Religious Behavior of Students UIN Syarif Hidayatullah Jakarta

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Keywords: Religious behavior, habluminallah behavior, habluminannas behavior, internal environment and external environment.

Abstract: This study describes the religious behavior of students UIN Syarif Hidayatullah Jakarta. The variables used are internal, external environment and religious behavior. The internal environment variable consists of gender factor, (male and female). The external environ-mental variables comprise the faculty environment, the present resident and the place to grow. The present resi-dent consist of dormitories, boarding houses and parents’ homes and the place to grow consist of urban and rural environment. Religious behavior variables consist of habluminallah behavior and habluminannas behavior. The methodology used was (1) Statistical descriptive, (2) MANOVA (Multivariate Analysis of Variance) and (3) Independent sample t-test. The results showed the reli-gious behavior UIN Syarif Hidayatullah Jakarta students has a very good category. Habluminallah and habluminannas behavior are different for each faculty. Habluminallah and habluminannas behavior are the same for respondents who live in dormitories, boarding houses and parents’ homes. Habluminallah and habluminannas behaviors are similar for urban and rural respondents. Habluminallah and habluminannas behaviors are similar for male and female. The results of this study are expected to be used to develop university policies that can enhance the Islamic values of UIN Syarif Hidayatullah Jakarta.

1 INTRODUCTION

The change of State Islamic Institute (the “IAIN”) to Islamic University State of Syarif Hidayatullah Jakarta (Mahfudz, 2012) brought many changes including the increasing number of faculties, and study programs. This change provides opportunity for the general faculties and study programs to be established at UIN of Syarif Hidayatullah Jakarta. As a result of the increase in the number of faculties and study programs it will certainly have an impact on the increase of the number of students. Every year the number of candidates of students continues to increase. According to UIN News online, there were around 15,000 candidates of students in the 2016/2017 academic year, and while in 2017/2018 there were 16,000 candidates of students (Abdullah, 2016).

With the increasing number of candidates of students from years to years, the UIN of Syarif Hidayatullah Jakarta in 2017 opened 7 selection lines, which previously it was only 6 selection lines in 2016 (Administrator UIN Jakarta, 2017). These various selection lines are the entry points for the candidates of students from various provinces both from urban and rural areas, from general education and religious education, from families with different economic and education levels education.

In order to accommodate students from outside the area, UIN of Syarif Hidayatullah Jakarta provides a dormitory that functions as a residence for students during their studies (Amin, 2012). In addition, the environment around UIN of Syarif Hidayatullah Jakarta has many boarding houses that have the same function as dormitories. Not often students also choose to live with their closest parents and relatives.

In general, at present, students of UIN of Syarif Hidayatullah Jakarta come from the urban and rural Muslim communities, but in reality, their religious behavior is not the same. This is because urban and rural communities have different habits and characteristics (Solikhin, 2014). Starting from the level of understanding, level of practice, and the way they handle cases around them based on Islamic values and teachings (Shah et al, 2013). These various backgrounds of environment, education, residence that are different can influence the behavior of students themselves, both in terms of their religious...
behavior and their social behavior (Shah et al, 2013). Therefore, researcher have desire to find out the religious behavior of students of UIN of Syarif Hidayatullah Jakarta, which are influenced by gender, the environment of the faculty, the environment in which they live and the environment from which students grew.

2 STUDY OF THEORY AND HYPOTHESIS TESTING

2.1 Study of Theory

2.1.1 Definition of Religious Behavior

According to (Magill 1993) religiosity is a person's attitude toward religion in general or the way a person becomes religious (Aisyah, 2014), (2014), (2106), and according to (Jalaluddin, 2002) religion generally has rules and obligations that must be carried out which all of them function to bind and require oneself or a group of people in their relation with God, fellow human beings and the natural surroundings (Azizah, 2005). According to (Shihab 1998), (Rahayu 2003), religion is a relationship between creatures and the Creator which is manifested in his/her inner attitude and in the worship performed as well as in the overall attitude (Tat, 2004). Implementation of religion is an activity or behavior of a person against the religion itself. According to (Boston and Gray 1981), (Hair and Bowers 1992), (McIntosh et al 1993), (Rahayu 2003), religious activities not only occur when someone performs rituals (religious worship), however it is also when someone does other activities; it not merely related to activities that can be seen with the eyes, but it relates as well to the invisible activities that occur in one's inner heart (Tat, 2004).

