

## SCHOOL CULTURE AND THE PERFORMANCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN FORMING STUDENTS' RELIGIOUS BEHAVIOR AT ISLAMIC HIGH SCHOOL 1 SURAKARTA

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### Abstract

This study aims to analyze the influence of school culture and Islamic Education (PAI) teacher performance on the religious behavior of students at SMA Islam 1 Surakarta in the 2024/2025 academic year. Phenomena in the field show challenges in students' religious behavior, such as low discipline in worship and rudeness in speech. This research is quantitative in nature, using multiple linear regression analysis. The research population includes all 90 students in grade XI, with sampling using the saturated sample or census method. Data were collected through Likert scale questionnaires, observation, and documentation. The partial results of the study show that: (1) School culture has a positive and significant effect on students' religious behavior with a significance value of  $0.001 < 0.05$  and a contribution of 31.5%; (2) PAI teacher performance has a positive and significant influence on students' religious behavior with a significance value of  $0.006 < 0.05$ . Simultaneously, the better the implementation of school culture and PAI teacher performance, the higher the quality of students' religious behavior in the school. This study recommends the importance of strengthening religious culture and optimizing the role of teachers as role models in shaping students' spiritual character.

Keywords: School culture; PAI teacher performance; Religious behavior.

### INTRODUCTION

National education is a conscious and planned effort to develop the potential of students to possess spiritual and religious strength, self-control, and noble character, as mandated by Law No. 20 of 2003 concerning the National Education System. Education not only focuses on intellectual intelligence but also assumes moral responsibility in shaping students' religious behavior (Majid, 2012). In achieving this goal, teachers play a central role as determinants of quality. Teacher performance, encompassing pedagogical, personality, social, and professional aspects, is a key instrument, particularly for Islamic Religious Education (PAI) teachers who have a significant responsibility to guide the understanding and practice of religious teachings (Ma'arif, 2022).

In addition to teacher factors, the construction of "School Culture" through a set of values, traditions, and daily habits has a significant impact on character formation (Zamroni, 2020). Several previous studies have examined similar themes, such as research by Rohman et al. (2020) (Rohman, Suntoro, Adha, & Yanzi, 2020) which focuses on the relationship between school culture and nationalistic character, as well as Syamsul's (2022) research (Syamsul, 2022) which emphasizes the principal's management in improving teacher performance. The fundamental difference between this study and the literature lies in the specific integration between school culture and Islamic Religious Education teacher performance which is directly directed at the religious behavior of students at the Islamic high school level (SMA Islam). While previous studies have focused on academic achievement, this article emphasizes the affective-religious aspect as the main output.

However, the reality in the field often shows a gap between ideal goals and student behavior. Based on a preliminary study at SMA Islam 1 Surakarta, although the school has implemented a

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religious culture such as the habituation of 5S, daily prayer, and congregational prayer, behavioral challenges are still found in grade XI students. These problems include low religious discipline, rude language, and suboptimal basic Qur'anic competency. These conditions indicate that religious behavior does not develop spontaneously, but is instead influenced by the quality of educator performance and the consistency of the organizational culture. Based on this background, this study aims to analyze the relationship between school culture and Islamic Religious Education teacher performance on students' religious behavior at SMA Islam 1 Surakarta in the 2024/2025 academic year.

## RESEARCH METHOD

This study uses a quantitative approach with a correlational research type. This approach was chosen to statistically test the influence between predetermined variables (Duli, 2019). The nature of this research is quantitative descriptive, which aims to describe symptoms and analyze the cause-and-effect relationship between independent and dependent variables through numerical data (Sugiyono, 2009). The design of this study involves two independent variables and one dependent variable. The independent variables in this study are School Culture ( $X_1$ ) and Teacher Performance ( $X_2$ ), while the dependent variable is Student Religious Behavior ( $Y$ ). The relationship between these variables can be described through the following research constellation: The study was conducted at SMA Islam 1 Surakarta with research subjects of grade XI students. Data collection was carried out objectively using a research instrument in the form of a questionnaire compiled based on the indicators of the observed variables. The measurement scale used was a Likert scale to measure respondents' attitudes and opinions. The collected data were processed using statistical analysis. In accordance with the procedures proposed by Sugiyono (Sugiyono, 2009), the analysis stages include prerequisite tests, namely normality and linearity tests. Furthermore, to test the significance of the partial (t-test) and simultaneous (F-test) influence between school culture variables and teacher performance on students' religious behavior, multiple linear regression analysis was used (Ghozali, 2018).

