International Journal on Advanced Science, Education, and Religion (IJoASER)
E-ISSN: 2614-8862 & P-ISSN: 2565-0836
Volume 7, Number 4, December 2024

The Religiosity's Impact on Social Piety and English Learning Motivation Among Muslim High School Students in Salatiga and Semarang

Mashlihatul Umami[1*], Ruwandi[1]
[1] *Universitas Islam Negeri Salatiga, Indonesia*

Corresponding Author umamie@uinsalatiga.ac.id*

ARTICLE INFO
Article history:
Received
November 03, 2024
Revised
December 12, 2024
Accepted
December 30,2024

ABSTRACT

This study is conducted to analyze the influence of religiosity on social piety and the significance level of the influence between the two, to analyze the effect of religiosity on English learning motivation along with the significance between the two and analyze the relationship between religiosity with social piety and English learning motivation and the significance of the relationship. The data sampling technique used in this study is random sampling. The data collection techniques that will be used to collect research data are questionnaire and documentation. The results of this study found that there is an insignificant positive correlation between religiosity and motivation to learn English because the t score (1.664) is smaller than the t table score (2.664). The same is also shown by the significance value because the significance value (0.102) is greater than 0.05; and a significant correlation between social diversion and English learning motivation because to (X2) is greater than tt (2.738 > 2.394). The same is shown by the significance value because the significance value score (0.008) is smaller than 0.05. The contribution of religiosity and social diversion to learning motivation is 22% (rounding), while the remaining 78% is influenced by other variables outside the model. Furthermore, the adjusted R^2 coefficient which is the correlation of R^2 is 0.192. This means that the correlation does not yet describe its closeness to the population. Then, together there is a positive and significant correlation between religiosity and social diversion with motivation to learn English because F count is greater than F table with df 57 and a significance level of 5%. The calculated F score is 8.015 while the F table is 4.010. With the comparison between the score of F count with F table which shows that Fo > Ft, it can be concluded that the independent variables together have a significant effect on the dependent variable.

Keywords: *Religiosity, Social Piety, Motivation, Significance*

Journal Homepage https://ojs.staialfurqan.ac.id/IJoASER/

INTRODUCTION

Success in learning English, whether in mastering its linguistic elements or skills, or in mastering language skills in general, is influenced by many factors. In mastering reading skills, for example, Thai students studying at IAIN Salatiga do not have good reading habits, so this non-linguistic factor can have an impact on their mastery of vocabulary, grammar, or other linguistic elements (Rusnah, 2019). Similarly, the results of Amaneeyah's research (2019) focused on examining the

mastery of Thai students' writing skills. In her research, it was found that Thai students did not spend much time practicing writing, even though the frequency of practice was very helpful for mastering these skills.

Reading habits and the level of frequency in practicing writing above are personal factors that come from students. Hattie (2009) also suggests six other non-linguistic factors besides students that greatly affect student learning outcomes. These factors include family, school, teacher, curriculum, and the teaching approach used by the teacher in the teaching-learning process. Learning outcomes can be ideal if the six factors mentioned above can contribute positively to the teaching and learning process. Learning outcomes can be very ideal if the six factors stated above can contribute positively to the teaching and learning process. In fact, these six factors do not always provide positive energy to students and sometimes become a problem for them, so that these factors actually become challenges for students in achieving their learning achievements. Even the results of Burns' research (2006) show that a person's religious existence affects his or her learning achievements. In a slightly different language, it can be said that the better a person's religiosity, the better his learning outcomes. Of course, good religiosity does not only affect motivation or learning achievement but is very likely to affect other elements.

Many studies related to the topic of religiosity, social piety and motivation of learning, for example, Lutfia (2022) she conducted the research collaboration between the University of Vienna, Austria and the State Islamic University (UIN) Walisongo Semarang, focused on the impact of Islamic Religious Education (PAI) on students' knowledge and behavior. It was found that students who received religious classes had knowledge of interfaith tolerance and had higher literacy skills than those who did not.

