors. However, there remains a gap between students' religious understanding and consistent religious practice, especially at the secondary school level (Al-Baihaqi et al., 2024). This condition highlights the need for educational strategies that address cognitive, affective, and behavioral aspects.

Schools implement various efforts to foster students' religious character, one of which is through Islamic Spiritual Activities (Rohani Islam) as religious extracurricular programs. These activities function as a medium for habituating worship practices, strengthening moral values, and developing students' social awareness (Mawardi, 2021) The habituation of religious values through consistent religious activities is believed to shape students' character, particularly when supported by a conducive school environment (Azizah et al., 2025)

In addition to religious activities, the role modeling of Islamic Education teachers is crucial in this process. Teachers serve as role models whose attitudes and behaviors are emulated by students (Lubis & Murniyetti, 2023). According to social learning theory, individuals acquire values and behaviors through observation and imitation (Ashari, 2021) Therefore, consistency between teachers' words and actions becomes a key factor in internalizing religious values among students (Diana & Sugiharto, 2024)

Religious character can be defined as students' attitudes and behaviors that reflect obedience in worship, honesty, responsibility, discipline, and social concern derived from Islamic teachings (Hidayah & Khiyarunnas, 2024). The formation of such character does not occur instantly but through habituation, role modeling, and direct experiences gained at school (Siregar et al., 2024). The synergy between Islamic Spiritual Activities and Islamic Education teachers' role modeling is believed to significantly contribute to the holistic development of students' religious character (Dewi, 2023)

Based on the above discussion, this study seeks to address the following research questions: (1) Do Islamic Spiritual Activities influence students' religious character? (2) Does the role modeling of Islamic Education teachers influence students' religious character? (3) Do Islamic Spiritual Activities and Islamic Education teachers' role modeling simultaneously influence students' religious character? The findings of this study are expected to contribute theoretically and practically to the development of strategies for religious character education in senior high schools, particularly public schools.

2. Research Method

This study employed a quantitative approach with a correlational research design to examine the influence of Islamic Spiritual Activities and Islamic Education teachers' role modeling on students' religious character. The research population consisted of all tenth-grade students of SMAN 5 Berau in the 2025/2026 academic year. A total of 82 students were selected as the research sample using random sampling techniques to ensure proportional representation.

The study was conducted at SMAN 5 Berau during the odd semester of the 2025/2026 academic year. Research instruments included closed-ended questionnaires using a Likert scale to measure Islamic Spiritual Activities, Islamic Education teachers' role modeling, and students' religious character. Data were collected through questionnaires, observation, and documentation. Prior to data collection, the instruments were tested for validity and reliability. The collected data were analyzed using descriptive and inferential statistics. Inferential analysis was performed using multiple linear regression to determine the partial and simultaneous effects of the independent variables on the dependent variable.

3. Result

The research instruments were tested for validity and reliability. The results showed that all questionnaire items were valid, and the Cronbach's Alpha coefficients for each variable exceeded 0.70, indicating that the instruments were reliable and suitable for use in this study.

Table 1. Kolmogorov–Smirnov test on unstandardized residuals

Keterangan	Unstandardized Residual
N	82
Normal Parameters (a,b)	
Mean	.0000000
Std. Deviation	476.366.295
Most Extreme Differences	
Absolute	.077
Positive	.054
Negative	-.077