## RESULT AND DISCUSSION

### Analysis Prerequisite Test

#### *Normality Test*

The normality test in this study used non-parametric analysis Kolmogorov-Smirnov (KS) and Shapiro-Wilk. If the significance value of the Kolmogorov-Smirnov test is  $> 0.05$  with the number of respondents  $> 50$  people, it can be assumed that the residual value is normally distributed. Conversely, if the significance value of the Kolmogorov-Smirnov test is  $< 0.05$ , it can be assumed that the residual value is not normally distributed. Data can be said to be normal if the Shapiro-Wilk test has a significance value  $< 0.05$  with the number of respondents  $< 50$  people.

1. The Influence of School Culture ( $X_1$ ) on Students' Religious Behavior ( $Y$ )

The hypothesis to be tested in this case is  $H_0$ : The population distribution is normal, if the probability  $> 0.05$ ,  $H_0$  is accepted.  $H_1$ : The population distribution is not normal, if the probability  $\leq 0.05$ ,  $H_0$  is rejected. Which means that:  $H_0$ : The error in estimating the Religious Behavior of Students on School Culture is normal. While  $H_1$ : The error in estimating the Religious Behavior of Students on School Culture is not normal.

Normality Test Table X<sub>1</sub> to Y

## One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		86
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.48927798
	Most Extreme Differences	
	Absolute	.061
	Positive	.051
	Negative	-.061
Test Statistic		.061
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it is known that the results of the normality test have a significance value  $> 0.05$  ( $n = 86$ ). In this study, the number of respondents was more than 50 people (86 students), therefore in the normality test the researcher used the Kolmogorov-Smirnov analysis. The results of the table above in the Unstandardized Residual have a sig.  $0.2 > 0.05$ . Therefore, it can be assumed that the school culture variable ( $X_1$ ) and religious behavior ( $Y$ ) are normally distributed. The normal distribution of these data indicates that the research sample has represented the characteristics of the population in a balanced manner, so the risk of bias in the estimation of model parameters can be minimized. The use of the Kolmogorov-Smirnov test with a significance greater than 0.05 provides a strong statistical basis for continuing the analysis to the hypothesis testing stage using parametric statistics. This is in line with the basic principle in quantitative analysis that the assumption of normality is an absolute prerequisite in the regression model to ensure that the residuals have a consistent distribution, so that the results of generalization of research on the relationship between school culture and religious behavior can be scientifically accounted for (Ghozali, 2018).

## 2. The Influence of Islamic Education Teacher Performance ( $X_2$ ) on Students' Religious Behavior ( $Y$ )

The hypothesis to be tested in this case  $H_0$ : Normal population distribution, if Probability  $> 0.05$ ,  $H_0$  is accepted  $H_1$ : Non-normal population distribution, if Probability  $\leq 0.05$ ,  $H_0$  is rejected. Which means that:  $H_0$ : The error in estimating Students' Religious Behavior on PAI Teacher Performance is normal. While  $H_1$ : The error in estimating Students' Religious Behavior on PAI Teacher Performance is not normal.

Normality Test Table X<sub>1</sub> to Y  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		86
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.65348372
	Most Extreme Differences	
	Absolute	.066
	Positive	.058
	Negative	-.066
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it is known that the results of the normality test have a significance value of  $> 0.05$  ( $n = 86$ ). In this study, the number of respondents was more than 50 people (86 students), therefore in the normality test the researcher used the Kolmogorov-Smirnov analysis. The results of the table above in the Unstandardized Residual have a sig. value of  $0.2 > 0.05$ . So it can be assumed that the PAI teacher performance variables ( $X_2$ ) and religious behavior ( $Y$ ) are normally distributed.

