The Relationship between Religious Attitudes and Perseverance in Learning in Islamic Religious Education Lessons in Junior High Schools

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ABSTRACT

Purpose – This study aims to determine the relationship between religious attitudes and learning perseverance of students of SMP 1 Bengkulu City and SMP 1 Jambi City on the subject of Islamic Religious Education.

Design/methods/approach – The research design is an associative quantitative research method with a correlational research design. The number of samples of junior high school students studied amounted to 140.

Findings – It was found that the results of the T test and the correlation test showed a significant comparison and there was a relationship between Attitude and Perseverance in Student Learning of SMP 1 Bengkulu City and SMP 1 Jambi City on Islamic Religious Education Subjects.

Research implications/limitations – The implication of this research is that it can be used as a reference in taking follow-up actions in solving problems regarding the religious character of students and students' perseverance in learning. The author realizes that this study still has shortcomings, such as the sample used is only 2 schools and 2 different cities. The variables studied in this study were only variables of Religious Attitude and Student Learning Diligence in Islamic Religious Education subjects. In addition, there are many other indicators that have not been used.

Originality/value – This research is expected to be used by educators as a reference regarding the relationship between religious attitudes and students' persistence in learning, especially in the subject of Islamic Religious Education.

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Introduction

As humans, we must improve self quality. Education is basically an effort to create quality human resources by guiding and facilitating their learning activities (Maya, 2017; Sukendar et al; 2019., Hendri et al., 2020). Education has a very important role for individual development, the progress of a country because education can improve the quality of human resources (Asrial et al., 2019; Muslimin et al., 2017; Rohmat et al., 2019). Education has a very important role for individual development, the progress of a country because education can improve the quality of human resources (Bellová et al., 2018; Diani et al., 2018; Elvanisi et al., 2018). The right education can be obtained through good teaching.

Teaching is an activity to achieve educational goals. To achieve these educational goals, a teacher as an educator has an important role for students in building student character and is able to create an active, fun teaching and learning atmosphere and impress students in learning activities so that students get the knowledge they get as a provision for their future life. (Sholihat et al., 2017., Widiana et al., 2018., Widiansyah, 2018). It is hoped that a quality future generation will emerge and change for the better in the life of the nation and state. One of the skills needed is to be able to solve problems (A Widiansyah, 2019., Anugrah et al., 2020., van den Heuvel et al., 2020). The existence of learning objectives can make it easier to deliver students to master concepts and relate these concepts to everyday life. In the learning process at school, the religious attitude and perseverance of students greatly affect the character and learning outcomes of students.

Religious attitudes are very important in the process of forming students' character. This religious attitude is very much needed by students in dealing with changing times. High academic ability and balanced with religious character (Fahmi & Susanto, 2018; Nurjanah et al., 2018). Especially religious characters are needed to lead students to become human beings who believe and fear God Almighty, have noble character, are always orderly and disciplined based on existing regulations. (Nurhadi, 2020; Pakpahan & Habibah, 2021). By learning Islamic Religious Education that is conducive and an atmosphere that tends to be recreational, it will be able to encourage students to develop their creative potential (Andayani, 2021; Erwinsyah, 2017; Romdloni, 2017). To instill religious character, students can go through teaching in Islamic religious education subjects.

Perseverance is a continuous effort to achieve certain goals without giving up easily until success. student learning persistence is a factor that greatly affects the success of learning outcomes (Tamardiyah, 2017; Miarsyah et al., 2018; Ilma et al., 2021). Perseverance is defined as the courage not to give up when faced with difficulties and failures (Littman-Ovadia & Lavy, 2016; Ryan & Beamish, 2018). There is a process and it takes time to build and cultivate one's perseverance (Silvervarg et al., 2018; Ingham, 2019). In the world of education perseverance is very influential on learning outcomes.

