THE RELATIONSHIP BETWEEN STUDENTS' COGNITIVE ACHIEVEMENT IN PAI SUBJECTS AND THEIR RELIGIOUS ATTITUDES AT SDN 90 CIBIRU PANYILEUKAN DISTRICT BANDUNG

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Abstrak

Tidak dapat dipungkiri, seseorang yang memiliki pengetahuan keagamaan yang tinggi berbanding searah dengan tingginya sikap keberagamaan mereka, pun demikian sebaliknya. Artinya, sejauh mana meraka dapat menerima pencapaian pengetahuan keagamaan yang mereka miliki untuk diaplikasikan. Penelitian ini bertujuan untuk: 1) mengetahui prestasi kognitif siswa pada mata pelajaran PAI di kelas VII SDN 90 Cibiru; 2) mengetahui sikap keberagamaan siswa pada mata pelajaran PAI di kelas VII SDN 90 Cibiru; dan 3) mengetahui hubungan prestasi kognitif siswa pada mata pelajaran PAI dengan sikap keberagamaan mereka di kelas VII SDN 90 Cibiru. Pendekatan yang digunakan pada penelitian ini adalah pendekatan kuantitatif metode deskriptif korelatif. Analisis data yang digunakan melalui perhitungan statistika. Teknik pengumpulan data yang digunakan berupa angket, observasi, studi dokumentasi, studi pustaka, dan wawancara. Sampel yang digunakan adalah siswa kelas VII. Dimana pengambilan sampel digunakan 10%-15% dari populasi yang ad, yaitu dari 257 populasi maka digunakan 30 sampel. Hasil penelitian menunjukkan bahwa: 1) prestasi kognitif siswa berdasarkan perhitungan diperoleh harga (81,99) teridentifikasi pada kategori baik sekali; 2) Sikap keberagamaan siswa berdasarkan perhitungan diperoleh harga (3,58) teridentifikasi pada kategori tinggi; dan 3) hubungan prestasi kognitif siswa dengan sikap keberagamaan mereka melalui pengujian korelasi *rank spearman* diperoleh harga korelasi (0,188) diasumsikan pada kategori hubungan sangat rendah, kemudian dibandingan dengan harga ρ tabel (0,306) maka H_o diterima dan H_a ditolak. Selanjutnya ditentukan harga t dengan *a*: 5%. diperoleh harga t hitung (1.01) dan t tabel (1,697).

Kata Kunci: *Prestasi Kognitif, Pendidikan Agama Islam, Sikap Keberagamaan.*

Abstrak

It cannot be denied, someone who has high religious knowledge is directly proportional to their high religious attitude, and vice versa. That is, to what extent they can accept the attainment of religious knowledge that they have to apply. This study aims to: 1) determine students' cognitive achievement in PAI subject in class VI SDN 90 Cibiru; 2) knowing the religious attitudes of students in PAI subjects in class VI SDN 90 Cibiru; and 3) knowing the relationship between students' cognitive achievement in PAI subjects and their religious attitudes in class VI SDN 90 Cibiru . The approach used in this study is a quantitative approach to the correlative descriptive method. Analysis of the data used through statistical calculations. Data collection techniques used were questionnaires, observations, documentation studies, literature studies, and interviews. The sample used was class VI students. Where sampling was used 10% -15% of the existing population, that is, from 257 populations, 30 samples were used. The results of the study show that: 1) based on the calculation of cognitive achievement of students, the price (81.99) is identified in the very good category; 2) The students' religious attitudes based on calculations obtained prices (3.58) identified in the high category; and 3) the relationship between students' cognitive achievement and their religious attitude through Spearman's rank correlation test obtained the correlation value (0.188) assumed to be in the very low relationship category, then compared with the price of ρ table (0.306) then Ho is accepted and Ha is rejected. Then determine the price of it with a: 5%. obtained the value of t count (1.01) and t table (1.697).
Kata kunci: *Cognitive Achievement, Islamic Religious Education, Religious Attitudes.*

INTRODUCTION

Every individual must experience a learning process in his life. Regardless in the frame of formal or non-formal education. In the process there will be changes in behavior that are better than before. Changes in the learning process can be displayed through an achievement, both in the domains of cognitive (knowledge), affective (taste), and psychomotor (skills). Achievements after the learning process is called learning achievement.