The fulfillment of the normality assumption for the Islamic Religious Education teacher performance and religious behavior variables indicates that the residual data distribution in this research model is not biased towards one extreme, but is spread evenly around the mean value. Substantively, this strengthens the validity of the data regarding teachers' professional performance in the process of fostering religious values. With normally distributed data, the resulting regression model has a higher level of accuracy in predicting the extent to which Islamic Religious Education teacher performance significantly contributes to the formation of students' religious behavior. This is an important prerequisite for the results of the linear analysis conducted later to have strong reliability and be free from data distortion (Sugiyono, 2019).

### 3. The Influence of School Culture ( $X_1$ ) and Islamic Education Teacher Performance ( $X_2$ ) on Students' Religious Behavior ( $Y$ )

The hypothesis to be tested in this case  $H_0$ : Normal population distribution, if Probability  $> 0.05$ ,  $H_0$  is accepted  $H_1$ : Non-normal population distribution, if Probability  $\leq 0.05$ ,  $H_0$  is rejected. Which means that:  $H_0$ : The error of estimating Students' Religious Behavior on School Culture and PAI Teacher Performance is normal. While  $H_1$ : The error of estimating Students' Religious Behavior on School Culture and PAI Teacher Performance is not normal.

Normality Test Table  $X_1$  to  $Y$   
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		86
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.20278844
Most Extreme Differences	Absolute	.059
	Positive	.045
	Negative	-.059
Test Statistic		.059
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the table above, it is known that the results of the normality test have a significance value of  $> 0.05$  ( $n = 86$ ). In this study, the number of respondents was more than 50 people (86 students), therefore in the normality test the researcher used the Kolmogorov-Smirnov analysis. The results of the table above in the Unstandardized Residual have a sig. value of  $0.2 > 0.05$ . So it can be assumed that from the school culture variable ( $X_1$ ) and PAI teacher performance ( $X_2$ ) on religious behavior ( $Y$ ) the residuals are normally distributed.

The results of the normality test in this multiple regression model indicate that the combination of school culture and Islamic Religious Education teacher performance has a simultaneous normal residual data distribution. This proves that there is no significant residual interference in the interaction between the independent variables on students' religious behavior. This finding is crucial because in multiple regression analysis, residual normality ensures that statistical testing through the F-test (simultaneous) and t-test (partial) will produce objective and unbiased conclusions. By fulfilling this assumption, the model parameters that include school culture and teacher performance can be categorized as stable and reliable predictors in mapping the dynamics of students' religious character formation (Sujarweni, 2014).

#### *Linearity Test*

A linearity test is conducted to determine the relationship between the independent and dependent variables. The conclusion drawn from the linearity test is that if the Sig. value is  $> 0.05$ , a linear relationship occurs; conversely, if the Sig. value is  $< 0.05$ , a linear relationship does not occur.

1. The Influence of School Culture ( $X_1$ ) on Students' Religious Behavior ( $Y$ ) Statistical Hypothesis

$H_0: Y = A + BX_1$ , meaning the regression of Students' Religious Behavior on School Culture is linear.  $H_1: Y \neq A + BX_1$ , meaning the regression of Students' Religious Behavior on School Culture is non-linear.

Table  
Linearity Test X<sub>1</sub> to Y

Anova

		Sum of Square	df	Mean Square	F	Sig.
Perilaku Keagamaan Peserta Didik * Budaya Sekolah	Between Groups	2399.742	24	99.989	2.156	.008
	Linearity	1648.821	1	1648.821	35.559	.000
	Deviation from Linearity	750.921	23	32.649	.704	.823
Within Groups		2828.490	61	46.369		
Total		5228.233	85			

Based on the linearity test above, it can be seen that the sig value in Deviation From Linearity is 0.823 > 0.05. Therefore, it can be concluded that H<sub>a</sub> is accepted based on the decision making of the linearity test, namely between the independent variable (school culture) and the dependent variable (religious behavior) there is a linear relationship. Thus, between the variables of school culture and religious behavior there is a proportional relationship.

2. The Influence of Islamic Education Teacher Performance (X<sub>2</sub>) on Students' Religious Behavior (Y) Statistical Hypothesis

H<sub>0</sub>: Y = A + BX<sub>1</sub>, meaning the regression of Students' Religious Behavior on Islamic Education Teacher Performance is linear. H<sub>1</sub>: Y ≠ A + BX<sub>1</sub>, meaning the regression of Students' Religious Behavior on Islamic Education Teacher Performance is non-linear.