In the implementation of learning activities in schools, Islamic religious education is a very important subject. Islamic religious education as a process of human formation in the direction that Islam aspires to with a conscious, systematic, sustainable effort in order to

develop the potential for a sense of religion with Islamic characteristics and skills in religion. (Hamidi, 2018; Sugiana, 2019; Nasution & Suyadi, 2020). Islamic Religious Education Learning as a medium for transferring Islamic understanding which is the need for students as a whole which is expected to provide permanent changes, both in cognitive, affective and psychomotor (Hamid, 2018; Priatna, 2018; Ahmad & Sukiman, 2019). Islamic religious education is a process of human formation with a conscious, systematic, sustainable effort to develop the potential for a sense of religion that gives Islamic characteristics and skills (skills) in religion. (Baharun & Awwaliyah, 2017; Hidayat & Syafe'i, 2018; Sugiana, 2019). What is expected cannot be carried out properly without a religious attitude and perseverance in learning from each student.

The research conducted by this researcher is in line with previous research conducted by (Susilowati, 2017), but in the previous study the scope was only to compare students in one school with general indicators and use 4 categories of assessment. This research is also in line with previous research conducted by (Ramdani & Marzuki, 2019), but in previous studies only compared schools in one sub-district and used 4 categories of assessment and did not connect the variables of student persistence and student religiosity. This research is also in line with research that has been conducted by (Ilma et al., 2021),which discusses student persistence in learning. However, previous studies only compared students in one school and did not correlate the student persistence variable with students' religion. However, this study used samples in two schools and different cities, besides that this study connected the variables of student persistence and student religiosity. The urgency in this study is very important because it can be used by educators as a reference regarding the relationship between religious attitudes and learning perseverance in Islamic religious education lessons. Based on the description above, it is found that the formulation of the problem is: What is the difference between students' religious character and students' perseverance in Islamic religious education subjects at SMP 1 Bengkulu City and SMP 1 Jambi City. Then, how is the relationship between students' religious character and students' perseverance in Islamic religious education subjects at SMP 1 Bengkulu City and SMP 1 Jambi City.

Methods

The research design used in this study is a quantitative associative research method with a correlational research design. According to Cohen et al (2017), associative quantitative research is research that aims to determine the relationship between two or more variables. This research is an associative research, so correlational research design is used. Correlation Design is a procedure in quantitative research that is used to measure the relationship between two or more variables using statistical correlation analysis procedures (Creswell, 2016).

The research subjects were students of SMP 1 Bengkulu City and SMP 1 Jambi City, using purposive sampling technique. Purposive sampling technique is a data collection technique based on criteria where the population of junior high school students studied

amounted to 140 students consisting of 70 students in each school. (Ames et al., 2019; Campbell et al., 2020).

In this study, the instrument used in this study was a student questionnaire. According to Bertram (2013), the Likert scale is a psychometric scale commonly used in questionnaires, the respondent's assessment is determined from the respondent's level of agreement with the question. The alternatives used by researchers for positive statements are strongly agree (SS) with 5 points, agree (S) with 4 points, neutral (N) with 3 points, disagree (TS) with 2 points, and strongly disagree with points. 1. As for the alternative negative statements, namely strongly agree (SS) with 1 point, agree (S) with 2 points, neutral (N) with 3 points, disagree (TS) with 4 points, and strongly disagree with 5.

The questionnaire instrument grid of the religious variables of students and indicators used in this study. Where obtained from a multiple choice questionnaire consisting of 25 questions, and a valid 20 questions with a cronbach alpha of 0.76.

Table 1. Grid of students' religious questionnaire instruments on Islamic Religious Education Subjects

Variable	Indicator	No. question items
Students' religious character	Confidence	1, 2, 3, 4, 5, 6
	Pengalaman	7, 8, 9, 10, 11, 12, 13
number of statements		19

Furthermore, the lattice of the questionnaire instrument of the student learning persistence variable and the indicators used in this study. Where obtained from a multiple choice questionnaire consisting of 26 questions, and 23 questions valid with a cronbach alpha of 0.76.