Learning achievement is evidence of success in learning or a person's ability to carry out activities in accordance with the weight he achieved. While in other references, learning achievement is the result of student effort that can be achieved in the form of mastery of knowledge, abilities, habits, and skills and attitudes after following the learning process which can be proven by test results. Learning achievement is something that students need to know the abilities they get from an activity called learning. (Nasution, 1995)(Suryabrata S., 1998)

In a formal educational institution especially, student achievement is a major expectation. Because learning achievement in students can show the quality of the

educational institution in the implementation of all teaching and learning activities that achieve goals. This will be a great attraction for those who are of school age or parents who have children at school age to be able to send their children to schools that have outstanding student qualities. In this case, researchers focus on the realm of students' cognitive achievement. Where cognitive achievement is student achievement in the realm of knowledge including knowledge, understanding, application, analysis, synthesis, and evaluation. (Sudjana, Assessment of Teaching and Learning Outcomes, 2006)

Attitude is an evaluative statement towards an object, person or event. This reflects how a person feels about something. Attitude may result from behavior but attitude is not the same as behavior. Attitude is a reaction or response in the form of judgments that arise from an individual towards an object. Attitude can also be said to be a manifestation of awareness of the environment. The process that initiates the formation of attitudes is the presence of objects around the individual providing stimuli which then hit the individual's sensory organs, the information captured about the object is then processed in the brain and causes a reaction. Emerging judgments, positive or negative, are influenced by previous information, or an individual's personal experience.

Religion or religiosity is how far knowledge, how strong the belief is, how much worship and rules are carried out, and how deep the appreciation of the religion he adheres to. So it can be understood that religion has several aspects contained . While Religion or religiosity according to Islam is carrying out religious teachings or Islam as a whole. Therefore, every Muslim, whether in thinking, behaving or acting is commanded to practice Islam. There are several indicators that are dimensions of religious attitudes, including beliefs, worship practices, experience, religious knowledge, and practice.(Fuad &; Diana Mucharam, 2002)(Shihab, 2004) (Ancok &; Suroso, 2011)

In this case, researchers find out whether there is a correlation or relationship between students' cognitive achievement in PAI subjects with their religious attitudes. This is an interesting thing to study because it is based on the results of the researcher's interview with PAI Class VI teachers of SDN 90 Cibiru in a preliminary study.

In 2016, SDN 90 Cibiru was established in Cipadung Kulon Village, Panyileukan District, Bandung City. At a relatively early age, this school has been accredited A. Educators who graduated from S1-S2 in public schools with state status, affect students who are indicated to have good cognitive achievements in PAI and Ethics subjects, evidenced by daily test scores usually 75% above the minimum completeness criteria (KKM), as well as very adequate PAI habituations proven through intense religious programs and Sustainability implemented in this school includes; praying before starting learning, reading Asmaul Husna, tadarus together, performing dhuha prayers every week,

implementing mandatory extra-curricular BTQ (reading and writing the Qur'an) for Class VI (seven), PHBI (Islamic holidays) celebrations as an effort to renew them in religious spirit in this case adding religious knowledge and carrying out religious consequences namely practicing religious teachings, as well as extracurricular activities with religious foundations such as ROHIS (spirituality) Islam). The public school headed by a principal named Ahmad Jalaludin, S.Pd., M.M.Pd.ini, has the intensity of its religious activities very concerned. This is quite reflective of what should be realized from the National Education Goals contained in Law No. 20 of 2003 from the many schools that still have not implemented it.

However, with various religious activities at SDN 90 Cibiru, students' religious attitudes have not been measurable. After religious activities take place, whether or not the dimensions of students' religious attitudes are collected to be able to continuously reflect what is habituated in school. As in one of the chapters presented in Class VI learning material, namely about congregational prayer, then whether the achievements or good cognitive achievements they achieve are enough to describe the implementation of congregational prayer or dhuha with them at school is also good and enthusiastic or vice versa. This can show the dimension of religious practice (ritualistic) in students' religious attitudes. Or in other materials such as honesty, trust, and istiqomah defecation, whether from poor cognitive achievements or achievements regarding the defecation also raises a bad attitude or vice versa. This shows the dimension of practice (consequences) in students' religious attitudes.

Likewise in other dimensions of religious attitudes. So, whether with cognitive achievement in PAI subjects that are quite related to their religious attitudes or vice versa. Therefore, linking two variables, namely students' cognitive achievement and their religious attitudes, is quite important. To find out and respond to the above problems, researchers focused this study with the title relationship of students' cognitive achievement in pai subjects with their religious attitudes in Class VI at SDN 90 Cibiru.