Another study which was conducted by there is a significant relationship between religiosity and motivation to learn Islamic Religious Education (PAI), which is shown from the results of data analysis obtained that the value of r count = 0.722 and the price of r table = 0.244 (0.722> 0.244). The results of the analysis show that in the formulation of the proposed hypothesis there is a significant relationship between religiosity and motivation to learn Islamic Religious Education (PAI). (Nugrahaeni, D.N: 2013). Another study was also conducted by Siva, N (2018), where in his study he looked for the effect of religiosity and learning motivation with student learning outcomes in Akidah Akhlak subjects at MAN Batu city found that there was no significant positive effect between religiosity on Akidah Akhlak subject learning outcomes, meaning that religiosity could not cause an increase in Akidah Akhlak maple learning outcomes in class XI Batu city. However, there is a significant positive effect between learning motivation on the learning outcomes of the Akidah Akhlak map, meaning that motivation has an influence on learning outcomes so that learning outcomes increase. There is a significant positive effect between religiosity and motivation on the learning outcomes of Akidah Akhlak subjects.

For the reasons mentioned above, the researcher considers this study has a significance to do. This study is not only to analyze the relationship between religiosity and learning achievement but also the relationship between religiosity and social piety. Based on the above reasons, the researcher will study ‘the effect of religiosity on social piety and motivation to learn English for Muslim high school students in Salatiga City and Semarang Regency. Based on the problems stated above, this study was conducted to analyze the influence of religiosity on social piety and the significance level of the influence between the two, to analyze the effect of religiosity on English learning motivation along with the significance between the two and analyze the relationship between religiosity with social piety and English learning motivation and the significance of the relationship.

METHOD

This study investigates the relationship between religiosity, social piety, and motivation to learn English among Muslim high school students in Salatiga City and Semarang Regency. It employs a quantitative, correlational research design where abstract concepts such as religiosity, social piety, and motivation are quantified by assigning numerical values to various indicators. For example, religiosity is rated on a scale from 1 to 4, with higher scores representing greater levels of religiosity. The study also incorporates gender as a discrete variable to explore its potential influence on the relationship between these factors.

The population consists of 60 Muslim high school students from 12th grade across different educational institutions in Salatiga and Semarang. This age group is selected for their psychological maturity, ensuring that the data collected will be accurate and credible. A random sampling method is used to ensure unbiased selection, giving all students an equal chance of being included. The data is collected through questionnaires and documentation, with non-test instruments used to measure students' tendencies toward religiosity, social piety, and motivation to learn English.

Instruments used in the study measure students' religiosity, social piety, and learning motivation in English. Students respond to questions using a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." Prior to the main study, the instruments are pre-tested to assess their reliability and validity. If the instruments pass these tests, they will be used to collect data for the analysis. The study aims to ensure that the instruments are both reliable and valid to accurately measure the intended variables.

Data analysis will be conducted using inferential statistics, including Pearson correlation tests, regression analysis, and hypothesis testing through the SPSS 21 program. These techniques will help identify significant relationships between the variables. The research will provide insights into how religiosity, social piety, and motivation to learn English are interconnected, with potential implications for educational practices.

RESULT AND DISCUSSION

In a study that explores the influence of religiosity and social piety on learning motivation, the data collected was analyzed using SPSS version 21.00 to see the relationship between the variables under study. The researcher started by preparing the data, which consisted of variables such as religiosity, social piety, and learning motivation. To determine the influence of these variables, multiple linear regression analysis was used, which allows simultaneous testing of two independent variables (religiosity and social piety) and one dependent variable (learning motivation). Through this analysis, researchers can see the regression coefficients that indicate how much influence each variable has on learning motivation. In addition, the scatter plot is used to check the normality of the data, ensuring that the data used fulfils the basic assumptions of regression, so that the results obtained are valid.

After the normality test was conducted, the researcher evaluated the results of the regression analysis by looking at the p-value to determine whether there was a significant relationship between the variables studied. If the p-value is less than 0.05, it can be concluded that religiosity and social piety do have an effect on learning motivation. The resulting regression coefficient provides information on how strong the influence of each independent variable is on learning motivation. By using SPSS to analyze the data, researchers can understand more deeply how religiosity and social

piety can increase students' learning motivation, as well as ensure valid and reliable research results.

This regression analysis is used to determine the functional relationship both individually and together between the research variables that are the object of research. The results of data processing with regression analysis can be seen in the following tables:

Regression Analysis

a. Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	VAR 00002, VAR00001[b]	.	Enter

a. Dependent Variable: VAR00003
b. All requested variables entered.