Kolmogorov-Smirnov Z	.693
Asymp. Sig. (2-tailed)	**.722**

The One-Sample Kolmogorov–Smirnov test was conducted to examine the normality of residuals in the multiple linear regression model. The results indicated an Asymp. Sig. (2-tailed) value of 0.722, which is greater than 0.05. This finding suggests that the residuals were normally distributed, and thus the normality assumption was met.
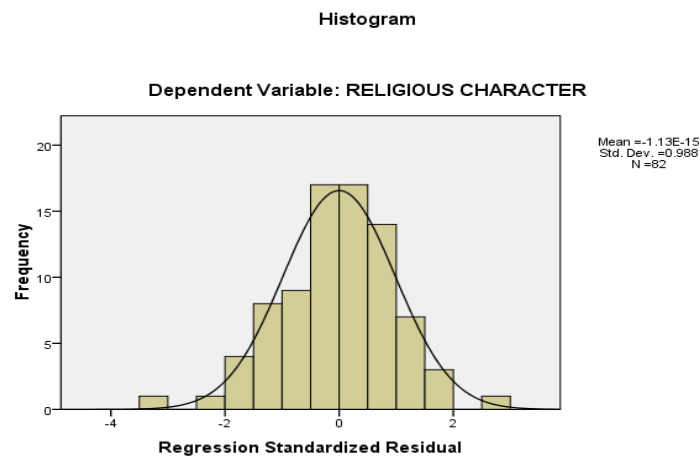

Figure 1 histogram data table.

In line with the results of the normality test, the histogram visualization shows that the residual data are symmetrically distributed following a normal (bell-shaped) curve. This indicates that the residuals of the regression model have met the normality assumption as required by Sugiyono (2021) and Arikunto (2020) for a good regression model. With the fulfillment of this assumption, the multiple linear regression model in this study is considered appropriate to proceed to the subsequent stage of inferential statistical analysis for hypothesis testing.

Table 2. Multicollinearity Test

Model	Variable	Collinearity Statistics	
		Tolerance	**VIF**
1	ISLAMIC SPIRITUAL ACTIVITIES	0.794	1.259
	ISLAMIC EDUCATION TEACHERS'	0.794	1.259

Based on the results of the multicollinearity test in the table, the Tolerance value for the variables islamic spiritual activities (x1) and islamic education teachers' (X2) is 0.794, and the VIF value is 1.259. The Tolerance value greater than 0.10 and the VIF value far below the maximum threshold of 10 indicate that the two independent variables do not have a high correlation with each other. Therefore, it can be concluded that the regression model does not contain any multicollinearity problems, and thus, the variables X1 and X2 are appropriate to be used as predictors in the multiple regression analysis.
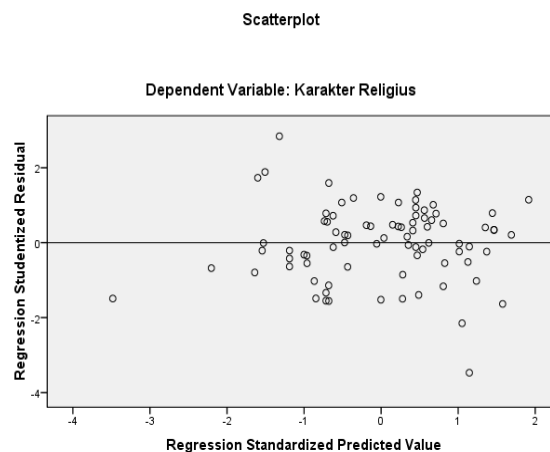

Figure 2 Heteroscedasticity Test.

Based on the analysis of the scatterplot comparing the studentized residuals with the standardized predicted values, it can be observed that the residual points are randomly distributed and do not show any specific pattern, such as a curve or a funnel-shaped spread. This pattern of distribution indicates that the model has a constant variance of residuals across the entire range of predicted values. Therefore, the assumption of homoscedasticity or the stability of residual variance can be considered fulfilled.

Table 3. Coefficient

Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	26.316	7.731		3.404	.001
ISLAMIC SPIRITUAL ACTIVITIES	.315	.099	.347	3.184	.002
ISLAMIC EDUCATION TEACHERS'	.263	.118	.243	2.230	.029

Based on the regression analysis results presented in the table above, the regression model in this study is formulated as follows:

$$Y = 26.316 + 0.315X_1 + 0.263X_2$$

The interpretation of the regression model is explained as follows:
1. **Constant (26.316):**
    This value indicates that when the variables of Islamic Spiritual Activities (X_1) and Islamic Education Teachers' Role Modeling (X_2) are held constant (zero), the level of Religious Character (Y) remains at 26.316 units.
2. **Regression Coefficient of X_1 (0.315):**
    The positive coefficient indicates a unidirectional relationship, meaning that every one-unit increase in Islamic Spiritual Activities (X_1) is predicted to increase students' Religious Character (Y) by 0.315 units, assuming other variables remain constant.
3. **Regression Coefficient of X_2 (0.263):**
    The positive coefficient shows that every one-unit increase in Islamic Education Teachers' Role Modeling (X_2) contributes to an increase of 0.263 units in students' Religious Character (Y).

