THE DIFFERENCES OF RELIGIOSITY AND ACHIEVEMENT MOTIVATION AMONG STUDENTS OF STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG

Samsul Susilawati
Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang, Indonesia
samsulsusi@ymail.com

Abstract. Religiosity is a religious understanding and appreciation, and depth of faith expressed by daily worship, praying, and reading of scripture. Religiosity could give positive roles for student motivation. The Correct understanding of religion and the practices of religious beliefs will distinguish someone from others. With a correct understanding and practice of religious beliefs, it will form skilled, responsible, honest, discipline, loyal, optimistic, and tolerant individuals. By understanding of the faith and the religion, students have a high achievement motivation to complete their daily task and finish their study on time. The higher the person's religious level the easier it will be for them to better complete their tasks, duties and responsibilities and to strive for difficulties in the face of religious values.
Keywords: Religiosity; Achievement Motivation

A. INTRODUCTION

Learning is at the heart of the educational process within an educational institution. The quality of learning is complex and dynamic, can be viewed from different perceptions and viewpoints across time lines. At the micro level, the achievement of learning quality is the professional responsibility of a lecturer or educator / lecturer, for example through the creation of a meaningful learning experience for learners and facilities gained by learners to achieve maximum learning outcomes. At the macro level, through an integrated learning model, educational institutions are responsible for the formation of qualified teachers, which can contribute to the intellectual, attitudinal, and moral development of each individual learner as a member of the community.

Religious instiually refers to something that is felt deeply in touch with a person's desire, which needs obedience and rewards that bind a person in a society (Ahmad, 1995). Mayer (in Kahf, 1995) says that religion is a sure set of rules and beliefs to guide people in action against God, others, and self. According to Ansari (1979) although the term religion is often equated with other terms such as religion (religion: English) and (ad-diin: arabic), basically all these terms are equally meaningful in terminology and technical, although each etymological meaning , history, and history individually. Ansari (1979) defines religion, religion, ad-diin as a belief system for the absolute outside of the human self and a system of worship to something that is considered absolute, that is God who has power and power, and the system of norms (rules) fellow human beings with humans, and with the natural surroundings in accordance and in line with the belief of man himself. According to Madjid (1992), a person's religiosity is a human behavior that is fully formed by belief in magic or supernatural, ie supra empirical facts. Humans do the empirical action as appropriate, but humans who have religiosity put the price and meaning of empirical action under supra empirical.

In the world of education, motivation problems have always been of interest. This is because motivation is seen as one of the most dominant factors in determining whether or not the goal of education is achieved. Although it is acknowledged that the intellectual ability of the general (intelligence) and the special ability (talent) is the main basic capital in the effort to achieve educational achievement, but both will not mean much if the students as individuals have no motivation to perform as well as possible. High intellectual ability will only be wasted if the individual who has it has no desire to do and take advantage of its superiority. On the basis of the above thinking, the researcher sees it important to conduct research related to the difference of religiosity and achievement motivation of students of State Islamic University (UIN) Maulana Malik Ibrahim Malang.

B. THE IMPORTANCE OF RELIGIOUS VALUE IN THE DEVELOPMENT OF IPS MATERIALS

There are several terms to mention religion, among others religion, religion (English), religie (Dutch), religio / relegare (Latin), and dien (Arabic). The word religion (English) and religie (Dutch) is derived from the mother tongue of both languages, the Latin "religio" from the root of "relegare" which means binding (Kahmad, 2002). According to Cicero (Ismail, 1997), relegare means to do something deed with suffering, namely the type of behavior that is done repeatedly and permanently. In Arabic, religion is known as al-din and al-milah. The word al-din itself contains various meanings. It may mean al-mulk, al-khidmat, al-izz, al-dhull, al-ikrah, al-ihsan (virtue), al-adat (custom)), al-ibadat (devotion), al-qahr wa al-sulthan (power and government), al-tadzallul wa al-khudu (submissive and obedient), al-tha'at (obedient), al-islam al-tauhid (surrender and crowding God) (Kahmad, 2002).