Table 2. The lattice of the questionnaire instrument for student learning persistence in Islamic Religious Education Subjects

Variable	Indicator	No. question items
student learning perseverance	Do not procrastinate the completion of work	1, 2, 3, 4
	Always want to try more challenging jobs	11, 12, 13, 14, 15, 16
Number of statements		10

The categories of the student's religious questionnaire on Islamic Religious Education Subjects are as follows:

Table 3. categories of student religious questionnaires on Islamic Religious Education Subjects

Category	Interval indicator	
	Confidence	Experience
Not very good	6,0 – 10,8	7,0 – 12,6
Not good	10,9 – 15,6	12,7 – 18,2
Enough	15,7 – 20,4	18,3 – 23,8
Well	20,5 – 25,2	23,9 – 29,4
Very good	25,3 – 30,0	29,5 – 35,0

The categories in the student learning perseverance questionnaire in Islamic Religious Education Subjects are as follows:

Table 4. Questionnaire categories of student learning perseverance in Islamic Religious Education Subjects

| Category | Interval indicator | |
	Do not procrastinate the completion of work	Always want to try more challenging jobs
Not very good	4,0 – 7,2	6,0 – 10,8
Not good	7,3 – 10,4	10,9 – 15,6
Enough	10,5 – 13,6	15,7 – 20,4
Well	13,7 – 16,8	20,5 – 25,2
Very good	16,9 – 20,0	25,3 – 30,0

The procedure of this research started from preparing a questionnaire for students of SMP 1 Bengkulu City and SMP 1 Kota Jambi. Next, submit an application for an observation permit to the intended school and make observations. Data collection method using observation (Sintawati & Abdurrahman, 2020). In this study, to test the quantitative data in the form of a questionnaire, several tests were carried out. The prerequisite tests carried out in this study were the normality test, linearity test and homogeneity test. The normality test was carried out to see that the data were normally distributed as seen from the significance value. The guideline for decision making is if the significant value is < 0.05 the data is not normal and vice versa if the significance value is > 0.05 the data is said to be normal . The normality test of the data distribution used was the Kolmogorov Smirnov test using SPSS. The homogeneity test of the data was carried out to see the level of homogeneity with the assumption that the data was homogeneous by looking at Levene's Test for Equality of Variance on SPSS software with the test criteria used were sig > with a level of = 0.05. Linearity test is carried out to determine whether two variables have a linear relationship or not, the SPSS software with data testing criteria is considered linear if P sig in the Anova table for Deviation from Linearity is more than Alpha 0.05 (John W Creswell, 2014; Dietmaier, 2017; Sultoni et al., 2020). Then after the prerequisite test, the hypothesis test can be carried out, the T test and correlation test can be carried out. The t-test is used to determine the comparison of religious attitude variables to students' learning persistence. Correlation test is used to determine the relationship between the variable of religious attitudes with student learning persistence.

Although the researcher can choose between several available analytical techniques, the procedure of making comparisons, asking questions, and sampling based on evolving theoretical concepts are important features of the methodology. (Strauss & Corbin, 1998). In collecting data, the first thing to do is to select students based on the categories given by the researcher, then give a questionnaire. The data needed in this research were collected and obtained from students of SMP 1 Bengkulu City and SMP 1 Kota Jambi. Then the questionnaire data was processed using the SPSS application. The use of the SPSS application serves to view descriptive statistics, test assumptions and test

hypotheses. The procedure for collecting data in this study is in accordance with the figure 1.
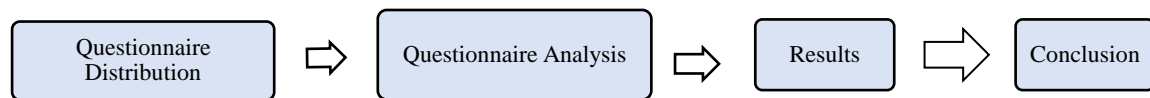

Figure 1. Research procedure

Result

Based on the analysis of the data obtained in each school with the variables studied, namely the religious character of students and student learning perseverance, the interpretation of these results is as follows:

1. Descriptive Statistical Test

The description of the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith is shown in the table 5:

Table 5. Description of the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMPN 1 Kota Bengkulu	6,0 – 10,8	0	0%	Very Not Good	24,6	23,3	16	27,4
	10,9 – 15,6	0	0%	Not good				
	15,7 – 20,4	22	31.4%	Enough				
	20,5 – 25,2	30	42.9%	Well				
	25,3 – 30,0	18	25.7%	Very good				
SMPN 1 Kota Jambi	6,0 – 10,8	0	0%	Very Not Good	23,3	22,1	13	29,2
	10,9 – 15,6	3	4.3%	Not good				
	15,7 – 20,4	15	21.4%	Enough				
	20,5 – 25,2	41	58.6%	Well				
	25,3 – 30,0	11	15.7%	Very good				

Based on the table, the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith, it was found that at SMPN 1 Bengkulu City the highest dominant percentage was 42.9% with a good category while SMPN 1 Kota Jambi the highest dominant percentage was 58.6% with good category.

The description of the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the Experience indicator is shown in the table 6:

Table 6. Description of the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on experience indicators

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMPN 1 Kota Bengkulu	7,0 – 12,6	0	0%	Very Not Good	26,2	26,5	14	33
	12,7 – 18,2	3	4.3%	Not good				
	18,3 – 23,8	15	21.4%	Enough				
	23,9 – 29,4	41	58.6%	Well				
	29,5 – 35,0	11	15.7%	Very good				
SMPN 1 Kota Jambi	7,0 – 12,6	0	0%	Very Not Good	24,2	25,4	19	32
	12,7 – 18,2	0	0%	Not good				
	18,3 – 23,8	26	37.1%	Enough				
	23,9 – 29,4	37	52.9%	Well				
	29,5 – 35,0	7	10%	Very good				

Based on the table, the results for the variable of Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the Experience indicator, it was found that at SMPN 1 Bengkulu City the highest dominant percentage was 58.6% with a good category while SMPN 1 Kota Jambi the highest dominant percentage is 52.9% with good category.

The description of the results for the variables of Student Diligence in SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects on the indicator Not procrastinating the completion of work is shown in the table 7:

Table 7. Description of the results for the variable of Student Perseverance in SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects on the indicator Not procrastinating when completing work

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMPN 1 Kota Bengkulu	4,0 – 7,2	0	0%	Very Not Good	14,8	15,9	9,2	19
	7,3 – 10,4	2	2.9%	Not good				
	10,5 – 13,6	45	64.3%	Enough				
	13,7 – 16,8	22	31.4%	Well				
	16,9 – 20,0	1	1.4%	Very good				
SMPN 1 Kota Jambi	4,0 – 7,2	0	0%	Very Not Good	15,7	16,2	8,5	18
	7,3 – 10,4	0	0%	Not good				
	10,5 – 13,6	22	31.4%	Enough				
	13,7 – 16,8	30	42.9%	Well				
	16,9 – 20,0	18	25.7%	Very good				

Based on the table, the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator Not procrastinating when completing work, it was found that at SMPN 1 Bengkulu City the highest dominant percentage was 64.3 % with sufficient category while at SMPN 1 Kota Jambi the highest dominant percentage was 42.9% with good category.

The description of the results for the variable of Student Perseverance at SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects on the indicator Always wanting to try a more challenging job is shown in the table 8:

Table 8. Description of the results for the variable of Student Perseverance at SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects on indicators Always want to try more challenging jobs

Student response	Interval	F	%	Category	Mean	Med	Min	Max
SMPN 1 Kota Bengkulu	6,0 – 10,8	0	0%	Very Not Good	25,4	24,6	17	27
	10,9 – 15,6	0	0%	Not good				
	15,7 – 20,4	22	31.4%	Enough				
	20,5 – 25,2	30	42.9%	Well				
	25,3 – 30,0	18	25.7%	Very good				
SMPN 1 Kota Jambi	6,0 – 10,8	0	0%	Very Not Good	25,9	25,1	13	29
	10,9 – 15,6	3	4.3%	Not good				
	15,7 – 20,4	15	21.4%	Enough				
	20,5 – 25,2	41	58.6%	Well				
	25,3 – 30,0	11	15.7%	Very good				

Based on the table, the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator Always wanting to try a more challenging job, it was found that in SMPN 1 Bengkulu City the highest dominant percentage was 42.9 % in good category while at SMPN 1 Kota Jambi the highest dominant percentage was 58.6% with good category.