METHOD

This study used quantitative and qualitative data. Quantitative data is a type of data that can be measured or calculated directly, which is in the form of information or explanations expressed in numbers or numerical form. In this study, quantitative data in the form of cognitive domain test scores (variable X) collected by PAI teachers and the results of the distribution of questionnaires variable Y. Skin data is data in the form of words, schemes, and images. In this study, qualitative data is history, physical condition of the

college, and data that can be taken from interviews, observations, or literature studies(Sugiyono, 2010).

RESULT AND DISCUSSION
Result

A. School Profile

1. Brief History and Geographical Location of SDN 90 Cibiru

SDN 90 Cibiru is a junior high school that has reached the age of five, precisely established in 2016. Endorsed by Mochamad Ridwan Kamil, S.T., M.U.D. who was the Mayor of Bandung at that time. This school can be held based on the proposal of the Bandung City Education Office and the insistence of Panyileukan residents who want to find the nearest school to send their children to school.

Before having a school building, SDN 90 Cibiru was dedicated to SMPN 17 Bandung which is located at Jl. Pbalapan Kuda, Sukamiskin, Arcamanik District, Bandung City. After having a school building and until now SDN 90 Cibiru is located on Jalan Pasanggrahan VI RT / RW 04/10 Kel. Cipadung Kulon, Kec. Panyileukan, Bandung City, West Java Province 40614. When it was just established, it only had three definitive teachers and the Acting Principal who was then the Principal of SMPN 17 Bandung, Drs.H. Saan Ruswandi, M.M.Pd. and the acting Principal, namely Asep Ramdani, S.S., M.Hum. who now serves as Vice Principal for Kursisjian. Because at that time there was no Definitive Principal. Furthermore, the Principal of SDN 90 Cibiru was definitively held by Yuli Kartika Yuliani, S.Pd., M.M and recently replaced by Ahmad Jalaludin, S.Pd., M.M.

Although the school is fairly recently established, the existence of SDN 90 Cibiru in quality and quantity is growing rapidly. Accreditation achievements in the first five years have reached the best value, namely accredited A. Then in liaising with various other agencies, including the Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung which works together to make SDN 90 Cibiru as one of the locations for Field Experience Practice every year. It is also able to carry out relationship achievements with Foreign Student Studies, Bandung City Cluster Parent and for students who will graduate have separately carried out independent UNBK.

2. Vision and Mission of SDN 90 Cibiru

Vision

"Based on IMTAQ (Faith and Taqwa), SDN 90 Cibiru embodies students who excel, excel, cultured, and environmentally sound as well as Science and Technology (Science and Technology)."

Mission

    a. Mrealize religious education as a moral foundation and social ethics in everyday life, to foster example and positive behavior, innovative spirit, high work ethic, harmonious and dynamic cooperation with the encouragement of faith and devotion to God Almighty.

    b. Learning students to be creative, innovative, independent, responsible and broad-minded, and the creation of a generation with noble character.

    c. Excellent in academic and non-academic achievements and have competitiveness at the same level of education.

    d. Cultivate traditional cultural arts as part of national culture.

    e. Fostering a culture of order, order, safe, healthy, neat, cool, clean, beautiful so that an environmentally friendly school is realized.

    f. Instilling the basics of science and technology in life applications with curriculum development according to the demands of the times and the needs of society.

B. Student Cognitive Achievement in PAI Subjects

The cognitive achievement of grade VII students of SDN 90 Cibiru comes from the scores presented by the PAI teacher of SDN 90 Cibiru, Agung Ibrahim, S.Pd.I from the results of the PAI subject material test every time they complete one learning sub-material or a chapter. The test question items given are taken from the PAI subject student package book published by the Center for Curriculum and Bookkeeping: Balitbang, Ministry of Education and Culture revised edition 2017. Where in each chapter the question items presented are relevant to the indicators of student cognitive achievement (variable x) in this study: knowledge or memory; understanding; application; analysis; Synthesis; and evaluation. Each high number of question items presented, the more contained indicators of student cognitive achievement, meaning that the number of question items presented at the end of each chapter represents all indicators of student cognitive achievement.

The test score data that the researchers took came from odd semester material in class VII which amounted to three test scores from three chapters of PAI material. The test

scores taken from various chapters include: test scores in chapter 1 Closer to Allah Almighty. His Very Beautiful Name; chapter 2 Living Quietly with Honesty, Trust and Istiqamah; and chapter 4 The Beauty of Being Together with the Congregation.