Table  
Linearity Test X<sub>1</sub> to Y

Anova Table

		Sum of Square	df	Mean Square	F	Sig.
Perilaku Keagamaan Peserta Didik * Kinerja Guru PAI	Between Groups	2474.468	20	123.723	2.920	.001
	Linearity	1465.381	1	1465.381	34.589	.000
	Deviation from Linearity	1009.088	19	53.110	1.254	.246
Within Groups		2753.764	65	42.366		

Total	5228.2	85
	33	

Based on the linearity test above, it can be seen that the sig value in Deviation From Linearity is  $0.246 > 0.05$ . Therefore, it can be concluded that  $H_a$  is accepted based on the decision making of the linearity test, namely that there is a linear relationship between the independent variable (school culture) and the dependent variable (religious behavior). Thus, there is a proportional relationship between the Islamic Education teacher performance variable and religious behavior.

*Hypothesis Testing*

This study uses the assistance of the SPSS Version 23 Program to test the  $H_a$  and  $H_o$  hypotheses using a simple linear method. The hypothesis in the study with the variables of school culture ( $X_1$ ), Islamic Religious Education teacher performance ( $X_2$ ), and religious behavior ( $Y$ ) is  $H_a =$  There is an influence of  $X_1$  and  $X_2$  on  $Y$ .

1. The Influence of School Culture ( $X_1$ ) on Students' Religious Behavior ( $Y$ )

$H_o \leq 0$ : there is no positive and significant influence of school culture on the religious behavior of class XI students at SMA Islam 1 Surakarta, Academic Year 2024/2025.  $H_1 > 0$ : means there is a positive and significant influence of school culture on the religious behavior of class XI students at SMA Islam 1 Surakarta, Academic Year 2024/2025.

Correlations

		Budaya Sekolah	Perilaku Keagamaan Peserta Didik
Budaya Sekolah	Pearson Correlation	1	.562**
	Sig. (2-tailed)		.000
	N	86	86
Perilaku Keagamaan Peserta Didik	Pearson Correlation	.562**	1
	Sig. (2-tailed)	.000	
	N	86	86

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

Based on the results of the correlation test from the SPSS program above, it can be seen that the Pearson correlation value between school culture and religious behavior is 0.562. The type of relationship between variables  $X$  and  $Y$  is positive. Furthermore, to correlate the two variables, the degree of freedom formula  $df = n-2$  ( $86-2 = 84$ ) is used and looking at the  $r$  table value in the Product Moment correlation with a significance value of 0.05 (5%), in this study based on the  $r$  table, the  $df$  value is known = 0.215. The guideline for making decisions on the correlation test is that if the calculated  $r < r$  table then it can be said that there is no correlation relationship between the independent and dependent variables, conversely if the calculated  $r > r$  table then it can be said that there is a correlation relationship between the independent and dependent variables. Based on these guidelines, it can be seen that the calculated  $r$  value is greater than the  $r$  table ( $0.562 > 0.215$ ) and the guideline for the coefficient value of the product moment  $r$  table where 0.562 is located at a value of 0.6 to  $< 0.8$  which means it has a fairly large or strong relationship. Thus, it can be concluded that there is a positive influence between the school culture variable ( $X$ ) and the religious behavior variable ( $Y$ ) with a significant correlation value.

Direction of Influence (Coefficient of Determination)

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17.958	6.123		2.933	.004		
	Budaya Sekolah	.604	.097	.562	6.220	.000	1.000	1.000

a. Dependent Variable: Perilaku Keagamaan Peserta Didik

Based on the SPSS output results, the constant value and simple linear regression coefficient are obtained in column B, so the regression equation can be written as  $\hat{Y} = 17.958 + 0.604 X_1$ . The analysis results show a t value of 6.220 with a significance value of p-value of 0.000 (<0.05), which means  $H_0$  is rejected. Thus, it can be concluded that school culture has a positive effect on religious behavior. The results of the regression analysis also show that the regression coefficient (unstandardized coefficients B) of 0.604 indicates that every one unit increase in school culture will increase students' religious behavior by 0.604. Conversely, if school culture decreases by one unit, students' religious behavior will also decrease by 0.604.