From this religious term then came the so-called religiosity. Although rooted the same word, but in its use the term religiosity has a different meaning with religion or religion. If religion refers to a formal aspect relating to rules and obligations; religiosity refers to aspects of religion that have been lived by the individual in the heart (Mangunwijaya, 1982). Religiosity is often identified with religiousy. Religiosity is defined as how far the knowledge, how firm belief, how the implementation of worship and rules and how deep appreciation of the religion it embraces. For a Muslim, religiosity can be known from the extent of knowledge, belief, implementation and appreciation of Islam (Fuad Nashori and Rachmy Diana Mucharam, 2002).

Hawari (1996) mentions that religiosity is a religious appreciation and depth of trust expressed by daily worship, prayer, and reading of scripture. Ancok and Suroso (2001) define religiosity as meaningfulness which encompasses various sides or dimensions that not only occur when a person engages in ritual behavior, but also when performing other activities driven by supernatural powers. The source of the religious soul is the sense of dependency (absolute sense of dependency). The presence of fears of threats from the surrounding natural environment and human beliefs about all its limitations and weaknesses. This absolute sense of dependence enables human beings to seek the powerful power of the surroundings that can be used as a protective force in their life with a power outside themselves that is God.

Thoules (azra, 2000) mentions several factors that affect religiosity, namely:
1. The influence of education or teaching and the various social pressures (social factors) that include all social influences in the development of religious attitudes, including parental education, social traditions to conform to the various attitudinal attitudes agreed upon by the environment.
2. Various experiences experienced by individuals in shaping religious attitudes especially experience on:
   a. The beauty, harmony and goodness of the other world (natural factors)
   b. The existence of moral conflict (moral factor)
   c. Religious emotional experience (affective factor)
   d. Factors wholly or partially arising from unmet needs, especially the need for security, compassion, self-worth, and the threat of death.

Religiosity is a person's spiritual expression associated with belief systems, values, applicable laws and rituals (Ahmad Thontowi, 2004: 1). In depth Chaplin said that religion is a complex system consisting of beliefs, beliefs that are reflected in attitudes and carrying out religious ceremonies in order to be able to relate to God. Based on some of the above opinions, the researcher draws the conclusion that religiosity is the process of a person understanding and living the religion in his life that includes beliefs, religious practices, experiences, religious knowledge and religious practice in his life.

C. ACHIEVEMENT MOTIVATION

Motivation of achievement as a driving force that encourages individuals to achieve success in competing with a standard of excellence, where the measure of this advantage can be either an autonomous standard or a social comparisson standard. In the world of education, motivation problems have always been of interest. This is because motivation is seen as one of the most dominant factors in determining whether or not the goal of education is achieved. Although it is acknowledged that the intellectual ability of the general (intelligence) and the special ability (talent) is the main basic capital in the effort to achieve the rest of education, but both will not mean much if the students as individuals have no motivation to perform as well as possible. High intellectual ability will only be wasted if the individual who has it has no desire to do and take advantage of its superiority. Especially if the individual concerned does have the ability that is not so encouraging, then without any motivation it is difficult to expect something prestatif. Motivation is very necessary in life because of the motivation that makes us always the spirit to reach the goal. Students and students need motivation to learn, workers and employees need motivation to work, until entrepreneurs also need business motivation. Everyone needs motivation. Here is a collection of the best learning motivation words I've collected. Maybe not everything is a pearl word but still can improve the spirit and motivation of students in learning.

Motivational theories include various views and approaches. Among others are based on the view of behaviorism that says that behavioral manipulation can be done through behavioral modification techniques that content on giving positive reinforcement and negative reinforcement. There is also a cognitive theory that is in the motivation problem based on the creation of a situation of imbalance in the subject. In the following description will be presented one of the approaches that base on the theory of needs (need theory). Assumptions in approach to the theory of needs are:

1. All behaviors certainly have a cause, to understand the behavior of students need to first understand why.
2. To provide a successful motivation in learning must start from the fulfillment of the basic needs of students.

Concepts of Needs One of the motivational theories that depart from the approach of individual needs is the theory of needs proposed by Abraham Maslow in his book "Motivation and Personality". Maslow drew up the concept of human needs that became the motive of behavior into several levels. Based on his various experiments and clinical experience, Maslow concluded that human behavior is determined driven and directed by the five levels of need, from the most basic needs to the highest needs. If the most basic needs have been felt fulfilled by the person concerned, then the next level needs immediately become a concern and become dominant in motivating subsequent behavior. Each behavior is basically based on the desire to meet the needs perceived in different levels.