In the Holly Qur’an Adz-Dzariyat (51) verse 56, which has meaning “and I (Allah) do not create jinn and humans but that they serve Me (Allah)”. As the representative of Allah, he was aware of the amazing task he was carrying out, namely managing the earth based on the message of Allah. In line with human functions according to Islam, the expected behavior of a Muslim is to have habluminallah and habluminannas behaviors (Aisyah, 2014), (2014), (2106).

2.1.2 Behavior of Habluminallah

In the Islamic perspective, habluminallah behavior is human behavior that is built on the framework of human relations with God (habluminannas) through agreements that are regulated in the Shari’ah of Allah regarding the obligation to fulfill the commands or rights of Allah Ta’ala. (Aisyah, 2014), (2014), (2106). According to (Mansoer, 2008) (Aisyah, 2014), (2014), (2106), habluminallah behavior of a Muslim can be measured through, (a) knowledge of faith and worship (b) attitude towards faith and worship and (c) practice of faith and worship.

2.1.3 Behavior of Habluminannas

Habluminannas behavior is a human relationship with each other (habluminannas) through the obligation to fulfill the rights of fellow human beings both Muslims and apostates (kafir) (Aisyah, 2014), (2014), (2106) and (Almu’tasim, 2016). (Yusuf 1995: 154) (Aisyah, 2014) explained that in line with human function as the khalifah of Allah, the Muslim should have a main character such as: doing tadzakkur, taffakur, ikhtiyar, jihad, ijtihad, istiqamah, ta’awun, tawasau, tasamuh, deliberation, ukhwah, and fastabiqul khairat. Those personal characters that form the behavior of habluminannas.

Habluminannas behavior of a Muslim can be measured from (Mansoer, 2008: 112) (Aisyah, 2014), (2014) (a) Islamic behavior towards oneself (b) Islamic behavior towards fellow human beings (c) Islamic behavior towards the surrounding environment.

2.1.4 Factors that Influence the Religious Behavior

In Islam, human behavior is the result of the interaction of factors of external (external environment) and internal (from within the individual itself). (Aisyah, 2014), (2014) and (Munawar, 2011).

Internal Factors

The internal environment includes aspects of genetics (gender), structure and body functions as well as psychological (Munawar, 2011). According to the socialization gender theory proposed by (Zelenzy et al 2000) in (Miranti, 2012) behavior is determined by the process of socialization in which...
individuals are shaped by cultural norms and expected values in a particular gender.

**External Factors**

External factors, namely, factors that influence the behavior of individuals who come from outside the individual itself, such as the community, family and education environments (Aisyah, 2014), (2014).

External factors include, (1) the environment where the individual grows. The environment where the students grow in this research is divided into two categories: rural (Rural Society) and urban (Urban Society); (2) the current living environment. Current living environment include dormitories, boarding houses and parents’ house (Shah et al, 2013) and (3) college environment (Aisyah, 2104).

### 2.2 Research Hypothesis

The hypothesis in this research are:

1. H1 : Religious behavior of students of UIN of Syarif Hidayatullah Jakarta has reached the category of “good”.
2. H2 : There is no difference in the religious behavior of students among the faculties.
3. H3 : There is no difference in the religious behavior of students, in relation to respondents that are living in dormitory, in a boarding house and in parents’ house (current living environment).
4. H4: There is no difference in the religious behavior of students, in relation to respondents that come from rural and urban areas (factors of environment where they are grown).
5. H5: There is no difference in the religious behavior of students, in relation to male respondents and female respondents (gender factors).