In the context of regression analysis, the Variables Entered/Removed section provides information about the variables that were included or excluded from the model during the analysis process. Here is an explanation of the components in this data: Model 1 indicates that this is the first model analyzed in the regression process. If multiple models are tested, each model is numbered sequentially; Variables Entered is a list of independent variables (or predictors) that were included in the model to predict the dependent variable. In this model, the variables VAR00002 and VAR00001 are included as predictors in the regression model. This means that during the regression analysis, these two variables are used to predict the dependent variable mentioned in the Dependent Variable section; Variables Removed shows which variables were excluded or not included in the model. In this case, no variables were removed, as this column contains a period (.) indicating that no variables were excluded from the model.

Method: Enter indicates that the method used to include variables in the model is "Enter," meaning all listed variables (VAR00002 and VAR00001) are included in the model simultaneously. The Enter method is a regression technique where all selected variables are entered into the model directly without automatic selection or stepwise procedures. The Dependent Variable is the variable that the model aims to predict or explain. In this case, VAR00003 is the dependent variable that is influenced by the independent variables (VAR00002 and VAR00001). This additional explanation confirms that all variables requested to be included in the model have been entered. This means that no variables were left out or excluded from the analysis. Overall, this information shows that in the first model, the variables VAR00002 and VAR00001 were included to predict the dependent variable VAR00003, using the Enter method, meaning both variables were entered into the model at the same time without any additional variable selection.

b. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.469[a]	.219	.192	7.38948

a. Predictors: (Constant), VAR00002, VAR00001

This regression model shows that the relationship between the predictors (VAR00002 and VAR00001) and the dependent variable has a moderate correlation strength (R = 0.469), and approximately 21.9% of the variation in the dependent variable can be explained by these two predictors (R^2 = 0.219). However, after adjusting for the number of predictors, the model's ability to explain variation slightly decreases (Adjusted R^2 = 0.192). The model has a standard error of 7.39, indicating that the predicted values from the model deviate by approximately 7.39 units from the actual values.

c. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	875.280	2	437.640	8.015	.001[b]
	Residual	3112.453	57	54.604		
	Total	3987.733	59			

a. Dependent Variable: VAR00003

b. Predictors: (Constant), VAR00002, VAR00001

In regression analysis, ANOVA (Analysis of Variance) is used to test whether the regression model significantly explains the variation in the data. The ANOVA section provides information about the contribution of independent variables in predicting the dependent variable. Based on the ANOVA results, the regression model shows that there is a significant relationship between the predictors VAR00002 and VAR00001 and the dependent variable VAR00003. The F value (8.015) and the p-value (0.001) indicate that the model is statistically significant, meaning that the model can significantly explain the variation in the dependent variable.

d. Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	32.143	11.522		2.790	.007
VAR00001	.245	.147	.210	1.664	.102
VAR00002	.360	.132	.346	2.738	.008

a. Dependent Variable: VAR00003

In regression analysis, the Coefficients section provides information about the contribution of each predictor in the regression model to the dependent variable. It includes the coefficients generated by the model and how significant the influence of each independent variable is on the dependent variable. The conclusions from the data above are as follows: 1) The Constant has a significant effect on VAR00003 (p-value = 0.007); 2) VAR00002 has a significant effect on VAR00003 with a very small p-value (0.008), indicating that VAR00002

contributes significantly to the model; 3) VAR00001, although having a positive coefficient (0.245), is not significant at the 0.05 level (p-value = 0.102), meaning its effect on VAR00003 may not be strong or consistent.

Scatter Plot Analysis

a. Model Description

Model Name		MOD_1
Dependent Variable	1	VAR00002
	2	VAR00003
Equation	1	Linear
Independent Variable		VAR00001
Constant		Included
Variable Whose Values Label Observations in Plots		Unspecified

In a Scatter Plot Analysis, the data provided describes the characteristics of the model being analyzed, specifically focusing on the scatter plot that represents the relationship between the dependent and independent variables. Here's a detailed explanation of the components in this data: MOD_1 is a model analyzing the relationship between the dependent variables VAR00002 and VAR00003 and the independent variable VAR00001 using a Linear equation. VAR00001 is the independent variable, and the Constant (intercept) is included in the model. No specific variable is used to label the observations in the scatter plot, which means the data points in the plot are not distinguished by any additional variable.

b. Case Processing Summary

	N
Total Cases	60
Excluded Cases[a]	0
Forecasted Cases	0
Newly Created Cases	0

a. Cases with a missing value in any variable are excluded from the analysis.