Students who diligently do homework every day are rarely encountered. Even if there is also, the least just a little. Everyone needs a motivational boost, and you'll be surprised at what an inspiration can do about your opinion that assumes that public relations is a "pointless" thing. Even if you do not see the important point of doing homework, you'll see a point when you get good grades. Motives are often interpreted with encouragement. While the urge will be in the form of energy that is the motion of the soul and body to do something. In this case the motive is a driving force that moves a human to behave, and in his actions have a

certain purpose. Crow A. (1983) means that motive is a condition that causes a person capable of performing and directing an action or activity to achieve a certain goal.

As'ad (1986) argues that motives are defined as need or need, want or desire. Drivers or impulses or impulses in humans. Motives are directed at goals that may be realized or may not be realized. Gerungan (1983) states that the motive has an understanding that includes all movers, reasons, impulses in man to do an action. Ruch (in Ancok and Raismin, 1989) states that motive, as a complex internal condition that encourages and directs the individual to a particular goal. Atkinson (taken from Mulyadi, 1989) reveals the motive, a latent disposition that strives strongly to achieve a particular goal: this goal may be achievement, affiliation or power. On the basis of some opinions above can be concluded, that the motive is a drive from within, inner need that is complex, latent and potential, which provides direction and human behavior in achieving goals either in the form of achievement, affinity or strength.

Crow. A (1983) states that motivation is a condition that causes a person to perform an action or activity to achieve the goal. Teevan and Smith (1967), motivation is a construction that activates behavior, while the more specific component of motivation associated with a particular type of behavior is called motivation. According to Clients and Maher said the higher level of education will affect the level of individual needs. Individuals whose education is low in this case requires the fulfillment of basic or basic needs in fighting for his life. While individuals who have a high education will demand improving the standard of living. Welfare so that the variety and level of needs are increasingly varied and higher. In everyday reality, the concept of norms and values has shifted from conventional traditional norms, transformed into norms and values of new mixes or norms that emit concepts that are individualistic, pragmatic, practical, easy to implement and provide a quick picture in achieving goals.

According to Atkinson (1984), individuals with high achievement motivation, but high in anxiety there is a tendency to be realistic. The anxiety factor in the individual will affect his behavior in the manifestation of achievement motivation that is actualized. Handoko (1987), motivation is a state in the personal sense of a person to encourage individuals to perform certain activities in order to achieve goals.Motivation in the individual will be realized in a behavior that leads to the desired goal to gain satisfaction. On the basis of the above opinion can be stated that the motive or motivation is able to give strength, the drive to move oneself in certain behaviors and at the same time give direction to one's self to respond or do activities toward the achievement of goal.

According to Hall and Lindzey, achievement motives as impulses related to achievement are mastering, regulating the social, or physical environment, overcoming obstacles or maintaining high quality work, competing beyond past achievements and influencing others. McClelland in his book Spurred the Achieving Society (1983) distinguishes three needs that exist in humans, namely: achievement needs or n-Ach, the need for dominance n-Afiliation, and the need for affiliation or n-Afiliation. He said that the motivation of achievement in selecting an activity or work is with active effort, so that gives the best results. n-Ach, this will reflect in individual behavior that always leads to an advantage. A person with high achievement motivation will love challenging, responsible, and open tasks for feedback that improve innovative-creative achievement. McClelland (Myron Weiner, 1984) states that achievement motivation is called mental n-Ach ("Need for Achievement"). Mental virus occurs in a person, tend to the person will behave energetically. By adding n-Ach a person will be tough-talking and diligent in trying, not just looking for profit, but trying harder to love the job, to get satisfaction in life.

From some of the above descriptions of achievement motivation is the motive that drives the individual in achieving success and aims to succeed in the competition with some measure of success, that is by comparing his own previous achievements as well as with the achievements of others. Achievement motivation is the tendency of a person to react to achieve goals in the atmosphere of competition, in order to achieve the goal that is if achievements are

exceeded the rules better than ever. Especially challenging and have intrinsic rewards. Individuals who have high achieving motives have a motive for success.

