

STUDENTS' PARTICIPATION IN RELIGIOUS EXTRACURRICULAR ACTIVITIES: THE RELATIONSHIP BETWEEN RELIGIOUS EXTRACURRICULAR ACTIVITIES AND ACADEMIC ACHIEVEMENT

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Abstract, *Religious extracurricular activities are those conducted outside the core curriculum in the field of religion, such as the habit of praying in congregation, zakat practices, qurban practices, muhadoroh, religious studies, and similar activities. This study aimed to determine the relationship between student participation in religious extracurricular activities and academic achievement in the local content subject of worship practices. This study employs the ex post facto method. The data collection technique used in this study involved documentation provided by the school. Data were collected from records of final semester grades in religious extracurricular activities and student academic achievement in the local content subject of worship practices. The inferential statistical method used was the Pearson product-moment correlation test to analyze whether there was a significant relationship between the independent and dependent variables. The results showed that student participation in religious extracurricular activities had a significant relationship with academic achievement in the local content of worship practices. This is evidenced by the correlation test results, where the Sig (2-tailed) value of 0.000 is smaller than the α value of 0.05, indicating a significant relationship between variable X and variable Y.*

Keywords: *Religious extracurricular activities, Academic achievement, Local content of worship practices*

Introduction

Education plays a crucial role in preparing students to face various challenges in the future. Therefore, the curriculum is vital in equipping students to meet the demands of an ever-changing era. The curriculum helps shape students into individuals ready to overcome challenges, seize future opportunities, and contribute positively to an increasingly global society. In this context, schools are central in implementing the curriculum to enhance student competence. Schools are responsible for translating nationally or locally designed curricula into daily teaching practices.

In addition to the role of the curriculum in the formation of students in general, special attention is given to Islamic schools, which have dual responsibilities, including the development of religious extracurricular activities. This is why parents

enrol their children in Islamic-themed schools, believing that these schools will raise their children to be religiously aware, as opposed to other public schools (Nurjannah & Oktarina, 2024).

In addition to the intracurricular or core activities, schools also develop an extracurricular curriculum. The extracurricular curriculum is part of the school educational program that includes activities outside the core or formal curriculum, designed to complement and enrich students' learning experiences. These extracurricular activities aim to develop students' skills, interests, and talents in various areas that may need to be fully covered in the standard academic curriculum. Supiani et al., (2020) explained that extracurricular activities are designed to support the development of students. These activities are tailored to students' needs, potential, talents, and interests and are carried out under the supervision of competent and authorized education personnel at the school.

Extracurricular activities held in schools are highly diverse, encompassing those that support students' academics and develop their interests and talents. This study specifically discusses religious extracurricular activities. Religious extracurricular activities are educational programs outside school hours focusing on students' spiritual development. In addition, religious extracurricular activities can enhance students' understanding of Islamic education, leading to better practice in worship and Islamic education within the context of society. Therefore, Islamic education must remain relevant to the dynamics of community life (Sugianto et al., 2023).

Previous research, such as the descriptive qualitative study conducted by Sari (2020), aimed to analyze the process of forming students' morals through religious extracurricular activities. The results showed that various programmed activities significantly contributed to shaping the morality of all members of the madrasah, especially its students. In line with previous research, FM et al., (2021) highlighted that noble character values like honesty, politeness, unity, and religiosity are undermined by foreign cultures' growing influence, which often promotes hedonism, materialism, and individualism. This erosion results in a decreased appreciation for these values. Consequently, religious extracurricular activities, whether directly or indirectly, can positively affect students' character if conducted consistently and repeatedly.

Hadi's (2021) qualitative descriptive research explains that forming students' religious character begins with foundational activities using various strategies to shape their religious character. The religious values integrated into these extracurricular activities encompass the dimensions of divinity, humanity, and worship. Furthermore, Gunawan (2023) explained that formal education has limitations in addressing students' affective and psychomotor aspects. Therefore, religious extracurricular activities in schools are crucial in shaping students' personalities. Meanwhile, Fitriani (2022) conducted qualitative research to examine the implementation of religious extracurricular activities in shaping the religious character of students and the factors that hinder their implementation. Even though religious extracurricular activities are regularly conducted, their effectiveness is

limited by several factors, such as the environment, parents' awareness, challenges in memorization, gadget usage, parents' economic conditions, and additional responsibilities. So, previous studies generally use a qualitative approach that emphasizes the relationship between religious extracurricular activities and the development of students' personalities or moral values. This study uses a quantitative approach that measures the relationship between religious extracurricular activities and academic achievement.

This study is important to conduct because student involvement in religious extracurricular activities has the potential to not only strengthen spiritual values but also support improved academic achievement. Therefore, this study aims to determine the relationship between student participation in religious extracurricular activities and academic achievement in local content subjects of religious practices. This study was conducted as a case study of class VIII students at MTs. Az-Zahra, West Bandung.