The Case Processing Summary provides a summary of how many cases (or data points) are included in the analysis and how many are excluded or treated differently. Total Cases refers to the total number of data points (or cases) available for the analysis. In this case, there are 60 cases being considered for the analysis. Excluded Cases indicates how many cases were excluded from the analysis. In this case, 0 cases were excluded, meaning all 60 cases were included in the analysis. Forecasted Cases refers to the number of cases for which forecasts or predictions are made using the model. In this case, 0 forecasted cases means that no predictions are being made for new cases in this analysis. Newly Created Cases refers to any new data points that were created during the analysis process (for example, if new categories were generated or cases were artificially created). Here, 0 newly created cases means no new data was generated during the analysis. The Case Processing Summary indicates that there are 60 total cases in the analysis, none of which were excluded due to missing data. Additionally, no forecasted or newly created cases were involved in the analysis.

c. Variable Processing Summary

		Variables		
		Dependent		Independent
		VAR00002	VAR00003	VAR00001
Number of Positive Values		60	60	60
Number of Zeros		0	0	0
Number of Negative Values		0	0	0
Number of Missing Values	User-Missing	0	0	0
	System-Missing	0	0	0

The Variable Processing Summary provides detailed information about the ariables used in the analysis, including their values and any missing data. The Variable rocessing Summary indicates that: All variables (VAR00002, VAR00003, VAR00001) ave 60 positive values and no zeros or negative values. There are no missing values ither user-missing or system-missing) for any of the variables in the analysis. All data complete for the variables involved.

Dependent Variable: VAR00002

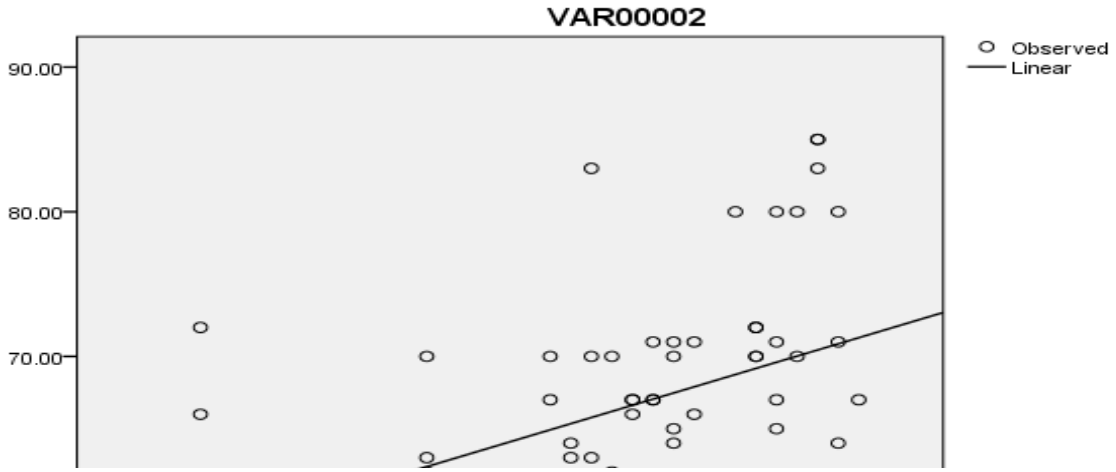
Equation	Model Summary					Parameter Estimates	
	R Square	F	df1	df2	Sig.	Constant	b1
Linear	.144	9.747	1	58	.003	33.933	.425

