

The Influence of Pai Teachers' Symbolic Communication In Forming Students' Religious Awareness In The Era of Digital Disruptions

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Abstract.

This study aims to determine the effect of symbolic communication of Islamic Religious Education (PAI) teachers on students' religious awareness in the era of digital disruption at MA Al-Anwar 2. The approach used in this study is quantitative with a survey method. Data collection techniques were carried out through observation, questionnaires, and documentation with a total of 35 students as respondents. Data analysis used the IBM SPSS Statistics application which includes descriptive statistical tests, normality tests, Pearson correlation tests, coefficients of determination, simple linear regression, and t-tests. The results of the study indicate that there is a positive and significant influence between symbolic communication of Islamic Religious Education (PAI) teachers on students' religious awareness, as evidenced by a significance value of $0.019 < 0.05$ and a correlation coefficient value of 0.393. In addition, the coefficient of determination shows a contribution of 15.5% to the variable of students' religious awareness, while the rest is influenced by other factors such as family environment, peers, and digital media. Thus, the better the symbolic communication of Islamic Religious Education (PAI) teachers, the higher the students' religious awareness in the era of digital disruption.

Keywords: *Symbolic Communication, Islamic Education Teachers, Religious Awareness, Digital Disruption Era and Students.*

I. INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' character, morals, and religious awareness. Through religious education, students not only gain knowledge of Islamic teachings but are also guided to implement religious values in their daily lives. Religious education serves as a primary foundation for building the morals of the younger generation amidst increasingly modern and complex developments. According to Suyitno (2021), religious education serves as a means of developing students' religious personalities, enabling them to wisely face social challenges and technological developments.

The current era of digital disruption has brought significant changes to various aspects of life, including education. The development of the internet, social media, and information technology has had a positive impact in the form of easier access to information and communication, but it has also had a negative impact on student behavior and morals. Students spend more time using gadgets and social media than interacting directly with their surroundings. This condition can affect students' mindsets, behavior, and level of religious awareness if not balanced with appropriate education and supervision. According to Muhammad Yaumi (2022), the digital era demands teachers to be able to innovate in learning and communication approaches so that the values of religious education can still be effectively absorbed by students.

In the educational process, communication is a crucial element in conveying values and shaping students' character. One form of communication that influences learning is symbolic communication. Symbolic communication is the process of conveying messages through specific symbols, whether in the form of language, attitudes, behavior, role models, or actions that have specific meanings. In the context of Islamic Religious Education, teachers' symbolic communication can be manifested through polite dress, polite speech, the practice of worship, religious attitudes, and role models in daily life within the school environment. According to Deddy Mulyana (2021), symbolic communication has great power in influencing a person's behavior because the symbols displayed can indirectly shape understanding and social awareness. Student religious awareness is a condition where students understand, appreciate, and practice religious values in their daily lives. Religious awareness is not only reflected in formal religious practices but also in students' attitudes, behavior, discipline, and morals in social life. In the era of digital disruption, the formation of religious awareness faces significant challenges due to the influence of popular culture, the free

flow of information, and the lack of control over social media use. Therefore, Islamic Religious Education teachers have a crucial responsibility in guiding students to maintain strong religious values. According to Ahmad Tafzir (2020), religious education must be able to instill spiritual and moral awareness in students so that they are not easily influenced by the negative impacts of modern developments[1].

Furthermore, Islamic Religious Education teachers' symbolic communication plays a significant role in shaping the religious environment in schools. Teachers serve not only as transmitters of subject matter but also as role models whose behavior and attitudes will be emulated by students. When Islamic Religious Education teachers demonstrate discipline in worship, speak politely, and foster positive interactions with students, students are indirectly encouraged to emulate these behaviors. According to Zakiah Daradjat (2021), teacher role models are the most effective educational method for shaping students' religious attitudes and behavior, as students tend to learn through observation of their surroundings.