### 3 RESEARCH METHODOLOGY

This research includes descriptive quantitative type with descriptive statistical approach and comparative test (Sugiyono, 2014). The variables in this research consist of *habluminallah* behavior (Y1) and *habluminannas* behavior (Y2). *Habluminallah* behavior variables consist of (1) knowledge of faith and worship, (2) attitude towards faith and worship, and (3) practice of faith and worship. While the *habluminannas* variable consists of (1) Islamic behavior towards oneself, namely: honesty, discipline and work / study ethics, trustworthy and compliant with applicable laws / regulations, (2) Islamic behavior towards others, namely: generous, cooperative, caring, respecting the rights of others and tolerance and (3) Islamic behavior towards the surrounding environment, namely: love for nature and the efforts of nature conservation (Aisyah, 2014) (2016). The factors that influence religious behavior consist of (1) internal environment (X1), namely gender factors that are interpreted by male and female), (2) external environment (X2), namely the environment in which they are grown (rural and urban), current residence (dormitory, boarding house and parents’ house) and faculty environment (Shah et al, 2013). The sample in this research is the students of UIN of Syarif Hidayatullah Jakarta. The number of active students populations as of November 2015 as much 22.134 students. (http://akademik.uinjkt.ac.id). Base on Isaac and Michael tabel of population (Sugiyono, 2014:71), we can determine sum of sample with α 5% that are 342 students. And then we can determine sample each faculties with below formulas:

\[
\text{Sample} = \left( \frac{P}{\sum P} \right) \times 342
\]

Information:
- \( S \) = Sample
- \( P \) = Population
- \( \sum P \) = Sum of population

Base on above formulas, we can calculate sum of sample each faculty, see table 1 below:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Sum of Students each Faculty</th>
<th>Sum of Sample each Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty of Science of Tarlib and Teach</td>
<td>4.875</td>
</tr>
<tr>
<td>2</td>
<td>Faculty of Business and Economics</td>
<td>2.270</td>
</tr>
<tr>
<td>3</td>
<td>Faculty of Biology</td>
<td>1.185</td>
</tr>
<tr>
<td>4</td>
<td>Faculty of Law and Humanities</td>
<td>2.901</td>
</tr>
<tr>
<td>5</td>
<td>Faculty of Social and Politic Science</td>
<td>2.180</td>
</tr>
<tr>
<td>6</td>
<td>Faculty of Educational Science</td>
<td>3.717</td>
</tr>
<tr>
<td>7</td>
<td>Faculty of Psychology</td>
<td>0.504</td>
</tr>
<tr>
<td>8</td>
<td>Faculty of Economic and Finance</td>
<td>0.180</td>
</tr>
<tr>
<td>9</td>
<td>Faculty of Science and Technology</td>
<td>0.179</td>
</tr>
<tr>
<td>10</td>
<td>Faculty of Health Science</td>
<td>1.187</td>
</tr>
<tr>
<td>11</td>
<td>Faculty of Social and Politic Science</td>
<td>0.180</td>
</tr>
</tbody>
</table>

Total of Sample = 342

The instrument used to test the data in this research are (1) descriptive statistic test, (2) MANOVA (Multivariate Analysis of Variance) test and (3) Independent t-test sample (Ghozali, 2013).
4 RESULTS AND DISCUSSION

4.1 General Description of Religious Behavior

4.1.1 Religious Behavior based on Mean

Table 2. Weighting and Categorizing Score Indicators

Categories in tabel 2, to measure mean statistic of religious behavior in the tabel 3 below. For example, if mean of statistic in the value range at 0-36, (habluminallah behavior) and 0-41 (habluminannas behavior), both religious behavior have categories “very badly”.

Table 3: Descriptive Statistic of Religious Behavior

Descriptive Statistics

Based on table 3, the mean for haluminallah and habluminannas behaviors are respectively 158.85 and 178.76 (tabel 2). The mean of haluminallah behavior is in the range of 145-180 with the category of “very good”. While the mean of habluminannas behavior is in the range of 165-205 (tabel 2) with the category of “very good”.