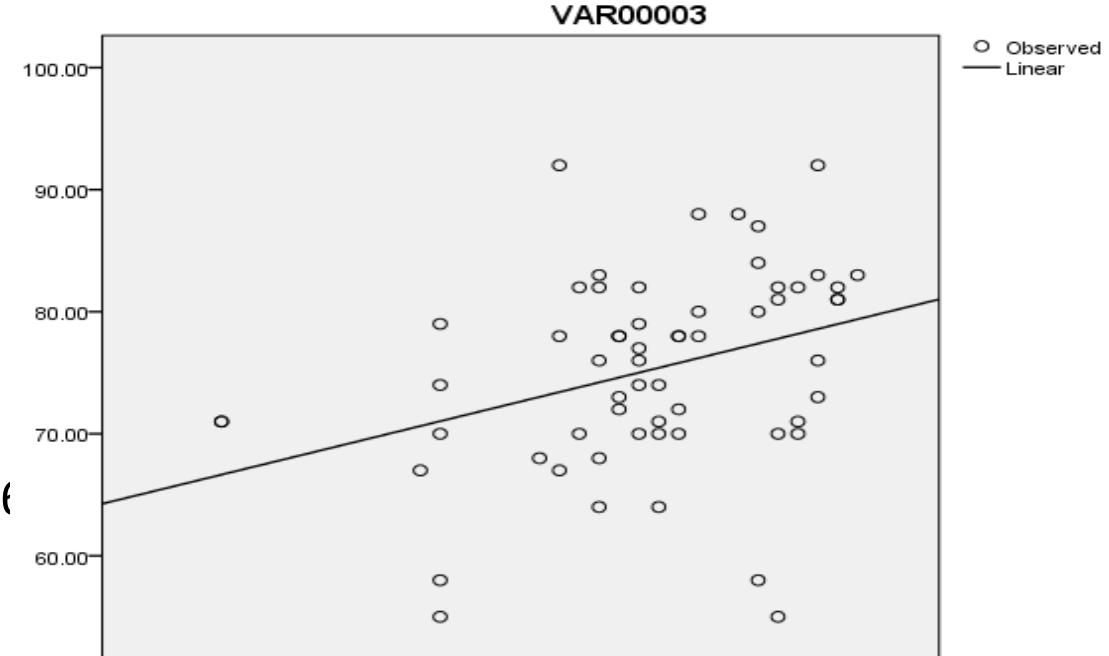
The independent variable is VAR00001.

The data provided presents a summary of the regression analysis where VAR00002 is the dependent variable and VAR00001 is the independent variable. It includes the Model Summary and Parameter Estimates. Here's an explanation of each part: R^2 measures the proportion of variance in the dependent variable (VAR00002) that is explained by the independent variable (VAR00001). In this case, $R^2 = 0.144$, meaning that only 14.4% of the variation in VAR00002 can be explained by VAR00001. This suggests a relatively weak relationship between the independent and dependent variables. The F-statistic tests whether the regression model is statistically significant. It compares the model with a baseline model (which has no predictors) to

determine whether the independent variable explains a significant amount of the variance in the dependent variable. A value of 9.747 indicates that the model may be significant, but we need to refer to the significance level (p-value) to confirm this. df1 (degrees of freedom for the model) represents the number of independent variables in the model, which is 1 because only VAR00001 is being used as the predictor. df2 (degrees of freedom for residuals) represents the number of data points minus the number of predictors. In this case, df2 = 58, suggesting that there are 60 data points (cases), with 1 predictor.

Sig. represents the p-value associated with the F-statistic. In this case, the p-value is 0.003, which is less than the typical significance level of 0.05. This indicates that the regression model is statistically significant, meaning there is a significant relationship between VAR00001 and VAR00002. The constant (also called the intercept) is the predicted value of the dependent variable (VAR00002) when the independent variable (VAR00001) is zero. In this case, if VAR00001 is zero, the predicted value of VAR00002 is 33.933. b1 represents the slope of the regression line, indicating the amount of change in the dependent variable (VAR00002) for each one-unit increase in the independent variable (VAR00001). In this case, the slope is 0.425, which means that for every 1-unit increase in VAR00001, the dependent variable (VAR00002) is expected to increase by 0.425 units. The regression model has an R^2 of 0.144, meaning that VAR00001 explains 14.4% of the variance in VAR00002. The model is statistically significant, as indicated by the p-value of 0.003, which is below the threshold of 0.05. The regression equation is: VAR00002=33.933+0.425×VAR00001, This means that VAR00002 is predicted to be 33.933 when VAR00001 is zero, and for every unit increase in VAR00001, VAR00002 increases by 0.425 units.





Based on the results of the regression analysis calculation using SPSS Version 21.00 above, it is known that there are no independent variables excluded from the equation. All independent variables, namely religiosity (X1) and social diversion (X2) have been included in the regression equation. In accordance with its function, the table above is to show which variables are included and which variables are excluded from the equation.

In the calculation in the next table, it can be seen that the correlation coefficient (R) is 0.469. This means that the direction of the correlation is positive and according to the score above the strength of the correlation between religiosity and social diversion with learning motivation is quite strong. Still from the same table it is known that the coefficient of determination (R^2) is 0, 219. That means that the contribution of religiosity and social diversion to learning motivation is 22% (rounding), while the remaining 78% is influenced by other variables outside the model. Furthermore, the adjusted R^2 coefficient which is the correlation of R^2 is 0.192. This means that the correlation does not yet describe its closeness to the population.