On the other hand, the era of digital disruption demands Islamic Religious Education (PAI) teachers to be more creative and adaptive in conveying religious values to students. Uncontrolled use of digital media can lead to a decline in student interest in religious activities, as well as an increase in individualistic behavior and a lack of social awareness. Therefore, Islamic Religious Education (PAI) teachers' symbolic communication needs to be adapted to current developments, such as utilizing digital media positively, building humanistic communication, and providing examples of wise technology use in accordance with Islamic values. According to Azyumardi Azra (2022), Islamic education in the digital era must be able to integrate religious values with technological developments so that students have a balance between intellectual, spiritual, and moral intelligence[2].

Based on the results of initial observations conducted by researchers at MA Al-Anwar 2, it was found that some students still show low religious awareness in their daily lives. This is evident from the fact that some students are still less disciplined in carrying out congregational worship, pay less attention to etiquette in speaking to teachers, and are more focused on using social media than religious activities in the school environment. Furthermore, the development of digital technology makes it easier for some students to accept information from social media than direct advice from teachers. Nevertheless, Islamic Religious Education teachers at MA Al-Anwar 2 have attempted to build students' religious awareness through various forms of symbolic communication, such as providing examples of religious attitudes, habituating greetings and prayers, using polite language, and using a persuasive approach in learning.

This phenomenon demonstrates that Islamic Religious Education teachers' symbolic communication plays a crucial role in shaping students' religious awareness amidst the challenges of the digital disruption era. Effective symbolic communication by teachers will make it easier for students to understand, internalize, and practice religious values in their daily lives. Conversely, ineffective communication will hinder the development of students' religious awareness.

Many studies have been conducted on religious education in the digital era, but research specifically examining the influence of Islamic Religious Education teachers' symbolic communication on the formation of students' religious awareness in the era of digital disruption is still relatively limited, particularly in the Madrasah Aliyah (Islamic Senior High School) environment. Therefore, this study is important to determine the extent of the influence of Islamic Religious Education teachers' symbolic communication in shaping students' religious awareness at MA Al-Anwar 2.

Based on this description, the researcher is interested in conducting research with the title **“The Influence of Islamic Education Teachers' Symbolic Communication in Shaping Students' Religious Awareness in the Era of Digital Disruption: A Study at MA Al-Anwar 2.”**

II. RESEARCH METHODS

This study uses a quantitative approach with a survey method. The quantitative approach was used because the study aims to determine the influence of Islamic Religious Education teachers' symbolic communication on students' religious awareness in the era of digital disruption objectively through statistical analysis. According to Sugiyono (2022), quantitative research is a research method used to examine a specific population or sample with data collection techniques using research instruments and statistical data

analysis to test predetermined hypotheses. This research was conducted at MA Al-Anwar 2 with students as research respondents as research subjects. Data collection techniques were carried out through observation, questionnaires, and documentation. The questionnaire was used to obtain data regarding Islamic Religious Education teachers' symbolic communication and students' level of religious awareness in the era of digital disruption.

The data analysis in this study used the IBM SPSS Statistics application, which included validity tests, reliability tests, descriptive statistical tests, normality tests, Pearson correlation tests, coefficients of determination, simple linear regression, and t-tests. These analysis techniques were used to determine the relationship and influence of Islamic Religious Education teachers' symbolic communication variables on students' religious awareness. According to Suharsimi Arikunto (2021), statistical analysis in quantitative research aims to process research data in order to provide objective conclusions that are in accordance with the facts on the ground. Thus, this research method is expected to provide a clear picture of the influence of Islamic Religious Education teachers' symbolic communication in shaping students' religious awareness in the era of digital disruption at MA Al-Anwar 2.

III. Results and Discussion

A. Descriptive Statistical Test

Descriptive statistical testing is a statistical analysis technique used to describe the general characteristics of research data without generalizing to a broader population. This analysis aims to provide an overview of the data's condition through minimum, maximum, average (mean), standard deviation, and range values. According to Riyanto and Hatmawan (2020), descriptive statistics are used to present research data for ease of understanding and provide an initial overview of data distribution.