Method

This study uses the ex post facto method. The ex post facto method examines causal relationships where the independent variable has already occurred or exists, so the researcher cannot manipulate it. According to Sugiyono (2019), this method aims to evaluate or retrace the factors or causes of an event after the respondent has experienced it. The data collection technique is aligned with the variables to be measured in this study, specifically through school documentation. Data were collected from the documentation of final grades in religious extracurricular activities and students' academic achievements in local content worship practices for class VIII at MTs. Az-Zahra during the 2023/2024 academic year. The data analysis techniques employed include descriptive and inferential statistical analyses. The inferential statistical method used is the Pearson product-moment correlation test to analyze whether there is a significant relationship between the independent and dependent variables. However, the sample of this study was 80 students in classes VIII A, B, and C.

Results and Discussion

Descriptive analysis

a. *Religious extracurricular activities*

The following is descriptive data from religious extracurricular activities.

Table 1. Descriptive Variable X

Descriptive Statistics					
	N	Min	Max	Mean	Std.Deviation
Religious extra-activities	80	70	99	83.67	8.312
Valid (listwise)	N 80				

Based on the Table 1, it is observed that the number of valid data points is 80, with a minimum score of 70, a maximum score of 99, a mean of 83.67, and a standard deviation of 8.312.

b. Student academic achievement

Meanwhile, descriptive data on students' academic achievement are as follows.

Table 2. Descriptive Variable Y

Descriptive Statistics					
	N	Min	Max	Mean	Std.Deviation
Academic achievement	60	81	69.65	5.846	
Valid N (listwise)	80				

Based on Table 2, it is observed that the number of valid data points is 80, with a minimum score of 60, a maximum score of 81, a mean of 69.65, and a standard deviation of 5.846.

Inferential analysis

a. Prerequisite test

Inferential analysis of the relationship between variables X and Y begins with prerequisite tests, specifically linearity and normality tests. The normality test results for variables X and Y are as follows. Since the number of data points is more than 50, the Kolmogorov-Smirnov test is used for assessing normality.

Table 3. Normality Test of Variable X

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Religious extra-activities	.089	80	.180	.957	80	.009

The significant value from the Kolmogorov-Smirnov test is 0.180. Since this value is greater than the alpha level of 0.05 ($0.180 > 0.05$), the data for variable X is normally distributed.

Table 4. Normality Test of Variable Y

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic achievement	.096	80	.064	.955	80	.007

Based on Table 4, the significant value of the Kolmogorov-Smirnov test is 0.064. Since this value is greater than the alpha level of 0.05 ($0.064 > 0.05$), the research data for variable Y is also normally distributed. The next prerequisite test is the linearity test. The following table presents the results of the linearity test.

Table 5. Linearity Test

ANOVA Table							
		Sum of Squares	df	Mean Square	F	Sig.	
Academic achievement * Extra-curricular activities	Betw (Combined)	1961.37	24	81.724	6.084	.000	
	Linearity	1491.34	1	1491.3	111.02	.000	
	Deviation from Linearity	470.031	23	20.436	1.521	.103	
	Within Groups	738.833	55	13.433			
	Total	2700.20	79				

The criteria for decision-making in the linearity test using deviation from linearity are as follows:

- If the Sig. > 0.05 , the relationship between variables X and Y is considered linear and acceptable.
- If the Sig. < 0.05 , the relationship between variables X and Y is considered non-linear and is rejected.

Since the significance value for deviation from linearity is 0.103, which is greater than the alpha level of 0.05, it can be concluded that there is a linear relationship between religious extracurricular activities and academic achievement. Furthermore, Since the normality test results show that both data groups are normally and linearly distributed, a parametric inferential test is used for the correlation analysis, specifically the Pearson product-moment correlation test.

b. Hypothesis testing

This study hypothesizes that there is a significant relationship between religious extracurricular activities and academic achievement in local content subjects related to worship practices. To test this hypothesis, the researcher used the Pearson product-

moment correlation test. The following table presents the results of the Pearson product-moment correlation test.

Table 6. Hypothesis Testing

Correlations			
		Religious extra- activities	Academic achievement
Religious extra- activities	Pearson Correlation	1	.743**
	Sig. (2-tailed)		.000
	N	80	80
Academic achievement	Pearson Correlation	.743**	1
	Sig. (2-tailed)	.000	
	N	80	80

The correlation table above shows a Sig. (2-tailed) value of 0.000, which is smaller than the alpha level of 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that variable X has a significant relationship with variable Y. In other words, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating a significant relationship between student participation in religious extracurricular activities and academic achievement in worship-related local content subjects at MTs. Az-Zahra. The correlation value obtained is 0.743. According to the correlation coefficient guidelines, this value falls between 0.60 and 0.799, indicating a strong relationship. Therefore, it can be interpreted that variables X and Y have a strong or high relationship.