The reason researchers took test scores from these materials is because these materials also have religious indicators (variable Y) in this study. Which in chapter 1 contains indicators of religious beliefs, experiences, and passions; Chapter 2 contains indicators of religious consequences, meaning that as Muslims students implement how far or good their daily morals are; And in chapter 3 contained indicators of religious practices and religious consequences. This will provide more specifications to make a benchmark for the presence or absence of a relationship between the two indicators in this study (attached test *scores*).

1. Description Analysis

a. Indicator Analysis on Cognitive Achievement (Variable X)

In detail, based on the results of interviews with PAI grade VII teachers of SDN 90 Cibiru, that the test scores were mostly taken from the PAI subject student package book published by the Center for Curriculum and Bookkeeping: Balitbang, Ministry of Education and Culture revised edition 2017. Then the test items can be detailed as follows.

1) Knowledge or Memory

On the indicators of knowledge or memory, the test items are spread out: multiple-choice questions number 1, 6, 8, 9, and number 1 description questions in chapter 1 Closer to Allah Almighty His Beautiful Names; Multiple choice questions number 5, 7, 8, 9 and description questions number 2, 4, and 6 in chapter 2 Living Quietly with Honesty, Trust and Istiqamah; and multiple choice questions number 1, 2, 6, 8, 9, 10, and number 1 of the description questions in chapter 4 The Beauty of Being Together with the Congregation. And some tests are determined by PAI subject teachers which refer to cognitive achievement indicators and are taken from materials scattered in student textbooks that are tailored to student conditions and needs, then test scores are obtained from each chapter results from cumulative test scores in the package book and scores determined by PAI subject teachers based on observations of cognitive achievement of each student (*attached*).

Table 1. Distribution of Knowledge or Memory Indicator Question Item Numbers

Chapter 1	Multiple Choice	1	6	8	9	Description	1

Chapter 2	5 7 8 10	2 4 6
Chapter 4	1 2 6 8 9 10	10

2) Understanding

On the comprehension indicator, the test items are spread out: multiple-choice questions number 3 and number 2 description questions in chapter 1 Closer to Allah Almighty His Names; Multiple choice questions number 1, 3, 9 and description question number 3 in chapter 2 Living Calmly with Honesty, Trust and Istiqamah; and question description number 3 and 10 chapter 4 The Beauty of Being Together with the Congregation. And some tests are determined by PAI subject teachers which refer to cognitive achievement indicators and are taken from materials scattered in student textbooks that are tailored to student conditions and needs, then test scores are obtained from each chapter results from cumulative test scores in the package book and scores determined by PAI subject teachers based on observations of cognitive achievement of each student (*attached*).

Table 2.1 Spread of Comprehension Indicator Question Item Number

Chapter 1	Multiple Choice	2 3	Description	9
Chapter 2		1 3 9		3
Chapter 4				3 10

3) Application

On the application indicators, the test items are spread out: multiple-choice question number 4 in chapter 1 Closer to Allah Almighty His Names; Multiple choice question number 6 in chapter 2 Living Quietly with Honesty, Trust and Istiqamah; and question number 9 in chapter 4 The Beauty of Being Together with the Congregation. And some tests are determined by PAI subject teachers which refer to cognitive achievement indicators and are taken from materials scattered in student textbooks that are tailored to student conditions and needs, then test scores are obtained from each chapter results from cumulative test scores in the package book and scores determined by PAI subject teachers based on observations of cognitive achievement of each student (*attached*).

Table 3.2 Application Indicator Question Item Number Deployment

Chapter 1	Multiple Choice	4	Description	9
Chapter 2		6		
Chapter 4				

4) Analysis

In the analysis indicators, the test items are spread out: multiple-choice questions number 5, 7, 10 and description question number 2 in chapter 1 Closer to Allah Almighty His Names; multiple-choice questions number 2 and number 4, as well as description questions number 1 and number 5 in chapter 2 Living Quietly with Honesty, Trust and Istiqamah; and multiple-choice questions number 3, 4, 5, and 7, as well as description questions number 2 and 7 in chapter 4 The Beauty of Being Together with the Congregation.

And some tests are determined by PAI subject teachers which refer to cognitive achievement indicators and are taken from materials scattered in student textbooks that are tailored to student conditions and needs, then test scores are obtained from each chapter results from cumulative test scores in the package book and scores determined by PAI subject teachers based on observations of cognitive achievement of each student (*attached*).