The following are the results of the descriptive statistical test of the research:

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Symbolic Communication of Islamic Education Teachers	35	2	72	74	73.51	.658
Students' Religious Awareness	35	3	72	75	74.17	.785
Valid N (listwise)	35					

Based on the results of descriptive statistical analysis of 35 respondents, it is known that the Islamic Education Teacher Symbolic Communication variable has a minimum value of 72 and a maximum value of 74, with an average (mean) of 73.51 and a standard deviation of 0.658. The range of values of 2 indicates that the variation in respondents' answers is relatively small, so it can be concluded that the symbolic communication of Islamic Education teachers at MA Al-Anwar 2 is classified as good and relatively even among respondents[3].

The Student Religious Awareness variable has a minimum score of 72 and a maximum score of 75, with a mean of 74.17 and a standard deviation of 0.785. A range of 3 indicates slight variation in students' levels of religious awareness, but is generally still considered low. Meanwhile, students' religious awareness is a form of internalization of religious values in daily behavior, formed through learning processes and social interactions (Koenig, 2021). This indicates that students' levels of religious awareness in the era of digital disruption are relatively good and tend to be uniform[4].

B. Normality Test

A normality test is a statistical procedure used to assess whether data (specifically residuals or research variables) follow a normal distribution. According to Ghazali (2021), a normality test is part of the classical assumption test that must be met before conducting a regression analysis. In this study, the results of the data normality test are as follows:

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		35	
Normal Parameters ^{a,b}	Mean	,0000000	
	Std. Deviation	5,74401644	
Most Extreme Differences	Absolute	,090	
	Positive	,090	
	Negative	-,087	
Test Statistic		,090	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^{and}	Say.	,666	
	99% Confidence Interval	Lower Bound	,654
		Upper Bound	,678

Based on the results of the Kolmogorov-Smirnov normality test, a significance value of 0.200 was obtained. Because the significance value is greater than 0.05, the residual data in this study is declared normally distributed. This result is further supported by the Monte Carlo Sig. value of 0.666, indicating that the normality assumption has been met. Thus, the normality assumption in the regression model has been met (Ghozali, 2021).

C. Coefficient Correlation Test

The correlation coefficient test was used to determine whether there was a significant relationship between Islamic Religious Education teachers' symbolic communication variables and students' religious awareness in the era of digital disruption. According to Sugiyono (2022), Pearson correlation is used to determine the direction and strength of the relationship between quantitative variables.

Correlations			
		Symbolic Communication of Islamic Education Teachers	Students' Religious Awareness
Symbolic Communication of Islamic Education Teachers	Pearson Correlation	1	,393*
	Sig. (2-tailed)		,019
	N	35	35
Students' Religious Awareness	Pearson Correlation	,393*	1
	Sig. (2-tailed)	,019	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation test results showed a correlation coefficient of 0.393 with a significance level of 0.019. This indicates a positive and significant relationship between Islamic Religious Education teachers' symbolic communication and students' religious awareness in the era of digital disruption. The better the Islamic Religious Education teachers' symbolic communication, the higher the students' level of religious awareness. Since the significance level is <0.05 , the relationship is statistically significant.

From the perspective of modern communication theory, the meaning of symbols in interactions is formed through a process of social interpretation between communicator and recipient (Littlejohn, Foss, & Oetzel, 2021). In the context of this research, teachers' symbolic communication plays a role in shaping students' understanding of religious values.

D. Coefficient of Determination

The coefficient of determination test was conducted to determine the extent to which the independent variable, namely Islamic Religious Education teachers' symbolic communication, influences the dependent

variable, namely students' religious awareness in the era of digital disruption. According to Ghazali (2021), the R-square value indicates the extent to which the independent variable can explain the dependent variable.