2. Assumption test

2.1. Normality test

Normality test is a test that is useful for determining the data that has been collected is normally distributed or not. The data requirements are said to be normally distributed if the value of sig. > 0.05. The description of the results for the normality test of Religious Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects is shown in the table 9:

Table 9. Descriptions of the results for the normality test of Religious Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects

Schools	Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
SMPN 1 Kota Bengkulu	Religious Attitude	.083	70	.200*	.872	70	.692
	Study Perseverance	.145	70	.200	.855	70	.784
SMPN 1 Kota Jambi	Religious Attitude	.091	70	.200	.874	70	.826
	Study Perseverance	.095	70	.200*	.862	70	.763

Based on the results of the table above, it can be concluded that the data is normally distributed. The normality test was obtained by the Kolmogorov-Smoirnov test, the significance value was > from 0.05.

2.2. Linearity test

Linearity test is a test used to determine the form of the relationship between the independent variable or the dependent variable. The data conditions are said to be related if the value of sig. < 0.05. The description of the results for the linearity test of Religious

Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects is shown in the table 10:

Table 10. Description of the results for the Linearity Test of Religious Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects

Schools	Variable	Kolmogorov-Smirnova Sig	Deviation from linearitas Sig
SMPN 1 Kota Bengkulu	Religious Attitude	0.024	0.024
	Study Perseverance	0.025	0.025
SMPN 1 Kota Jambi	Religious Attitude	0.048	0.042
	Study Perseverance	0.049	0.043

Based on the table above, it can be concluded that the linearity test of the variables above has a linear relationship between Religious Attitude and Study Diligence of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects. It is proven that the result of sig is less than 0.05.

2.3. Homogeneity

Homogeneity test is a test used to determine whether the variance of the data distribution is the same (homogeneous) or not the same (non-homogeneous). The data requirements are said to be homogeneous if the value of sig.> 0.05. The description of the results for the Homogeneity test of Religious Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects is shown in the table 11:

Table 11. Description of the results for the Homogeneity test of Religious Attitudes and Perseverance in learning for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subject

Schools	Variable	N	Sig. (2-tailed)
SMPN 1 Kota Bengkulu	Religious Attitude	70	0.037
	Study Perseverance	70	0.038
SMPN 1 Kota Jambi	Religious Attitude	70	0.047
	Study Perseverance	70	0.048

Based on the table, it was obtained, the results of the homogeneity test obtained were a significance value > 0.05, so it can be concluded that the data of Religious Attitude and Perseverance in learning for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects are homogeneous. It is proven that the result of sig (2-tailed) is less than 0.05.

3. Hypothesis testing

In this hypothesis test, the tests carried out are T test and correlation test. The T test aims to determine whether the independent variable has an effect on the dependent variable while the correlation test aims to determine the relationship between the two variables. The description of the results for the T-test of Religious Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects is shown in the table 12:

Table 12. T-Test of Religious Attitudes for students of SMPN 1 Kota Bengkulu and SMPN 1 Kota Jambi on Islamic Religious Education subjects

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students'_religious_character	Equal variances assumed	17,571	,000	2,237	138	,027	2,74286	1,22625	,31818	5,16753
	Equal variances not assumed			2,237	114,536	,027	2,74286	1,22625	,31378	5,17193

Based on the table of t-test results using SPSS, the t-count value is 2.237 with t-table 1.99444, which means that the t-count > t-table which means that there is a difference between the religious character of students at SMPN 1 Bengkulu and SMPN 1 Jambi City students in Islamic religious learning.

Furthermore, the table of the results of the t-test for the student learning persistence variable at SMPN 1 Bengkulu City and SMPN 1 Jambi City is presented in the following table.

