

The Influence of Islamic Religious Education Teachers' Interpersonal Communication Style on Students' Discipline and Religious devotion Levels

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ABSTRACT

Student discipline is influenced by internal factors, environment, religiosity, and effective teacher interpersonal communication, which fosters motivation, role modeling, and supports the development of students' character and spirituality. This study aims to determine the influence of Islamic Religious Education (IRE) teachers' interpersonal communication style on students' discipline and religious devotion, both simultaneously and partially. This quantitative research used total sampling involving 60 students, with data collected through a Likert-scale questionnaire and analyzed using descriptive statistics, classical assumption tests, validity, reliability, MANOVA, and t-tests. The analysis results show that teacher interpersonal communication significantly influences student discipline and religious devotion, with a contribution of 78.9%, while 21.1% is influenced by other factors. Based on the t-test (R^2), the effect on discipline was 44.13%, while on religious devotion it was 23.45%. Conclusion: positive interpersonal communication also strengthens students' character and internalization of spiritual values through interactions with religious education teachers.

Keywords:

Communication, Interpersonal, Teacher, Discipline, Religious Devotion

Citation: Fathiyatul Jannah, S., Sunandar, D., Anshori, I., Romadan, A. I., & Kurniawan, C. P. (2024). The influence of Islamic religious education teachers' interpersonal communication style on students' discipline and religious devotion levels. *Syiar: Jurnal Komunikasi dan Penyiaran Islam*, 4(2), 137–148. <https://doi.org/10.54150/syiar.v4i2.612>

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Received: October 15, 2024

Accepted: November 21, 2024

Published: December 12, 2024

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A. INTRODUCTION

Discipline is the students' attitude of obedience and orderliness, formed by innate factors, self-awareness motivation, mindset, role models, family environment, school, and social interactions (Rusnawati & Nufiar, 2022). Disciplinary behavior includes ethics, cleanliness, worship, language, dormitory behavior, dress code, and sports all of which must be strictly followed once students officially become part of the school (Fauzi et al., 2023). Intrinsic factors influencing discipline come from the students themselves, such as lack of motivation to study, failure to complete assignments, reluctance to take notes or read, low awareness, and not being accustomed to applying discipline in their learning (Sugiarto et al., 2019).

A strong religious attitude is associated with a student's level of discipline (Rachmawati & Rosyidi, 2023). The higher a student's religiosity, the better their disciplinary behavior (Khotimah, 2019). Spiritual competence has a positive effect on discipline, meaning the higher the spiritual competence, the higher the level of discipline among students (Al-Azwi & Rohmah, 2019). There is a significant influence between Faith and Religious devotion Development activities and student discipline, indicating a strong relationship and a substantial contribution activities to improving student discipline (Hidayat, 2018).

Therefore, positive communication between teachers and students must be built on mutual trust, respect, understanding students, offering choices, and encouraging growth, in order to create a safe, comfortable, and supportive learning environment (Coristine et al., 2022). Interpersonal communication by teachers helps students develop decision-making abilities for the benefit and well-being of others naturally, through relationships built within educational interactions (Maulana, 2021). In addition, interpersonal communication can increase students' motivation to engage in worship (Romawan, 2018).

The process of interpersonal communication by teachers in shaping student discipline involves both verbal and non-verbal communication, through exemplary behavior, advice, and motivation using a gentle approach, so that students feel comfortable and not pressured (Awalia, 2019). The role of Islamic Religious Education teachers in improving students' motivation to learn is well-executed through the use of varied communication styles, making students more interested and enthusiastic about the lessons (Nirmala, 2021).

This study integrates discipline as a social value and religious devotion as a spiritual value, which are rarely studied together in the context of the influence of teachers' interpersonal communication styles. It focuses on Islamic junior high schools in rural areas such as Sumenep to provide a fresh and contextual local perspective. The main motivation of this research is to examine and analyze the influence of Islamic Religious Education teachers' interpersonal communication styles on students' discipline and religious devotion levels, both simultaneously and partially, in order to determine whether such communication styles significantly contribute to the development of student character in terms of discipline and religious devotion.

The expected outcomes of this hypothesis include empirical data on the influence of teachers' interpersonal communication styles on students' discipline and religious devotion, both simultaneously and partially. The findings are also expected to provide significant evidence reinforcing the importance of teachers' interpersonal communication in character

building. Additionally, this study aims to deliver strategic recommendations for teachers, schools, and policymakers in improving the effectiveness of instructional communication. Furthermore, it seeks to develop a model of interpersonal communication for teachers and contribute scientifically through academic articles that enrich the discourse in Islamic religious education and student character development.