Table 4.3 Spread of Analysis Indicator Question Item Number

Chapter 1	Multiple Choice	5	7	10		Description	2	
Chapter 2		2	3				1	5
Chapter 4		3	4	5	7		1	

5) Synthesis

In the analysis indicators, the test items are spread out: description questions number 3, 4, 5, 6, and 10 in chapter 1 Closer to Allah Almighty His Names; description

questions number 7 and number 8 in chapter 2 Living Calmly with Honesty, Trust and Istiqamah; and question number 8 in chapter 4 The Beauty of Being Together with the Congregation. And some tests are determined by PAI subject teachers which refer to cognitive achievement indicators and are taken from materials scattered in student textbooks that are tailored to student conditions and needs, then test scores are obtained from each chapter results from cumulative test scores in the package book and scores determined by PAI subject teachers based on observations of cognitive achievement of each student (*attached*).

Table 5.4 Deployment of Synthesis Indicator Question Item Number

Chapter 1	Description	3	4	5	6	10
Chapter 2		7	8			
Chapter 4		8				

6) Evaluation

In the analysis indicators, the test items are spread out: description questions number 7 and number 8 in chapter 1 Closer to Allah Almighty His Beautiful Names; and the question of description number 9 and number 10 in chapter 2 Living Quietly with Honesty, Trust and Istiqamah.

And some tests are determined by PAI subject teachers which refer to cognitive achievement indicators and are taken from materials scattered in student textbooks that are tailored to student conditions and needs, then test scores are obtained from each chapter results from cumulative test scores in the package book and scores determined by PAI subject teachers based on observations of cognitive achievement of each student (*attached*).

Table 6.5 Distribution of Question Item Number Evaluation Indicator

Chapter 1	Description	7	9
Chapter 2		8	10
Chapter 4			

Student cognitive achievement obtained from the results of student test scores conducted by PAI teachers after completing the material in each chapter above, is classified as very good. This is based on the calculation results by dividing the number of fx (frequency times the midpoint) (2459.7) and the number of x (research sample) (30), obtained the price (81.99) which based on the absolute five-scale classification is included

in the category 80-100 which means that the cognitive achievement of grade VII students of SDN 90 Cibiru is very good.

b. Normality Test on Cognitive Performance (Variable X)

A normality test is performed to find out whether the data on variable X (cognitive achievement) is normally distributed or not. This is very necessary in order to know the next test step that requires data to be normally distributed or not. If the data is not normally distributed, alternative testing is carried out that does not require the existence of normally distributed data.

Based on the calculation results through steps arranged for the *Chi Square* Test (X^2) on cognitive achievement variables that can interpret normality data (attached *calculations*), an interpretation of normality test results is prepared with the following conditions.

H_0 is rejected if the value $X 2_{count} \geq X^2_{table}$, then the data is not normally distributed.

H_0 is accepted if the value $X 2_{count} < X^2_{table}$, then the data is normally distributed

As for *Chi Square* calculate the value of chi square count (31.42) $\geq$ *chi square* table (7.82), then H_0 is rejected. With a significance level (a) = 5%, cognitive achievement data of grade VII students of SDN 90 Cibiru came from a population that was not normally distributed.

c. Interpretation of Variable X (Cognitive Achievement)

The category of interpretation of variable Y can be classified on a scale of five absolutes, which is as follows.

Table 7.6 Variable Interpretation Category X

0 – 49	Low
50 – 59	Less
60 – 69	Enough
70 – 79	Good
80 – 100	Very Good

Based on the calculation results by dividing the number of frequencies multiplied by the midpoint of the class interval (2459.7) by the number of respondents (30), the number 81.99 was obtained which based on the absolute five-scale classification included in the 80-100 category, meaning that the cognitive achievement of grade VII students of SDN 90 Cibiru was very good.

C. Students' Religious Attitudes

Information on religious attitudes of grade VII students of SDN 90 Cibiru can be obtained from the distribution of questionnaires or questionnaires totaling twenty statements representing all indicators of religious attitudes, namely: accepting and rejecting attitudes; as well as beliefs (ideological), religious practices (ritualistic), experience (passion or experiential), religious knowledge (intellectual), and practice (consequences). The provision of questionnaires was carried out *online* through *google form* starting on Wednesday, April 1, 2020 due to the decline in government regulations regarding the need to maintain social distancing for the time being due to the country's condition today being hit by the spread of the *covid* outbreak -19 is very contagious, so all institutions including schools walk far from their homes by utilizing existing technology.