Table 13. T-Test results of students' learning persistence SMPN 1 Kota Bengkulu and SMPN 1 Kota Jambi on Islamic Religious Education subjects

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
student_learning_perseverance	Equal variances assumed	.416	.520	-2.271	138	.025	-1.55714	.68569	-2.91296	-.20132
	Equal variances not assumed			-2.271	137.733	.025	-1.55714	.68569	-2.91298	-.20130

Based on the table of t-test results using SPSS, the t-count value is 2.271 with t-table 1.99444, meaning the t-count value > t-table which means that there is a difference between student learning perseverance at SMPN 1 Bengkulu and SMPN 1 Jambi City students in Islamic religious learning.

The description of the results for the correlation test of Religious Attitudes and Study Diligence of students of SMPN 1 Kota Bengkulu and SMPN 1 Kota Jambi on Islamic Religious Education subjects is shown in the table 14:

Table 14. Correlation test of Religious Attitudes and Study Diligence of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects

Correlations

		Religious	Perseverance
Religious	Pearson Correlation	1	.593[**]
	Sig. (2-tailed)		.000
	N	140	140
Perseverance	Pearson Correlation	.593[**]	1
	Sig. (2-tailed)	.000	
	N	140	140

[**]. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the correlation test using SPSS, the value of r count (Pearson correlation) is 0.593, with r table 0.2319 meaning that the value of r count > r table means that there is a relationship between students' religious character and students' persistence in learning Islamic religion. The relationship that exists between the two variables is fairly strong by looking at the sig value. 2 (tailed) which is less than < 0.05 and an asterisk on the Pearson correlation value.

Discussion

Descriptive statistical analysis is statistics used in analyzing data by describing or describing the data that has been collected. according to Ghozali (2009) This analysis aims to provide an overview or describe the data in the variables seen from the average (mean), minimum, and maximum values. Based on the table, the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator of Faith, it was found that at SMPN 1 Bengkulu City the highest dominant percentage was 42.9% with a good category while SMPN 1 Kota Jambi the highest dominant percentage was 58.6% with good category. the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the Experience indicator, it was found that at SMPN 1 Bengkulu City the highest dominant percentage was 58.6% with a good category while at SMPN 1 Kota Jambi has the highest dominant percentage of 52.9% in the good category, the results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator Not procrastinating the completion of work, it was found that at SMPN 1 Bengkulu City has the highest dominant percentage of 64.3% in the sufficient category, while at SMPN 1 Kota Jambi the highest dominant percentage is 42.9% in the good category. The results for the variable Religious Attitude of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi towards Islamic Religious Education subjects on the indicator Always want to try a more

challenging job, it was found that in SMPN 1 Bengkulu City the highest dominant percentage was 42.9% with the category good while at SMPN 1 Kota Jambi the highest dominant percentage was 58.6% in the good category.

Assumption test used in this research is normality test, homogeneity test, linearity test. The results for the normality test of Religious Attitudes and Study Diligence of students of SMPN 1 Kota Bengkulu and SMPN 1 Kota Jambi on Islamic Religious Education subjects can be concluded that the data is normally distributed. The normality test was obtained by the Kolmogorov-Smoirnov test, the significance value was > from 0.05. The results for the Linearity Test of Religious Attitudes and Study Diligence for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects, it can be concluded that the linearity test of the variables above has a linear relationship between Religious Attitudes and Diligence in students' learning at SMPN 1 Kota Bengkulu and SMPN 1 Kota Jambi on Islamic Religious Education subjects. It is proven that the result of sig is less than 0.05. The results for the Homogeneity test of Religious Attitudes and Study Diligence of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects were obtained with a significance value > 0.05, it can be concluded that the data on Religious Attitudes and Perseverance in learning for students of SMPN 1 Kota Bengkulu and SMPN 1 Kota Jambi on the subject of Islamic Religious Education is homogeneous. It is proven that the result of sig (2-tailed) is less than 0.05.