Magnitude of Influence (Coefficient of Determination)

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 <sup>a</sup>	.315	.307	6.52779

a. Predictors: (Constant), Budaya Sekolah

b. Dependent Variable: Perilaku Keagamaan Peserta Didik

Magnitude of Influence (Coefficient of Determination)

Anova<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1648.821	1	1648.821	38.694	.000 <sup>b</sup>
	Residual	3579.412	84	42.612		
	Total	5228.233	85			

a. Dependent Variable: Perilaku Keagamaan Peserta Didik

b. Predictors: (Constant), Budaya Sekolah

The significance test of the correlation coefficient was obtained from the Model Summary table. Based on the table, the correlation coefficient value ( $r_{xy}$ ) is 0.562 and the calculated F value is 38.694 with a significance level (p-value) of  $0.000 < 0.05$ , so that  $H_0$  is rejected. Thus, it can be concluded that the coefficients of  $X_1$  and Y are significantly related. Furthermore, the value of the coefficient of determination  $R^2$  (R square) is 0.315 obtained from the results of squaring the correlation coefficient ( $0.562 \times 0.562 = 0.315$ ). This shows that school culture ( $X_1$ ) contributes 31.5% to the influence of students' religious behavior (Y), while the remaining 68.5% ( $100\% - 31.5\%$ ) is influenced by other factors outside the variables studied.

2. The Influence of Islamic Education Teacher Performance ( $X_2$ ) on Religious Behavior

$H_0 \leq 0$ : There is no positive and significant influence of Islamic Education teacher performance on the religious behavior of class XI students at SMA Islam 1 Surakarta, Academic Year 2024/2025.

$H_1 > 0$ : This means that there is a positive and significant influence of Islamic Education teacher performance on the religious behavior of class XI students at SMA Islam 1 Surakarta, Academic Year 2024/2025.

**Correlations**

		Kinerja Guru PAI	Perilaku Keagamaan Peserta Didik	
Kinerja Guru PAI	Pearson	1	.529 **	
	Correlation			
	Sig. (2-tailed)			.000
	N			86
Perilaku Keagamaan Peserta Didik	Pearson	.529 **	1	
	Correlation			
	Sig. (2-tailed)			.000
	N			86

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

Based on the results of the correlation test from the SPSS program above, it can be seen that the Pearson correlation value between school culture and religious behavior is 0.529. The type of relationship between variables X and Y is positive. Furthermore, to correlate the two variables, the degree of freedom formula  $df = n-2$  ( $86-2 = 84$ ) is used and looking at the r table value in the Product Moment correlation with a significance value of 0.05 (5%), in this study based on the r table, the df value is known = 0.215. The guideline for making decisions on correlation tests is that if the calculated  $r < r$  table then it can be said that there is no correlation relationship between the independent and dependent variables, conversely if the calculated  $r > r$  table then it can be said that there is a correlation relationship between the independent and dependent variables. Based on these guidelines, it can be seen that the calculated r value is greater than the r table ( $0.529 > 0.215$ ) and the guideline for the coefficient value of the product moment r table where 0.529 is located at a value of 0.6 to  $< 0.8$  which means it has a fairly large or strong relationship. Thus, it can be concluded that there is a positive influence between the PAI teacher performance variable ( $X_2$ ) and the religious behavior variable (Y) with a significant correlation value.

Direction of Influence (Coefficient of Determination)

		Coefficients <sup>a</sup>				Collinearity Statistics	
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Tolerance	VIF
Model		B	Beta				
1	(Constant)	18.692		2.864	.005		
	Kinerja Guru PAI	.549	.529	5.719	.000	1.000	1.000

a. Dependent Variable: Perilaku Keagamaan Peserta Didik

Based on the SPSS output results, the constant value and simple linear regression coefficient are obtained in column B, so the regression equation can be written as  $\hat{Y} = 18.692 + 0.549 X_1$ . The analysis results show a t value of 2.864 with a significance value of p-value of 0.000 (<0.05), which means  $H_0$  is rejected. Thus, it can be concluded that the performance of Islamic Religious Education teachers has a positive effect on religious behavior. The results of the regression analysis also show that the regression coefficient (unstandardized coefficients B) of 0.549 indicates that every one unit increase in Islamic Religious Education teacher performance will increase the religious behavior of students by 0.549. Conversely, if the performance of Islamic Religious Education teachers decreases by one unit, then the religious behavior of students will also decrease by 0.549.