D. The Relationship of Students' Cognitive Achievement in PAI Subjects with Their Religious Attitudes

Analysis of the description has been passed and obtained an interpretation of the hypothesis formulated that the data of the two variables in this study are not normally distributed. Then researchers can determine correlation test steps to determine the relationship between cognitive achievement and religious attitudes. As for starting to analyze the relationship between variable X (cognitive achievement) and variable Y (religious attitude), researchers start with the following steps.

1. Determining Regression Linearity

Based on the calculation, $Y = 61.19 + 0.42X$. That is, for each change in variable Y is equal to 0.42 times the change in variable X.

2. Regression Linearity Test

The linearity test aims to determine whether there is a linear relationship in the two variables studied. In this case, find out the linear relationship between cognitive achievement and religious attitudes. In this linearity test, researchers use Test F with the provision of a significance level of 5% or 0.05, then an interpretation of the results of Test F is prepared with the following conditions.

If the *value* of F $_{is\ calculated} \geq F_{of\ the\ table}$, then it is declared nonlinear

If the *value* of F $_{counts} < F_{of\ the\ table}$, then it is expressed as linear

The F value is calculated $(0.89) < F$ table $_{table}$ (4.18) with a significance level (a) = 5% cognitive achievement with students' religious attitudes expressed linear.

3. Correlation Coefficient Analysis

From the data collected regarding cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru, a normality test was carried out first to determine whether the data was normally distributed or not normally distributed. From the results of the normality test using the *chi square* test, it is stated that the data on both variables are not normally distributed , so the step in analyzing the correlation coefficient using a correlation formula that does not require the data to be normally distributed. For this reason, researchers use *spearman rank* correlation coefficient analysis as an alternative to the *product moment* correlation coefficient which requires normally distributed data.

So from the calculation results obtained the correlation price (0.188) thus it can be predicted that the relationship between cognitive achievement (variable X) and religious attitudes (variable Y) is very low referring to the classification of high-low correlation found in the interval of 0.00-0.20.

4. Hypothesis Testing

   a. Determination of Correlation Test results

$H_0 \text{ ditolak jika} : \rho_{hitung} \geq \rho_{tabel}$

$H_0 \text{ diterima jika} : \rho_{hitung} < \rho_{tabel}$

Based on the results of the comparison of ρ the count and the table, ρ it is known that the $_{count}$ (ρ 0.188) is smaller than the $_{table}$ ρ(0.306) then H_0 is accepted. This means that there is no positive relationship between cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru.

   b. Determine the price t to determine the significant level

$H_0 \text{ ditolak } H_a \text{ diterima jika} : t_{hitung} \geq t_{tabel}$

$H_0 \text{diterima } H_a \text{ ditolak jika} : t_{hitung} < t_{tabel}$

Based on the above information, it is known that t_{count} (1.01) and t $_{table}$ (1.697), with N = 30 and a level of significance of 5% (0.05) means that there is no significant relationship between students' cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru.

   c. Hypothesis of the Relationship between Cognitive Achievement and Religious Attitudes of Grade VII Students of SDN 90 Cibiru, determined:

$_{There}$ was no significant positive relationship between students' cognitive achievement and their religious attitudes

There was a significant positive relationship between students' cognitive achievement and their religious attitudes

Based on the hypothesis determined, it can be concluded that H_o accepted H_a rejected, meaning that there is no significant positive relationship between cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru.

Discussion

In this study, researchers have an interest in two indicators that appear at SDN 90 Cibiru , namely cognitive achievement (variable Y) of students and their religious attitudes (variable Y). With the potential of students who have enough existence regarding the realm of knowledge (cognitive) accompanied by religious habituation which is one of the core programs of this school, it further convinces researchers to know the relationship between students' cognitive achievements and their religious attitudes.

Cognitive achievement is evidence of success in learning or a person's ability to carry out activities in accordance with the weight he achieved. While the attitude of religion is an evaluative statement about how far knowledge, how strong the belief is, how much the implementation of worship and rules, and how deep the appreciation of the religion he adheres to. So it can be understood that religion has several aspects contained . (Nasution, 1995)(Fuad &; Diana Mucharam, 2002)