The results of the Anova analysis in the next table show that the independent variables, namely religiosity (X1) and social diversion (X2) together have a significant effect on the dependent variable of learning motivation (Y). This can be explained because the F count is greater than the F table with df 57 and a significance level of 5%. The calculated F score is 8.015 while the F table is 4.010. With the comparison between the calculated F score and the F table which shows that Fo> Ft, it can be concluded that the independent variables together have a significant effect on the dependent variable. This is reinforced by the significance value score of 0.001 which is smaller than 0.05. This also means that at a significance level of 0.05, the dependent variables together have a significant effect on the dependent variable. In the column next to F count, it can be seen that the significance value of 0.001 is smaller than 0.05.

From the t test, it is found that individually the independent variable religiosity (X1) has an insignificant effect on the dependent variable because the to score (1.664) is smaller than the t table score (2.664). The same thing is also shown by the significance value because the significance value (0.102) is greater than 0.05. Meanwhile, the independent variable social diversion has a significant effect because to (X2) is greater than tt (2.738> 2.394). The same thing is shown by the significance value because the significance value score (0.008) is smaller than 0.05. From these results, the functional equation model can be formulated. Namely Y = a + bx1x2 or learning motivation = 32.143 + 0.245 + 0.360. If religiosity and social diversion are constant or nonexistent or equal to 0, then learning motivation will increase by 32.143 with the assumption of ceteris paribus. Furthermore, if religiosity increases by 1 unit while social diversion is constant or does not exist or is equal to 0, then motivation will increase by 0.245, assuming ceteris paribus. Meanwhile, if social diversion increases by 1 unit, while religiosity is constant or absent or equal to 0, then learning motivation will increase by 0.360 with the assumption of ceteris paribus.

Next, the findings obtained by regression and ANOVA analysis above are depicted in a scatter diagram or scatter diagram that illustrates the distribution of coordinate points between X and Y scores with the tangent point (best fit) between X and Y that is reflected in the distribution of these coordinate points. Therefore, if the best fit line can be drawn in the scatter diagram, it means that the symptoms X and Y have a correlation.

If the best fit line stretches to the right, it means that there is a positive correlation between symptoms X and Y. Conversely, if the best fit line stretches to the left, it indicates a negative correlation between symptoms X and Y. In addition, the distribution of coordinate points from the best fit line also shows whether or not the correlation is perfect. If the coordinate points stick to the best fit line, it means there is a perfect correlation. Conversely, if the coordinate points are further away from the line, it means that there is an imperfect correlation; and even if the distribution is irregular and it is difficult to determine the desired best fit line, it can be interpreted that there is no correlation.

From the two scatter diagrams above, it shows that there is a positive correlation either individually or together, namely between X1, X2 with Y and between X1 and X2 with Y. The difference is that the correlation between X1 and Y is less significant because to < tt while the correlation between X2 and Y is significant because to > tt. Furthermore, together X1 and X2 are significantly correlated because to > tt. The results of these findings are in accordance with the results of research conducted by Ishak Ali Muda (2022) , the better the student engagement of Madrasah Aliyah Swasta Muallimin UNIVA Medan and vice versa, the lower the gratitude, the lower the student engagement.

Another study by Rudi Dwi (2023) also found that social piety is able to shape the character of students well and can increase students in their learning motivation. This is also in accordance with the theory that says that the function of religiosity according to Rakhmat (2012) there are 8 namely Fostering a Sense of Solidarity, Transformative, Creative, Sublimative, Educative, Savior, Peace, Social Supervision. Firstly, fostering a Sense of Solidarity, in this aspect a similar religious teaching will usually have the same mindset and psychological condition as well. Such as the similarity of thoughts of faith and belief. This similarity will form a pattern of unity or a sense of solid unity in a religious container. So that there is a strong sense of brotherhood or solidarity between others. Secondly, transformative function, the function of religiosity is transformative, where the teachings of religion are able to change the personal life of a person or group towards a new life in accordance with the teachings of the religion they believe in. Sometimes the new life is held firm and changes the stance on customs or norms that were taught before, Thirdly, creative function, the creative function in religiosity calls for adherents of religious teachings to be more productive in carrying out labor activities, not only for their own benefit but also for the common good. This creative function allows the discovery of new findings or new innovations owned by adherents. So that mobility and work ethic are increasing, Fourthly, sublimative function, this sublimative function teaches individual adherents of religion to make efforts that do not conflict with existing religious teachings or norms, for the sake of realizing the safety of life in the world and the next world. Next, educative function, the existence of this educative function is to call for religious teachings that are binding and in the form of good teaching or samples, so that religious adherents can become a much better person. Next, savior function, the existence of religion and its teachings provides a guide to life for its adherents to provide salvation in the world and salvation in the hereafter. Next, the function of peace, religious teachings function to create peace in the world. Because in essence, every religion teaches kindness and interdependence between each of its