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,393 ^a	,155	,129	,733
a. Predictors: (Constant), Symbolic Communication of Islamic Education Teachers				
b. Dependent Variable: Students' Religious Awareness				

Based on the analysis results, the coefficient of determination (R Square) was obtained at 0.155. This indicates that Islamic Religious Education teachers' symbolic communication contributes 15.5% to the formation of students' religious awareness in the era of digital disruption, while the rest is influenced by other factors such as the family environment, digital media, and peers, which in modern educational literature are referred to as external factors that shape behavior (Schunk & DiBenedetto, 2020).

E. Simple Linear Regression Test

A simple linear regression test was used to determine the influence of Islamic Religious Education teachers' symbolic communication variables on students' religious awareness in the era of digital disruption. According to Sugiyono (2022), simple linear regression is used to predict changes in the dependent variable based on the independent variables.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	3.243	1	3.243	6.036	.019 ^b
	Residual	17.729	33	.537		
	Total	20.971	34			

Based on the results of the simple linear regression analysis, a significance value of 0.019 was obtained, which means <0.05 . This indicates that the regression model used in this study is significant. Thus, it can be concluded that Islamic Religious Education teachers' symbolic communication has a significant influence on students' religious awareness in the era of digital disruption at MA Al-Anwar 2. In contemporary communication theory, symbolic interaction in education is understood as the process of constructing meaning through verbal and nonverbal communication carried out by teachers to students (Littlejohn et al., 2021).

F. Significance Test (t-Test)

The t-test was used to determine the partial significance of the Islamic Religious Education teacher's symbolic communication variable on students' religious awareness. According to Ghazali (2021), the t-test is used to test the significance of the regression coefficient in the research model.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	39.694	14.034		2.828	.008
	Motivation to learn	.469	.191	.393	2.457	.019

Based on the Coefficients table, the regression coefficient (B) value is 0.469 with a significance value of 0.019. This indicates that every one-unit increase in Islamic Religious Education teachers' symbolic communication will increase students' religious awareness by 0.469 units.

Based on the results of the regression analysis, the calculated t value was 2.457. With a sample size of 35 respondents, the degrees of freedom (df) = 33 and the t table value was 2.034 at a significance level of 5%

(two-sided). Because the calculated t value is greater than the t table ($2.457 > 2.034$) and the significance value is $0.019 < 0.05$, it can be concluded that Islamic Religious Education teachers' symbolic communication has a significant effect on students' religious awareness in the era of digital disruption.

Thus, the null hypothesis (H_0) which states that there is no influence of Islamic Religious Education teachers' symbolic communication on students' religious awareness is rejected, while the alternative hypothesis (H_1) is accepted. This means that Islamic Religious Education teachers' symbolic communication has been proven to have a real influence in shaping students' religious awareness in the era of digital disruption, especially in students of MA Al-Anwar 2. In the perspective of modern learning, the process of internalizing values occurs through observation, imitation, and learning experiences influenced by the teacher figure as a learning model (Schunk & DiBenedetto, 2020).

IV. CONCLUSION

Symbolic communication of Islamic Religious Education (PAI) teachers has a positive and significant influence on students' religious awareness in the era of digital disruption at MA Al-Anwar 2. This is proven by the results of the Pearson correlation test of 0.393 with a significance of 0.019 which indicates a positive and significant relationship between the two variables, as well as the results of the simple linear regression test which also shows a significance value of 0.019 (<0.05) so that the alternative hypothesis (H_1) is accepted. In addition, the coefficient of determination value of 15.5% indicates that symbolic communication of PAI teachers contributes to the formation of students' religious awareness, although there are still other factors outside the research that also influence such as the family environment, peers, and digital media. Thus, the better the symbolic communication displayed by PAI teachers through role models, attitudes, and interactions in the school environment, the higher the level of students' religious awareness in facing the challenges of the digital disruption era.

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