So based on the data obtained, data processing is carried out starting from determining the sample to be taken from the existing population. It is known that the population amounts to 257 students. In accordance with the provisions referring to , the researcher takes 10-15% of the population to be sampled. Next, the researcher calculated the number of scores for each variable. In variable X, grade VII student score data has been presented from the test results conducted by PAI subject teachers to students. Researchers took three PAI subject test scores which were then averaged. The taking of the three test scores is based on rationalization when the test scores come from materials that are assumed to be related to indicators on variable Y, this is expected to get specific research results on both variables. The three test scores taken are the test scores in chapter 1 Closer to Allah Almighty. His Very Beautiful Name; chapter 2 Living Quietly with Honesty, Trust and Istiqamah; and chapter 4 The Beauty of Being Together with the Congregation. (Sugiyono, 2010, p. 118)

Then in variable Y, researchers obtained data from the distribution of questionnaires conducted in class VII SDN 90 Cibiru which was dominated by class VII A. Then the average answer from all items was distributed into 4 answer interpretations, including 8 statement items having a very high answer interpretation, 9 items having high answer interpretation, 2 statement items having sufficient answer interpretation, and 1 item of statement has a low interpretation of the answer. This illustrates the quite varied religious attitudes of grade VII students of SDN 90 Cibiru.

In addition, researchers provide questions that have free potential answers according to their respective experiences, namely: *Why do you worship? What/who drives you to worship? Tell us about your life experience of being a Muslim!* (student answers *attached*). This is beyond calculating and statistical testing of each variable, except that it aims to add to the actual reference of students' cognitive achievement variables and their religious attitudes. From the free questions distributed along with the distribution of questionnaires, it turns out that many factors encourage them to become religious. Besides being driven by their cognitive knowledge, their religious application manifested from their parents' encouragement at home. The background of the parents' upbringing is enough to determine their religious development. When related to the questionnaire obtained, most of the students' answers in the questionnaire also represent the answers to free questions asked to each student, meaning that there is a match between the religious attitudes raised from their religious lives and what they respond to when faced with questionnaire statements.

After calculating the score, it was continued by testing the normality of each variable through a *chi square* test and carried out partially between cognitive achievement (variable X) and religious attitudes (variable Y). So obtained the calculation results of the *variable X* chi square test with a price (31.42) greater than the table *chi square* price (7.82), then H_0 is rejected. With a significance level (a) = 5%, cognitive achievement data of grade VII students of SDN 90 Cibiru came from a population that was not normally distributed. Likewise with the variable Y, obtained the price (11.55) is greater than the price of the *table chi square* (7.82), then H_0 is rejected. With a significance level (a) = 5%, the religious attitude data of grade VII students of SDN 90 Cibiru came from a population that was not normally distributed. This can be seen at a glance from the frequency of scores presented.

In the scattered twin scores, the frequency of each class interval had a significant difference. For example, the test result score of PAI subjects in the interval 79.6-82.6 was 17 students, while in the interval 88.9-91.9 the frequency was 0. In other cases, when examined at a glance, there are data that show low cognitive achievement but the score of

their religious attitude is in the high category. This is among other reasons for the factors that make the data not normally distributed.

The next step is to interpret the variables X and Y to determine the category classification of each variable by interpreting the central tendency. For variable X from the calculation by dividing the number of frequencies multiplied by the midpoint of the class interval (2459.7) by the number of respondents (30), the number 81.99 is obtained which based on a classification of an absolute five-scale of student cognitive achievement is included in the category 80 – 100. Meanwhile, based on the calculation of variable Y, namely by multiplying the *mean* (83.23), median (83.00) and *mode* (83) and divided by the number of items (20 questionnaire statements), the number 3.58 is obtained which means the religious attitude of students is in the high category, which is based on the absolute five-scale classification including on a scale of 3.40 – 4.19.

After partial testing on variables X and Y, then proceed with correlation tests. Where the test steps start from looking for regression linearity to find out whether there is a linear relationship in the two variables studied. Starting with determining the linear equation obtained $Y = 61.19 + 0.42X$. That is, for each change in variable Y is proportional to 0.42 times the change in variable X. After that, regression linearity is carried out using the F test, a price of (0.89) is obtained with the provision of a significance level of 5% or 0.05, then with the price of F calculate (0.89) smaller than F table (4.18) with a level of significance (a) = 5% cognitive achievement with students' religious attitudes expressed linear.

In the last stage before determining the hypothesis, a correlation coefficient test is carried out to solve whether there is a relationship between the two variables in this study. Researchers tested the correlation coefficient using the *Spearman rank* formula because the data from each variable was not normally distributed. From the calculation results obtained the correlation price (0.188) thus it can be predicted that the relationship between cognitive achievement (variable X) and religious attitudes (variable Y) is very low referring to the classification of high-low correlation found in the interval of 0.00-0.20.