adherents in order to always feel safe and comfortable. In addition, the purpose of religious teachings embraced by religious believers aims to achieve peace in the soul of its adherents. Finally, Social Supervision function, religious adherents consider that every value contained in religious teachings is norms or unwritten rules that function as social control. Indeed, in the teachings of religion there are many binding rules for living together.

Meanwhile, one factor that plays an important role in achieving success in learning is motivation. Besides motivation, there are other factors that can affect student learning outcomes, including: teachers, goals, curriculum, methods and approaches, materials, teaching aids, and environment. Of course, students who are more motivated to learn English will have a strong spirit to realize it and succeed. Conversely, those who are less motivated will not be challenged to achieve success in their field. In this regard, the role of motivation to improve English learning outcomes needs attention.

In general, there are two kinds of motivation that can be developed, namely internal motivation and external motivation. Internal motivation is motivation that arises from each individual who is based on the awareness to achieve success. In contrast, external motivation is motivation that arises from outside students such as motivation from parents, friends, and teachers. Students who can generate their own motivation are very lucky students. Many of them can do it themselves so that their motivation continues to build and develop. However, many students have not been able to develop their motivation, so external motivation is needed to arouse themselves to achieve success. With high and good motivation, it is undeniable that students' learning outcomes, especially in English lessons, can be improved.

The verb is to motivate which means to encourage, cause and stimulate. Imron (1996) explains that motive itself means cause, motion and reason. He explains that motivation is the state of the individual to carry out various kinds of activities towards the goals he wants. Furthermore, he defines that motivation is a motor in a person to carry out certain activities or activities so as to achieve certain goals as well.

In the learning process, we recognize the concept of learning motivation, which is a standardized concept in learning activities. Learning motivation is the overall psychic driving force within students that gives rise to learning activities, ensuring the continuity of learning in order to achieve a goal.

The characteristics of students who have high learning motivation and can be recognized in the teaching and learning process in the classroom as stated by Brown (1980) are as follows: students have an interest in the teacher and in the subjects taught so that they do not hate or be indifferent so that they have high enthusiasm and control their attention especially to the teacher, these students also have a sense of enthusiasm and a high desire to always join the class group and want their identity to be recognized by others, these students always have self-control in their habitual and moral actions and always remember lessons and re-learn them.

The relationship between religion and the desire to learn English can be seen through many educational psychology tests. Religious motivation is often associated with intrinsic motivation, when students learn because they are motivated by their own beliefs, such as to gain useful knowledge or as a form of spiritual guidance. In this context, students with strong religious beliefs will be more motivated to learn English if they see it as a guide to understanding religion, such as reading religious literature or conversing with others in English.

In addition, religion might affect students' perceptions of education. For many people with high levels of religiosity, education is seen as a component of religion and a means of self-improvement that contributes to positive attitudes toward

learning. In this regard, religious students may be more motivated to learn English since they view it as a means of elevating themselves in terms of intellectual and spiritual development in the personal phase. Religion and discipline in education are also related. Religious education that emphasizes perseverance, patience, and consistency in living is frequently implemented by students in their learning activities. Because of this, students with high levels of religiosity consistently have better discipline when it comes to managing their time and completing tasks, including learning English. Because of this, students with high levels of religiosity consistently have better discipline when it comes to managing their time and completing tasks, including learning English.

This is in accordance with Albert Bandura's (1986) that self-regulation theory relates to an individual's ability to regulate himself in achieving goals, such as managing time and staying focused on a particular task. In the context of religiosity, religious teachings often teach strict self-control, such as regular worship and impulse control, which can form disciplined habits. A religious person tends to be better able to organize their time for worship, which in turn will help them organize their study time.