Magnitude of Influence (Coefficient of Determination)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.529 <sup>a</sup>	.280	.272	6.69297

a. Predictors: (Constant), Kinerja Guru PAI

b. Dependent Variable: Perilaku Keagamaan Peserta Didik

Magnitude of Influence (Coefficient of Determination)

Anova <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1465.381	1	1465.381	32.712	.000 <sup>b</sup>
	Residual	3762.852	84	44.796		

Total	5228.233	85
a. Dependent Variable: Perilaku Keagamaan Peserta Didik		
b. Predictors: (Constant), Kinerja Guru PAI		

The significance test of the correlation coefficient was obtained from the Model Summary table. Based on the table, the correlation coefficient value ( $r_{xy}$ ) is 0.529 and the calculated F value is 32.712 with a significance level (p-value) of  $0.000 < 0.05$ , so that  $H_0$  is rejected. Thus, it can be concluded that the coefficients of  $X_1$  and Y are significantly related. Furthermore, the value of the coefficient of determination  $R^2$  (R square) is 0.280 obtained from the results of squaring the correlation coefficient ( $0.529 \times 0.529 = 0.280$ ). This shows that the performance of Islamic Religious Education teachers ( $X_1$ ) contributes to the influence of students' religious behavior (Y) by 28%, while the remaining 72% ( $100\% - 28\%$ ) is influenced by other factors outside the variables studied.

3. The Influence of School Culture ( $X_1$ ) and Islamic Education Teacher Performance ( $X_2$ ) on Students' Religious Behavior (Y)

$H_0 \leq 0$ : there is no positive and significant influence of school culture and Islamic Religious Education teacher performance on the religious behavior of class XI students at SMA Islam 1 Surakarta, Academic Year 2024/2025.  $H_1 > 0$ : means there is a positive and significant influence of school culture and Islamic Religious Education teacher performance on the religious behavior of class XI students at SMA Islam 1 Surakarta, Academic Year 2024/2025.

Direction of Influence (Coefficient of Determination)

		Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.881	6.721		1.322	.190		
	Budaya Sekolah	.410	.116	.382	3.536	.001	.646	1.547
	Kinerja Guru PAI	.314	.112	.302	2.801	.006	.646	1.547

a. Dependent Variable: Perilaku Keagamaan Peserta Didik

Based on the SPSS output results, the constant value and simple linear regression coefficient are obtained in column B, so that the regression equation can be written as  $\hat{Y} = 8.881 + 0.401 X_1 + 0.314 X_2$ . The results of the analysis show a t value of 1.322 with a significance value of p-value of  $0.000 (< 0.05)$ , which means  $H_0$  is rejected. Thus, it can be concluded that school culture

has a positive effect on religious behavior. The results of the regression analysis also show that the regression coefficient (unstandardized coefficients B) of 0.604 indicates that every one unit increase in school culture will increase students' religious behavior by 0.604. Conversely, if school culture decreases by one unit, students' religious behavior will also decrease by 0.604.

Magnitude of Influence (Coefficient of Determination)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612 <sup>a</sup>	.374	.359	6.27708

a. Predictors: (Constant), Kinerja Guru PAI, Budaya Sekolah

b. Dependent Variable: Perilaku Keagamaan Peserta Didik

Magnitude of Influence (Coefficient of Determination)

Anova <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1957.893	2	978.946	24.845	.000 <sup>b</sup>
	Residual	3270.340	83	39.402		
	Total	5228.233	85			

a. Dependent Variable: Perilaku Keagamaan Peserta Didik

b. Predictors: (Constant), Kinerja Guru PAI, Budaya Sekolah

The significance test of the correlation coefficient was obtained from the Model Summary table. Based on the table, the correlation coefficient value ( $r_{xy}$ ) is 0.562 and the calculated F value is 38.694 with a significance level (p-value) of  $0.000 < 0.05$ , so that  $H_0$  is rejected. Thus, it can be concluded that the coefficients of  $X_1$  and Y are significantly related. Furthermore, the value of the coefficient of determination  $R^2$  (R square) is 0.315 obtained from the results of squaring the correlation coefficient ( $0.562 \times 0.562 = 0.315$ ). This shows that school culture ( $X_1$ ) contributes 31.5% to the influence of students' religious behavior (Y), while the remaining 68.5% ( $100\% - 31.5\%$ ) is influenced by other factors outside the variables studied.