4.1.2 Religious Behavior based on Mean Indicator

The mean of the habluminallah behavior variable indicator is knowledge of faith and worship, attitude towards faith and worship and practice of faith and worship. Of the three aspects of habluminallah behavior the best aspect is the aspect of attitudes towards faith and worship with an average value of 55.91. The aspect of knowledge against faith and worship is an average of 52.08, and the lowest is the aspect of practice against faith and worship, which is 51.04. (table 4).

Table 4: Religious Behavior Based on Mean Habluminallah Behavior Indicators Statistics

While the mean of the variable indicator of habluminannas behavior is Islamic behavior towards oneself, Islamic behavior towards others and Islamic behavior towards the surrounding environment. Of the three aspects of the behavior of habluminannas, the best aspect is the aspect of Islamic behavior towards others, with an average value of 84.06, then the second-best aspect is the aspect of Islamic behavior towards oneself, with an average of 61.15 and finally the aspect of Islamic behavior towards surrounding nature which is 33.39. (table 5).
4.2 Description of Religious Behavior based on Faculty

Table 6: Manova Test Result Multivariate Test

<table>
<thead>
<tr>
<th>Effect</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis dF</th>
<th>Error dF</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>Pillai Trace</td>
<td>86.4</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Wilk Lambda</td>
<td>0.04</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Hotelling Trace</td>
<td>22.34</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Roy’s Largest Root</td>
<td>22.34</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Faculties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pillai Trace</td>
<td>1.7</td>
<td>28.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Wilk Lambda</td>
<td>0.05</td>
<td>28.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Hotelling Trace</td>
<td>1.87</td>
<td>28.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Roy’s Largest Root</td>
<td>1.87</td>
<td>28.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

a. Design: Intercept + Faculties
b. Exact Statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Based on Table 6, the decision is analyzed by Pillai Trace, Wilk Lambda, Hotelling Trace, Roy’s Largest Root and F test. The results of all faculties are significant at 0.00 (<0.05) so that they can be concluded to receive H0, meaning that habluminallah behavior and habluminannas behavior are different for each faculty.

The difference in the mean of habluminallah behavior and habluminannas behavior in each faculty are:

4.3 Description of Religious Behavior based on Current Living Environment

Table 8: Manova Test Result Multivariate Test

<table>
<thead>
<tr>
<th>Effect</th>
<th>Value</th>
<th>F</th>
<th>Hypothesis dF</th>
<th>Error dF</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>Pillai Trace</td>
<td>304</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Wilk Lambda</td>
<td>304</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Hotelling Trace</td>
<td>22.34</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Roy’s Largest Root</td>
<td>22.34</td>
<td>2.009</td>
<td>330.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Current Living Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pillai Trace</td>
<td>0.05</td>
<td>2.009</td>
<td>4.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Wilk Lambda</td>
<td>0.05</td>
<td>2.009</td>
<td>4.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Hotelling Trace</td>
<td>0.05</td>
<td>2.009</td>
<td>4.000</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Roy’s Largest Root</td>
<td>0.05</td>
<td>2.009</td>
<td>4.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

a. Design: Intercept + Current Living Environment
b. Exact Statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Based on Table 8, the F test and significance scores on Wilk’s Lambda are 2.055 and 0.085 (> 0.05), respectively. So, it can be concluded that rejecting H0 means that habluminallah behavior and habluminannas behavior are the same for respondents who live in dormitories, boarding houses and parents’ house.

Although having habluminallah behavior and habluminannas behavior are the same, but they have different mean. This can be seen in table 9 below.
Table 9: Mean of religious behavior Among Current Living Environment

<table>
<thead>
<tr>
<th>No</th>
<th>Current Living Environment</th>
<th>Mean of Habluminallah Behavior</th>
<th>Current Living Environment</th>
<th>Mean of Habluminannas Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dormitories</td>
<td>161.85</td>
<td>Dormitories</td>
<td>197.20</td>
</tr>
<tr>
<td>2</td>
<td>Boarding houses</td>
<td>159.26</td>
<td>Boarding houses</td>
<td>178.14</td>
</tr>
<tr>
<td>3</td>
<td>Parents’ house</td>
<td>157.85</td>
<td>Parents’ house</td>
<td>177.26</td>
</tr>
</tbody>
</table>

Based on table 9, habluminallah behavior and habluminannas behavior of the students who live in dormitory have the best mean than students who live with parents and in boarding houses. This is caused by education and supervision in the dormitory that are more stringent than in boarding houses and at home.