CONCLUSION

Based on the statistical analysis and discussion above, the findings can be concluded that there is a less significant positive correlation between religiosity and motivation to learn English because the t score (1.664) is smaller than the t table score (2.664). The same is also indicated by the significance value because the significance value (0.102) is greater than 0.05; and a significant correlation between social diversion and English learning motivation because to (X2) is greater than tt (2.738 > 2.394). The same is shown by the significance value because the significance value score (0.008) is smaller than 0.05. The contribution of religiosity and social diversion to learning motivation is 22% (rounding), while the remaining 78% is influenced by other variables outside the model. Furthermore, the adjusted R^2 coefficient which is the correlation of R^2 is 0.192. This means that the correlation does not yet describe its closeness to the population. Together there is a positive and significant correlation between religiosity and social diversion with motivation to learn English because F count is greater than F table with df 57 and a significance level of 5%. The calculated F score is 8.015 while the F table is 4.010. With the comparison between the score of F count with F table which shows that Fo > Ft, it can be concluded that the independent variables together have a significant effect on the dependent variable. This is reinforced by the score of the significance value of 0.001 which is smaller than 0.05. This also means that at a significance level of 0.05, the dependent variables together have a significant effect on the dependent variable. In the column next to F count, it can be seen that the significance value of 0.001 is smaller than 0.05. An increase in the score on symptoms X1 and X2 will always be followed by an increase in the score on symptom Y. Through the functional equation Y = a + bx1x2 or learning motivation = 32.143 + 0.245 + 0.360, it can be explained that if religiosity and social diversion are constant or nonexistent or equal to 0, then learning motivation will increase by 32.143 with the assumption of ceteris paribus. Furthermore, if religiosity increases by 1 unit while social diversion is constant or absent or equal to 0, then motivation will increase by 0.245, assuming ceteris paribus. Meanwhile, if social diversion increases by 1 unit, while religiosity is constant or absent or equal to 0, then learning motivation will increase by 0.360 with the assumption of ceteris paribus).

REFERENCES

Amaneeyah, L. (2019). Problems Faced by Thai Students in IAIN Salatiga in Writing English Composition. *Skripsi* (tidak dipublikasikan).

Alimuda, Ishak. (2022). Hubungan Gratitude Dan Religiusitas Dengan Student Engagement Pada Siswa Madrasah Aliyah Swasta (MAS) Muallimin Univa Medan. *Jurnal Sains Sosio Humaniora.* ISSN 2580- 1244. Vol. 6. No. 1. Hal 38.

Azah, Nadia. (2021). Peran Religiusitas dalam Meningkatkan Motivasi Belajar Daring pada Mahasiswa. Naskah Publikasi UII.

Bandura, Albert (1986). *Social Foundations of Thought and Action*. Englewood Cliffs, N.J. : Prentice-Hall

Brown, H. Douglas.(1980). *Principles of Language Learning and Teaching.* New Jersey: Prentice-Hall, Inc., Englewood Cliffs.

Burns, Barbara. (2006). *Developmental Psychology*. New York: Routledge.

Daradjat, Zakiah,(2005). *Ilmu Jiwa Agama*, Jakarta: PT. Bulan Bintang, Cet. XVII.

Darren E. Sherkat, (2015).in *International Encyclopedia of the Social & Behavioral Sciences* (Second Edition), 2015

Dwi, Rudi M (2023). Karakter Peserta Didik Madrasah Terhadap Kesalehan Sosial di Madrasah Aliyah Negeri 10 Jakarta Barat. *Jurnal Edukasi dan Multimedia.* Vol. 1 No.1. Hal 34.

Hattie, John, A.C. (2009). *Visible learning: a synthesis of meta-analyses relating to achievement.* New York: Routledge.

Imron, Ali(1996). *Belajar dan Pembelajaran*.Jakarta: Pustaka Jaya.

Nugrahaeni,D.N.(2013).Hubungan Antara Religiusitas Dengan Motivasi Belajar Pai Siswa Kelas Xi Smait Abu Bakar Yogyakarta. Naskah Publikasi. FAI UMS.

Rakhmat, Jalaludin.(2012). *Metode Penelitian Komunikasi*. Bandung : PT. Remaja

Rohman, Lutfia (2022), Researching the World of Islamic Education in Indonesia and Austria-UIN Walisongo and Vienna University Austria Organize a Collaboration. Naskah Publikasi UIN Walisongo.

Rusnah. (2019). Problems Faced by Thai Students in IAIN Salatiga in Reading English Text.*Skripsi* (tidak dipublikasikan).

Siva, Nurul (2018), Pengaruh Religiusitas Dan Motivasi Belajar Dengan Hasil Belajar Siswa Pada Mata Pelajaran Akidah Akhlak di MAN Kota Batu, Skripsi: Central Library of Maulana Malik Ibrahim State University of Malang.