### Sub-Heading B

#### School Culture Conditions, Islamic Religious Education Teacher Performance, and Students' Religious Behavior

Based on the description of research data from 86 respondents at SMA Islam 1 Surakarta, it was found that the school culture was generally in the "Sufficient" category with a percentage of 38.4%. This indicates that the implementation of religious values and daily habits in the school environment has been running adequately. This finding is supported by Zamroni's opinion that school culture, which includes values, traditions, and habits, serves as an identity and behavioral guideline for all school members (Zamroni, 2020).

Meanwhile, the performance of Islamic Religious Education (PAI) teachers showed higher achievements, with the majority in the "Good" category (43%). This high teacher performance reflects the professionalism of educators in guiding students effectively. In line with this, Syamsul Ma'arif emphasized that the professionalism of PAI teachers is a primary instrument in utilizing school resources to achieve learning goals and develop religious behavior (Ma'arif, 2022). On the other hand, the religious behavior of students was recorded as being dominant in the "Sufficient" category at 44.2%, which indicates a harmony between the atmosphere of the school environment and the manifestation of student behavior in daily life (Sukadari, 2018).

### The Influence of School Culture on Religious Behavior

A more in-depth analysis using multiple linear regression tests provided strong statistical evidence regarding the relationship between variables. The school culture variable was found to have a positive and partially significant influence on religious behavior with a T-value of 3.536 and a significance level of 0.001. This finding means that the stronger the internalization of religious culture in schools, the better the formation of students' religious behavior. This is consistent with research by R. Rohman et al., which demonstrated a positive and significant relationship between school culture and the application of national character values in students (Rohman, Suntoro, Adha, & Yanzi, 2020). The school sociocultural environment has proven to be a strategic character laboratory in internalizing Islamic values into concrete behavior.

### Synergy of Islamic Religious Education Teacher Performance and School Culture in Shaping Students' Behavior

In addition to environmental factors, the role of Islamic Religious Education teachers has also been proven to be crucial. The results of statistical tests indicate that the performance of Islamic Religious Education teachers has a positive and significant effect on students' religious behavior with a T-value of 2.801 and a significance of 0.006. With positive regression coefficients ( $B_1 = 0.410$  and  $B_2 = 0.314$ ), it can be concluded that the synergy between a conducive school culture and professional teacher performance is a determinant factor.

Abdul Majid stated that education is a conscious effort to develop spiritual potential and noble morals in accordance with the mandate of national education (Majid, 2012). The rejection of the null hypothesis ( $H_0$ ) in this study confirms that students' religious behavior is not the result of a stand-alone process, but rather the accumulation of quality teacher guidance and the support of a consistent Islamic school cultural climate. This finding is also supported by Sulistyarini et al., who emphasized the importance of material integration and the role of educators in developing civic dispositions and religious character at the secondary to tertiary education levels (Sulistyarini, Rosyid, Dewantara, & Purwaningsih, 2020).

### CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the school culture and performance of Islamic Religious Education (PAI) teachers at SMA Islam 1 Surakarta are in the positive category. The school culture of grade XI students is considered quite good with a tendency level of 38.4%, while the performance of PAI teachers is in the good category with a percentage reaching 43%. This has implications for the religious behavior of students, which is also in the fairly good category with an achievement level of 44.2%. The results of statistical tests prove that school culture (T count 3.536, Sig. 0.001) and PAI teacher performance (T count 2.801, Sig. 0.006) partially have a significant effect on students' religious behavior. Simultaneously, school culture contributes 31.5% to the formation of religious behavior, while the remaining 68.5% is influenced by other factors outside the variables studied. Thus, strengthening a religious school culture and optimizing teacher performance are effective strategies in improving the quality of students' spiritual character.

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