4.4 Description of Religious Behavior based on Growing Environment

Table 10: Independent Sample T-test Result Independent Sample Test

Based on table 10 above, the output of Levene test for equality of variance can be seen from the results of the F test, calculated Levene test for habluminallah behavior and habluminannas behavior is respectively 0.522 and 0.272 with probability 0.470 and 0.602 (> 0.05). Because the probability value >0.05, it can be concluded that the variance of habluminallah behavior and habluminannas behavior for respondents living in urban and rural areas have the same variance. It is strengthened by t-test different test analysis that uses assumption of equal variance assumed. From table 8, it can also be seen that the value of equal variance assumed is equal to the level of sig. (2-tailed) for habluminallah and habluminannas behaviors of 0.317 and 0.245 (> 0.05), respectively, so that H0 is rejected. This means that habluminallah behavior and habluminannas behavior for respondents from urban and rural areas do not have a significant difference.

Although habluminallah behavior and habluminannas behavior are the same, however it is different in terms of its mean. This can be seen in table 11 below.

Table 11: Mean of Religious Behavior Among Environment Where Students Grows Group Statistics

Based on the table 11, students who live in rural areas have habluminallah behavior and habluminannas behavior which is better compared to students who live in urban areas.

4.5 Description of Religious Behavior based on Gender Factors

Table 12: Independent Sample t-test results Independent Samples Test

Based on table 12, the output of Levene test for equality of variance can be seen that the F test results calculate the Levene test of habluminallah behavior and habluminannas behavior, respectively 0.480 and 0.191 with probability of 0.489 and 0.662 (> 0.05). Considering that the probability value is > 0.05, it can be concluded that the variance of habluminallah behavior and habluminannas behavior for male and female respondents have the same variance. This result is also strengthened by the results of different test t-test using assumption of equal variance assumed that contained in table 10 which can be seen that the value of equal variance assumed is equal to sig. level (2-tailed) for habluminallah behavior and habluminannas behavior, respectively 0.950 and 0.307 (> 0.05), so H0 is rejected. This means that habluminallah behavior and habluminannas behavior for male and
female respondents did not have a significant difference.

Although *habluminallah* behavior and *habluminannas* behavior are the same, however it is different in terms of its mean. This can be seen in table 13 below.

<table>
<thead>
<tr>
<th>Religious Behavior</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habluminallah</td>
<td>Male</td>
<td>109</td>
<td>158.79</td>
<td>11.689</td>
<td>1.115</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>233</td>
<td>158.87</td>
<td>10.998</td>
<td>0.721</td>
</tr>
<tr>
<td>Habluminannas</td>
<td>Male</td>
<td>109</td>
<td>170.93</td>
<td>14.191</td>
<td>1.359</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>233</td>
<td>170.37</td>
<td>14.535</td>
<td>0.892</td>
</tr>
</tbody>
</table>

Based on the table 13, female students having *habluminallah* behavior better compared to the male students, while *habluminannas* behavior of male student is better compared to the female students.

### 5 CONCLUSION

Based on the results and discussion of the research described the results of the study can be summarized as follows:

1. In general, the religious behavior of students of UIN of Syarif Hidayatullah Jakarta does not have a “very good” category.
2. *Habluminallah* behavior and *habluminannas* behavior are different for each faculty.
3. *Habluminallah* behavior and *habluminannas* behavior are the same for respondents living in dormitories, boarding houses and parents’ house.
4. *Habluminallah* behavior and *habluminannas* behavior are the same for respondents from urban and rural areas.
5. *Habluminallah* behavior and *habluminannas* behavior are the same for male and female genders.

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Business and Entrepreneurial Review Vol. 14, No.1, October 2014 ISSN 0853-9189


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