Furthermore, a negotiation is carried outbetween the calculated price and the $\rho\rho$ table. It is known that if the count (0.188) is smaller than the table (0.306) ρ ρthen H_o is accepted and H_a is rejected. This means that there is no positive relationship between cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru. Then from the results of the calculation of the degree of influence, it can be interpreted that the influence of the relationship between students' cognitive achievement and their religious attitudes shows negative. This means that students' cognitive achievement is only 3.5% that affects their religious attitudes, another 96.5% is influenced by other factors.

In the last testing stage is to perform calculations to determine the price of t, where this serves to determine the significant level. Based on the series of events above, it is known that the price of t is calculated (1.01) and t table (1.69), with N = 30 and a significance rate of 5% (0.05). So this study stated that there was no significant positive relationship between students' cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru.

Table 8. Research Results of the Relationship between Students' Cognitive Achievement and Their Religious Attitudes (Research on Class VII Students of SDN 90 Cibiru , Panyileukan District, Bandung City)

Testing		Quantity or Price	Information
Population		257	**Student**
Sample		30	**10%-15% of population**
Description Analysis			
Normality Test	*A*	**5%**	**not normally distributed**
	Chi Square calculate Variable X	**31,42**	
	Chi Square calculate Variable Y	**11,5**	
	Chi Square table	**7,82**	
Interpretation of Each Central Tendency Variable	**Variable X**	**81,99**	**Very good (80-100)**
	Variable Y	**3,58**	**height (3.40-4.19)**
Correlation Analysis			
Linearity Equation		**Y = 61.19 +0.42X**	**each change in variable Y is equal to 0.42 times the change in variable X**

Regression Linearity	*A*	5%	Linear
	F count	0,89	
	F table	4,18	
Rank Spearman (ρ)	**ρ count**	0,188	Calculate category: Very low (0.00-0.20)
	ρ table	0,306	Hypothesis: There is no positive relationship
Degrees of Influence		3.50%	Other influencing factors: 96.5%
Test t	*A*	5%	No significant relationship
	t count	1.01	
	t table	1.69	

CONCLUSION

Based on research on the relationship between cognitive achievement and religious attitudes in grade VII students of SDN 90 Cibiru which was carried out since Monday, November 18, 2019, broadly speaking, results can be concluded to answer the formulation of the problem presented. The conclusions of this study are as follows.

1. Student cognitive achievement obtained from the results of student test scores conducted by PAI teachers after completing the material in each chapter is classified as very good. This is based on the calculation results by dividing the number of fx (frequency times the midpoint) (2459.7) and the number of x (research sample) (30), obtained the price (81.99) which based on the absolute five-scale classification is included in the category 80-100 which means that the cognitive achievement of grade VII students of SDN 90 Cibiru is very good.

2. The religious attitudes of students obtained through the distribution of questionnaires conducted starting from Wednesday, April 1, 2020 *online are* classified in the high category. This is based on the calculation results by multiplying the *mean* (83.23), *median* (83.00) and *mode* (83.00) of the variable Y divided by the number of questionnaire statement items (20) then a number (3.58) is obtained which based on the classification of an absolute scale of five is included in

the category 3.40 - 4.19. This means that the religious attitude of grade VII students of SDN 90 Cibiru is of high value.

The relationship between students' cognitive achievement and their religious attitudes through the *spearman rank* correlation test (obtained correlation price (0.188) thus the relationship between cognitive achievement (variable X) and religious attitudes (variable Y) is predicted to be very low (0.00-0.20). Furthermore, a negotiation is carried outρ)between the calculated price and the $\rho\rho$ table. It is known that if the count (0.188) is smaller than the table (0.306) ρ ρthen H $_o$ is accepted and H$_a$ is rejected. This means that there is no positive relationship between cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru. Then the results of the calculation of the degree of influence, it can be interpreted that the influence of the relationship between students' cognitive achievement and their religious attitudes shows negative. This means that students' cognitive achievement is only 3.5% that affects their religious attitudes, another 96.5% is influenced by other factors. Pis the last stage of testing the calculation to determine the price of t, where this serves to determine the significant level. So we get the calculated price t (1.01) and table t (1.697), with N = 30 and a significance rate of 5% (0.05). So this study stated that there was no significant positive relationship between students' cognitive achievement and religious attitudes of grade VII students of SDN 90 Cibiru.

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