Discussion

Descriptive analysis of the relationship between participation in religious extracurricular activities and academic achievement in worship-related local content subjects at MTs Az-Zahra

According to the descriptive analysis results, for variable X (student participation in religious extracurricular activities), the minimum score is 70, the maximum score is 99, the mean is 83.67, and the standard deviation is 8.312. For variable Y (student academic achievement in the local content of religious practices), the maximum score is 81, the mean is 69.65, and the standard deviation is 5.846. The average value for variable X, student participation in activities, is 83.67, indicating a

fairly high participation level. This high mean suggests that students are participating quite well. Conversely, the average value for variable Y, student academic achievement, is 69.65, with a standard deviation 5.846. The statistical analysis indicates a linear relationship between the two variables. This conclusion is reinforced by the significance score of 0.103 from the deviation from the linearity test, which is higher than the alpha level 0.05. Therefore, there is evidence of a linear relationship between religious extracurricular activities and academic achievement.

The more students are involved in religious extracurricular activities, the greater the positive influence on their academic achievement, particularly in Islamic religious subjects. This is consistent with the research findings of Budiman & Nasrullah (2022), which indicate that most students who actively participate in extracurricular activities achieve good learning outcomes. Similarly, the research by Farida et al., (2021) explains that religious extracurricular activities are a component of the teaching and learning process that requires students to be actively engaged in both in-school and out-of-school activities. These extracurricular activities also represent schools' efforts to enhance student achievement, particularly in Islamic religious subjects.

The relationship between involvement in religious extracurricular activities and students' academic performance in worship-related local content subjects at MTs Az-Zahra

Based on the results of the product-moment correlation analysis, the Sig. (2-tailed) value is 0.000 (<0.05) and a correlation value of 0.743, which indicates a significant and strong relationship between student participation in religious extracurricular activities and academic achievement in the subject of worship practices. This value indicates a strong relationship between variables X and Y. This shows that the research hypothesis is accepted: there is a significant relationship between religious extracurricular activities and students' academic achievement in the local content subject of worship practices. This study employs a straightforward approach, specifically testing the relationship between the independent variable (religious extracurricular activities) and the dependent variable (student learning achievement). These results support the development of a religious extracurricular curriculum as part of national education, which aims to form a faithful generation with noble character and achievement.

However, schools need to organize these extracurricular activities wisely. For extracurricular activities to continue supporting academic achievement, students are advised to participate in 2-3 activities that suit their interests and needs. This suggestion prevents students from losing learning time for core subjects. Extracurricular activities are designed to develop students' interests and talents in academic and non-academic fields. Students can enhance their learning experience by participating in these extracurricular activities to address these limitations.

Moreover, extracurricular activities can enhance academic performance, foster personal development, and strengthen students' connections with the school. In line

with research by Broh (2002) and Correa et al. (2015), the results of this study confirm that student involvement in extracurricular activities can improve academic achievement, character development, and school connectedness. These benefits highlight the positive influence of participation on academic performance. Similarly, the research by Correa et al., (2015) highlights the benefits of participating in extracurricular activities, improving academic achievement and developing leadership skills, increasing self-esteem, and enhancing attachment to the institution. Activities related to the department contribute to greater student satisfaction and higher academic performance. Khoiriyah and Silfiyah (2023) explained that students' character formation through intracurricular and extracurricular learning is essential for developing individuals with strong morals and noble character.

On the other hand, it is important to consider other factors that influence students' academic achievement besides extracurricular activities, including internal and external factors. Internal factors encompass physical and psychological aspects. Physical factors include health and physical condition, while psychological factors involve attention, motivation, interests, talents, and readiness. External factors include school-related aspects such as the curriculum, teaching methods, student interactions, school climate, learning tools, building conditions, and library facilities (Salsabila and Puspitasari, 2020). Furthermore, as a leader in an educational institution, the principal must be able to do his tasks effectively. The principal's role in developing student talent is to provide resources such as buildings and equipment required for talent development (Rambe and Fadhli, 2024).

Based on the explanation above, student participation in religious extracurricular activities is significantly related to academic achievement, especially in the local content subject of worship practices at MTs Az-Zahra. A higher level of student participation in these activities has the potential to improve academic achievement in this subject. However, schools need to manage the balance between student participation in extracurricular activities and core school activities. Extracurricular activities should support and complement the core curriculum rather than detract from it. Future research can develop non-religious subjects to enrich the research results related to the impact of student participation in extracurricular activities on academic results in core subjects.

Conclusion

Based on the findings of this study, there is a significant relationship between student participation in religious extracurricular activities and academic achievement, particularly in the local content subject of worship practices at MTs Az-Zahra. The greater the student involvement in these activities, the more significant the improvement in academic achievement. However, the overall effectiveness of extracurricular programs depends largely on school management. Schools must ensure that these programs are well-integrated with the core curriculum. Additionally, facilities and infrastructure, activity planning, and support from skilled

teachers or tutors play a crucial role in successfully implementing extracurricular activities.

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