ABSTRAK

Maliah, Nur. 240211020043, Pengaruh Pembelajaran Pendidikan Agama Islam dan Budaya Religius Terhadap Karakter Religius Siswa SMA Negeri di Kabupaten Seruyan,Tesis 2026, Pembimbing: (1) Dr. Muhammad Sabirin, M. Si., (2) Dr. H. Hajiannor, M. Ag., Pascasarjana, Universitas Islam Negeri Antasari Banjarmasin.

Kata Kunci: Pengaruh, Pembelajaran Pendidikan Agama Islam, Budaya Religius, Karakter Religius

Pembentukan karakter religius merupakan salah satu tujuan utama pendidikan nasional sekaligus menjadi fokus penting dalam penyelenggaraan Pendidikan Agama Islam di sekolah. Secara teoretis, karakter religius siswa diduga dipengaruhi oleh kualitas pembelajaran Pendidikan Agama Islam dan budaya religius yang diterapkan di lingkungan sekolah. Berbagai program keagamaan, seperti pembiasaan Senyum, Salam, Sapa (3S), salat berjamaah, salat Dhuha, tadarus Al-Qur'an, doa bersama, istigasah, dan kegiatan keagamaan lainnya telah diimplementasikan di SMA Negeri Kabupaten Seruyan. Namun demikian, berdasarkan hasil observasi awal masih ditemukan indikasi perilaku siswa yang belum sepenuhnya mencerminkan karakter religius, seperti merokok di lingkungan sekolah, membolos, tindakan perundungan (*bullying*), kurang menghormati guru maupun orang tua, serta masih terjadinya perkelahian antarsiswa. Kondisi tersebut mengindikasikan adanya dugaan kesenjangan antara implementasi pembelajaran Pendidikan Agama Islam dan budaya religius dengan perilaku religius siswa dalam kehidupan sehari-hari. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh pembelajaran Pendidikan Agama Islam terhadap karakter religius siswa, pengaruh budaya religius terhadap karakter religius siswa, dan pengaruh pembelajaran Pendidikan Agama Islam dan budaya religius secara simultan terhadap karakter religius siswa SMA Negeri di Kabupaten Seruyan.

Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian *ex post facto*. Sampel penelitian berjumlah 319 siswa yang dipilih menggunakan teknik *proportionate stratified random sampling*. Data dikumpulkan melalui angket yang telah memenuhi uji validitas dan reliabilitas, kemudian dianalisis menggunakan uji prasyarat serta analisis regresi linear sederhana dan regresi linear berganda dengan bantuan IBM SPSS Statistics.

Hasil penelitian menunjukkan bahwa pembelajaran Pendidikan Agama Islam berpengaruh positif dan signifikan terhadap karakter religius siswa dengan kontribusi sebesar 9,4%, sedangkan budaya religius berpengaruh positif dan signifikan dengan kontribusi sebesar 16,2%. Secara simultan, pembelajaran Pendidikan Agama Islam dan budaya religius berpengaruh positif dan signifikan terhadap karakter religius siswa dengan kontribusi sebesar 20,0%, adapun 80% sisanya dipengaruhi oleh faktor-faktor lain di luar penelitian, yang diduga meliputi lingkungan keluarga, teman sebaya, lingkungan masyarakat, media digital, serta karakteristik individu siswa, seperti motivasi, kesadaran beragama, dan pengendalian diri.

ABSTRACT

Maliah, Nur. 240211020043. The Influence of Islamic Religious Education Learning and Religious School Culture on the Religious Character of Public Senior High School Students in Seruyan Regency, Master's Thesis, Postgraduate Program, Antasari State Islamic University Banjarmasin, 2026. Supervisors: (1) Dr. Muhammad Sabirin, M.Si. (2) Dr. H. Hajiannor, M.Ag.

Keywords: Influence, Islamic Religious Education Learning, Religious School Culture, Religious Character

The development of students' religious character is one of the primary goals of Indonesia's national education system and an essential focus of Islamic Religious Education (IRE). It is theoretically assumed that students' religious character is influenced by the quality of IRE learning and the implementation of a religious school culture. Although various religious programs, such as the 3S (Smile, Greet, and Salute) program, congregational prayers, Duha prayer, Qur'an recitation, istighasah, and other religious activities, have been implemented in public senior high schools in Seruyan Regency, preliminary observations indicated that some students still exhibited behaviors inconsistent with religious values, including smoking, truancy, bullying, disrespect toward teachers and parents, and involvement in student fights. These conditions suggest a possible gap between the implementation of IRE learning and religious school culture and students' actual religious character. Therefore, this study aimed to examine the effects of Islamic Religious Education learning and religious school culture, both partially and simultaneously, on students' religious character.

This study employed a quantitative approach with an ex post facto research design. The sample consisted of 319 students selected through proportionate stratified random sampling. Data were collected using a valid and reliable questionnaire and analyzed using prerequisite tests, simple linear regression, and multiple linear regression with IBM SPSS Statistics.

The findings revealed that Islamic Religious Education learning had a positive and significant effect on students' religious character, contributing 9.4%, while religious school culture contributed 16.2%. Simultaneously, both variables had a positive and significant effect with a combined contribution of 20.0%. The remaining 80.0% was attributable to other factors beyond the scope of this study, including the family environment, peer influence, community environment, digital media, and students' individual characteristics, such as learning motivation, religious awareness, and self-control. These findings indicate that strengthening students' religious character requires the integration of quality Islamic Religious Education learning and the consistent implementation of a religious school culture, supported by families and the wider community.