In this hypothesis test, the tests carried out are T test and correlation test. The T test aims to determine whether the independent variable has an effect on the dependent variable while the correlation test aims to determine the relationship between the two variables (John W Creswell, 2014). Based on table 12, the results of the t-test using SPSS obtained a t-count value of 2.237 with a t-table of 1.99444, meaning that the t-count > t-table which means that there is a difference between the religious character of students at SMPN 1 Bengkulu and SMPN 1 Jambi City students in Islamic religious learning. This result is also strengthened by the value of sig. (2-tailed) obtained is 0.027, where less than 0.05 means that there is a significant difference. Then based on table 13, the results of the t-test using SPSS obtained a t-count value of 2.271 with a t-table of 1.99444, which means that the t-count > t-table, which means that there is a difference between student learning persistence at SMPN 1 Bengkulu and students at SMPN 1 Jambi City in Islamic religious learning. . This result is also strengthened by the value of sig. (2-tailed) obtained is 0.025, where less than 0.05 means that there is a significant difference. The min sign on t count is caused by the average value of student learning persistence at SMPN 1 Bengkulu which is lower than the average value of student learning persistence at SMPN 1 Jambi City. Furthermore, based on the results of the correlation test using SPSS, the value of r count (Pearson correlation) is 0.593, with r table 0.2319 meaning that the value of r count > r table means that there is a relationship between students' religious character and students' persistence in learning Islamic religion. The relationship that exists between the two variables is fairly strong by looking at the sig value. 2 (tailed) which is less than < 0.05 and an asterisk on the Pearson correlation value.

The research conducted by the researcher is in line with previous research conducted by the same (Susilowati, 2017) discussing the religious attitude of students in learning, however in previous studies only compared students in one school and the indicators used in previous research were general by using 4 categories of assessment assessments. as well as not connecting between students' persistence and students' religious variables. This research is also in line with previous research conducted by the same (Ramdani & Marzuki, 2019) who discussed the religious attitudes of students in learning, however in previous studies only compared schools in one sub-district and used 4 categories of assessment and did not connect the variables of student persistence and students' religiousness. This research is also in line with research that has been conducted by the same (Ilma et al., 2021) discussing student persistence in learning. However, previous studies only compared students in one school and did not connect the variables of student persistence and students' religion. The urgency in this study is very important because it can be used by educators as a reference regarding the relationship between religious attitudes and learning persistence in Islamic religious education lessons.

This study was conducted with the aim of knowing whether or not there are differences in religious attitudes and persistence in learning for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects. In addition, this study also aims to determine the relationship between religious attitudes and learning persistence of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects. The generalization or updating of this research is to find out the differences and the relationship between Religious Attitudes and Study Diligence of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects. Where there is no research that examines the Religious Attitudes and Perseverance of student learning towards Islamic Religious Education subjects in schools in different cities, Besides that, it also uses more complete variables and indicators.

The author realizes that this research still has shortcomings, these shortcomings include the sample used only 2 schools and 2 different cities, so the results obtained may make a difference if done in schools. The variables studied in this study were only variables of Religious Attitude and Diligence in student learning in Islamic religious education subjects. In addition, there are many other indicators that have not been used. So, the writer suggests that further research should be conducted on religious attitudes and student learning persistence with different schools, different cities, different variables and indicators, and other subjects.

Conclusion

Based on the results of data analysis and hypothesis testing, the conclusions from the study of Religious Attitude and Perseverance in student learning in Islamic religious education subjects at SMPN 1 Bengkulu City and SMPN 1 Kota Jambi with 70 questionnaires in each school with a total of 140 students. Based on the formulation of the problem, it was concluded that there were results for the T-test of Religious Attitudes and Study Diligence

for students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects, it could be concluded that there was a significant comparison. (2-tailed) is less than 0.05. Correlation test of Religious Attitudes and Study Diligence of students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects was obtained, the results of the correlation test were sig. (2-tailed) < 0.05 then, it can be concluded that there is a relationship between Religious Attitude and Perseverance in learning students of SMPN 1 Bengkulu City and SMPN 1 Kota Jambi on Islamic Religious Education subjects. The implication of this research is that it can be used as a reference in taking follow-up actions in solving problems regarding the religious character of students and students' perseverance in learning.

Declarations

Author contribution statement

The first and second authors contributed to compiling and designing the research analysis. Then the third and fourth authors contributed in preparing data collection instruments and collecting data. Then the data obtained were analyzed and discussed by the fifth and sixth authors. And finally writen in the template by the first author.

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