Overall, these results indicate that both Islamic Spiritual Activities and Islamic Education Teachers' Role Modeling have positive contributions to the development of students' religious character. Strengthening these two independent variables is empirically proven to significantly improve the quality of students' religious character. Furthermore, the results of the partial significance tests can be explained as follows:
1. **Islamic Spiritual Activities (X_1):**
    The significance value of 0.002 and a t-value of 3.184 indicate that the significance

level is less than 0.05. This result confirms that Islamic Spiritual Activities have a significant effect on students' religious character. Therefore, **H_1 is accepted**

2. **Islamic Education Teachers' Role Modeling (X_2):**
   The significance value of 0.029 and a t-value of 2.230 indicate that the significance level is less than 0.05. This result shows that Islamic Education teachers' role modeling has a significant effect on students' religious character. Therefore, **H_2 is accepted**.

   Furthermore, the **F-test** was conducted to evaluate the simultaneous influence of the independent variables Islamic Spiritual Activities and Islamic Education Teachers' Role Modeling on the dependent variable, namely students' Religious Character.

Table 4. Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	631,287	2	315,643	13,566	.000 (a)
Residual	1838,091	79	23,267		
Total	2469,378	81			

Based on the table above, the calculated F-value for the multiple linear regression model is 13.566 with a significance value of 0.000, which is less than 0.05. This result indicates that, simultaneously, Islamic Spiritual Activities and Islamic Education Teachers' Role Modeling have a significant effect on the dependent variable, namely Religious Character. Therefore, the third hypothesis (H_3) in this study is accepted.

Furthermore, the coefficient of determination test was conducted to determine the extent to which the independent variables influence the dependent variable by referring to the R-squared value.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506 (a)	.256	.237	4.824

Based on the table above, the R-squared value is 0.256. This indicates that the simultaneous influence of variable X_1 (Islamic Spiritual Activities) and variable X_2 (Islamic Education Teachers' Role Modeling) on variable Y (Religious Character) is 25.6%, while the remaining variance is influenced by other variables not examined in this study.

4. Discussion

Multiple linear regression analysis revealed that Islamic Spiritual Activities had a positive and significant effect on students' religious character (β = 0.315; Sig. = 0.002 < 0.05). This indicates that increased student participation in Islamic Spiritual Activities is associated with higher levels of religious character development. These findings support the concept that religious habituation through structured spiritual activities effectively internalizes religious values (Wardatun & Khadavi, 2025)

Similarly, Islamic Education teachers' role modeling demonstrated a positive and significant effect on students' religious character (β = 0.263; Sig. = 0.029 < 0.05). This result underscores the importance of teachers as moral exemplars in shaping students' behavior, in line with Bandura's social learning theory, which emphasizes learning through observation and imitation (Aqila & Ibda, 2025)

Simultaneously, Islamic Spiritual Activities and Islamic Education teachers' role modeling significantly influenced students' religious character, as evidenced by an F-value of 13.566 with a significance level of 0.000 (< 0.05). The coefficient of determination (R^2) was 0.256, indicating that 25.6% of the variance in students' religious character could be explained by the two independent variables, while the remaining variance was influenced by other factors not examined in this study.

5. Conclusion

This study confirms that Islamic Spiritual Activities and Islamic Education teachers' role modeling significantly contribute to the development of students' religious character. Strengthening Islamic spiritual programs in schools, supported by exemplary behavior from Islamic Education teachers, can effectively foster students' religious character. These findings provide valuable insights for educators and policymakers in designing integrated strategies for religious character education in public senior high schools.

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