D. RELIGIOSITY AND ACHIEVEMENT MOTIVATION IN IPS MATERIAL DEVELOPMENT

Educational Content is an important aspect to provide the desired abilities in IPS education goals. IPS education content in Curriculum 2013 includes:

1. Knowledge: about the life of the surrounding community, nation, and human beings in various aspects of life and environment.
2. Skills: logical and critical thinking, reading, learning, learning problems, communication and cooperation.
3. Values: values of honesty, hard work, social, culture, nationalism, peace love, and humanity and personality based on those values.
4. Attitude: curiosity, independence, respect for achievement, competitive, creative and innovative, and responsible

The content is packed in the form of Basic Competence. Basic Competence of IPS SMP is packaged in an integrative manner using geographical aspects as the binding element. IPS Learning The achievement of the IPS material development course objectives is supported by the learning process designed in the Curriculum 2013 and applies to IPS as well. There are two things in the IPS lesson that is the development of teaching materials that are always associated with the community environment in the education unit and the learning model known as the scientific approach. In scientific education there are known five steps of learning events. Keliam these steps are:

1. Observing (observasing)
2. Questioning (asking)
3. Gathering information (experimenting / exploring)
4. Associate / process information (analyzing / associating)
5. Communicating (communicating)

For IPS learning, these five learning steps are related to the main sources (primary sources) IPS is the community and the environment. With such learning process then the application of what they learn in the community and make the community as a source of learning.

According to Travers (2000) there are seven factors that can affect a person's motivation for achievement, namely: (1). Anxiety, (2). Attitude, (3). Curiosity, (4). The locus of control, (5). Learning helpness, (6). Self-efficacy, (7). Cooperative learning. Related to this achievement motivation, in the Qur'anul Karim Allah has encouraged the Muslims to always compete in all things, namely in raising piety, in closer to God by worshiping, and doing good deeds (Najati, 2003, p.41).

Religious man is the Godhead, who views all kinds of life forms is a unity or unity. Instinctively or rationally all positive and negative life experiences are always connected with the overall value of life, and God is an objective principle as a personal experience. Essentially, the religious man is the human being whose overall mental structure is constantly directed to the creator of the absolute, the highest, the highest, the God. Dister (1982) defines religiosity as religious, which means the internalization of religion within oneself. Religiosity is manifested in all sides of human life. Religious activity not only occurs when a person performs ritual (special worship) behavior but also when performing other life activities. Not only related to the activity that can be seen the eye, but also activities that do not appear and occur in a person's heart.

Glock and Stark (in Lindzey and Aronson, 1975; Spilka, et al., 1985) argue that religiosity consists of the following five dimensions:

1. The ideological dimension is the extent to which a person accepts dogmatic things in his religion. For example, beliefs about the attributes of God, the existence of angels, heaven and hell.

2. The ritual dimension is the extent to which a person performs ritual obligations in his religion.
    For example prayer, fasting, reciting, and paying zakat and pilgrimage.
3. Dimension of experience is feelings or religious experiences that have been experienced and felt.
    For example, feeling close to God, feeling afraid of sinning or feeling that the doa do is granted by God
4. The dimension of the consequence is a dimension that measures the extent to which a person's behavior is motivated by his religious teachings in social life.
    For example, did he visit his ailing neighbor, help the troubled person and donate his property.
5. The intellectual dimension is how far one's knowledge of the teachings of his religion, especially those in scripture.

The dynamics of the development of one's religiosity is influenced by several factors, both environmental factors and developmental factors. Religious life progresses from one phase of life to another. Religious psychologists refer to the theory of development, a theory often used as the basis is the theory of cognitive development of Piaget and Erickson.

Theoretically will be very different Learning achievement of a person between people who have no strong religious basis and who have a religious basis that has been forged through experience and correct understanding of religious beliefs. Correct understanding of his religion and the constant practice of his religious beliefs that will distinguish someone from others. Without the correct understanding and practice of his religious beliefs, a certainty will form skilled individuals, initiative, leadership, responsible, honest, disciplined, loyal, optimistic, passionate and tolerant, and so on. So, how much influence a person's religiosity toward his behavior and his achievements in society. A man who always obeys his religious rituals, such as his prayer , will have implications for his work activities, one of which is discipline. Having confidence in the existence of the creator, will foster an optimistic attitude in work. Proper practice of the teachings of his religion will foster solidarity, tolerance, responsibility both among friends and against superiors. The breadth of his religious knowledge, fostering an attitude of initiative and leadership. While religious experiences, will cultivate a attitude that always receives (qona 'ah) of what God has given to him. This research is important to be able to help the students / adolescents in improving the achievement motif, living the meaning of their life and increase religiosity.

E. CONCLUSION

Religiosity can give positive role to achievement motivation for student. This proves that the perspective of religion can play a positive role related to the achievement that would be achieved by the students in completing their education through understanding and beliefs of their religion. The higher the level of religious personality, the easier it is for them to complete their tasks and responsibilities better and strive harder to face difficulties based on religious values. In addition, the higher their motivation in completing the educational program so as to achieve success.

The Role of Motivation to the student if it is increased higher, then the feeling of wanting to succeed can be realized, so that it can overcome their duties and responsibilities in any stressful situation through individual beliefs of their high ability, to mobilize motivation to success.

A person's motivation to achieve success will be realized if religiosity (religious attitudes) and self-belief are enhanced together. The results showed that the difference of Religiosity and achievement motivation contributed to the learning achievement of IPS Material Development.

REFERENCES

Al-Qur'an.(2008). *Arab-Latin Terjemah*. Jakarta: Lautan

Langgulung, Hasan, (2015), *Manusia & Pendidikan : Suatu Analisa Psikologi & Pendidikan (catatan ketiga)*, Jakarta: Gramedia

Lestari Alwisol. (2008). *Psikologi Kepribadian*. Malang: UMM Press. Cet. ke- 6

Ancok, J. dan Suroso.(2004). *Psikologi Islami*.Yogyakarta: Pustaka Pelajar

Braggins, J. and Talbot, J. (2005). *Wings of Learning Prisoner Education: the role ofthe prison officer in supporting prisoner education.* London: The Center for Crime and Justice Studies

Bender, D. M., & Vredevoogd, J. D. (2006). *Using Online Education Technologies to Support Studio Instruction*. Educational Technology & Society, 9 (4), 114-122.

Clark, R. C & Mayer, R. E. (2003). *E-Learning and The Science of Instruction*. San

Fatimah, S. (2005). *Kontribusi Self Efficacy dan Motivasi Berprestasi terhadap Prestasi Belajar Matematika Siswa* (Studi pada siswa kelas I SMPN 45 Cengkareng Jakarta Barat). Tesis. Jakarta: Fakultas Psukologi-Universitas Indonesia.

Harer, Miles D. (1995).*Prison Education Program Participation and Recidivism: A Test of the Normalization Hypothesi*. Research Analist Ph.D., 1987 in Sociology from The Pennsylvania State Unniversity-Federal Buereau of Prisons office of Research and Evalution Washington, DC.

James, W.(2004). *Perjumpaan Dengan Tuhan: Ragam Pengalaman Religius Manusia*. Diterjemahkan dari *The Varietis of Religious Experience*. Bandung: PT Mizan Pustaka.

McClelland, D. (1987).*Human Motivation*. Melbourne: University Press Najati, M.'U.(2008).*The Ultimate Psychology*.Penerjemah: Hedi Fajar,Bandung: Pustaka Hidayah

................,. (2005). *Ilmu Jiwa dalam Al-Qur'an.*. Judul asli: *Al Qur'anwa 'Ilmu An-Nafs*. Penerj.Addys Aldizar dan Tohirin Suparta. Jakarta: Pustaka Azzam

Nurdin, M. &Ishak,A.(2001). *Moral dan Kognisi Islam.* Bandung: CV. Alfabeta

Peterson, C.& Seligman, M.E.P. (2004).*Character strengths and virtues: a handbook and classification*. New York: Oxford University Press, Inc.

Qarny- al, 'Aidh.(2008). *La tahzan*. Kairo: Maktabah 'Ubaikan Qu'ayyid-al, I.H.(2008). *10 Kebiasaan Manusia Sukses Tanpa Batas*. Jakarta: Maghfiroh Pustaka

Raiya, A. H. (2008). *A Measure of Islamic Psychological Religiousness: Evidence for Relevance, Reliability and Validity*- A Dissertation. Malaysia.