B. RESEARCH METHODS

This research employed a quantitative approach through a regression-based study conducted at MTs Mambaul Hikam Sumenep. The study involved a total population of 60 students. Given that the population size was fewer than 100 individuals, the total sampling technique was used, meaning all students were included as research subjects. Data were collected using a questionnaire that applied a Likert scale as the measurement instrument. The response options were as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The data processing procedures in this study were carried out in several stages. First, descriptive statistical analysis was conducted to present an overview of the statistical profile of the variables: X (Interpersonal Communication Style), Y1 (Discipline), and Y2 (Religious devotion). Second, classical assumption testing was performed, including tests for normality and homogeneity, to evaluate the distribution and consistency of the data. Third, the validity and reliability of the questionnaire items were tested to ensure the accuracy and internal consistency of the instruments used. Fourth, hypothesis testing was conducted both simultaneously and partially. Simultaneous testing was carried out using MANOVA (Multivariate Analysis of Variance) via Wilks' Lambda, while partial testing employed Simple Linear Regression using the t-test. All data analysis was performed with the assistance of SPSS version 26 for MacBook. The questionnaire consisted of 25 statements and was distributed to 60 students using Google Forms, as detailed in the following table:

Table 1. Research Questionnaire

Variable	Indicator	Questionnaire Items
Interpersonal Communication Style (X) (Abed et al., 2023; Li et al., 2023; Jiang et al., 2023).	Controlling	The teacher gives firm instructions to help students become more disciplined and diligent in worship.
	Structured	The teacher delivers information about discipline and worship in a systematic way.
	Dynamic	The teacher conveys messages about discipline and worship with enthusiasm and energy.
		The teacher uses varied communication methods to keep students engaged when learning about discipline and worship.
	Withdrawn	The teacher engages in informal communication with students in a relaxed way to convey messages about discipline and worship.
	Professional Ethics	The teacher always maintains politeness and respect when delivering messages about discipline and worship.
	Communication Knowledge	The teacher is skilled in communicating messages about discipline and worship that suit the students' age and condition.
	Communication	The teacher delivers messages about discipline and



	Skills	worship clearly and understandably.
	Cooperative Communication	The teacher encourages students to collaborate in maintaining discipline and worship.
Student Discipline (Y1) (Friaes et al., 2023; (Gregory et al., 2014; Elfner et al., 2015).	Consistent and Timely Attendance	The teacher motivates students to come to school on time The teacher's explanation about discipline helps prevent students from skipping or arriving late Good communication between students and teacher encourages regular school attendance
	Active Participation in Learning	The teacher often encourages students to engage in discussions about discipline in class. Students feel comfortable asking questions about discipline because teacher is communicative and respectful. The teacher's communication style motivates students to take religious studies seriously.
	Obedience to School Rules	The teacher's explanation about discipline leads students to comply more with school rules. The teacher's efforts to build understanding about discipline make students more aware of the importance of following school regulations.
Student Religious devotion (Y2) (Muflihin, 2022; Syukrin & Salahudin, 2025).	Improvement in Worship Practices such as Prayer, Fasting, and Reading the Qur'an	The teacher often advises students to pray regularly. The teacher often advises students to fast with enthusiasm. The teacher often encourages students to routinely read the Qur'an.
	Honesty	The teacher frequently reminds students to be honest
	Worship Discipline	The teacher often advises students to be disciplined in worship.
	Responsibility in Worship	The teacher frequently emphasizes the importance of being responsible in performing religious duties. The teacher's communication helps students understand the deeper values of religious devotion. Communication between the student and the teacher increases the student's awareness of their religious practices..

Research Hypotheses:

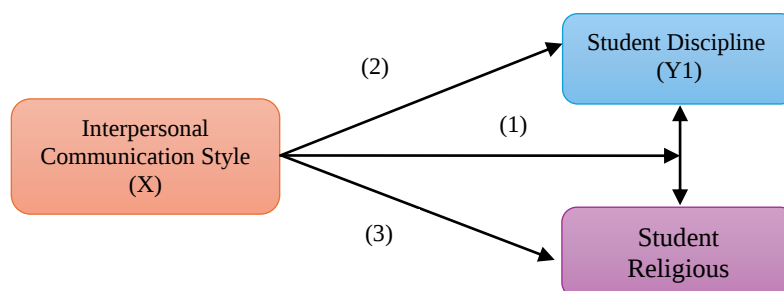


Figure 1. Research Hypotheses

1. H_0 : There is no simultaneous influence of Islamic Religious Education Teachers' Interpersonal Communication Style on Students' Discipline and Religious devotion Levels
2. H_0 : Tidak There is no influence of Islamic Religious Education Teachers' Interpersonal Communication Style on Students' Discipline Level.
3. H_0 : There is no influence of Islamic Religious Education Teachers' Interpersonal Communication Style on Students' Religious devotion Level.

C. RESULTS AND DISCUSSION

1. Descriptive Statistics

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher's Interpersonal Communication	60	29.00	45.00	36.8500	4.24194
Student Discipline	60	20.00	40.00	30.9167	4.75249
Students' Religious Devotion	60	26.00	40.00	33.4000	3.22700
Valid N (listwise)	60				

The descriptive statistics show that among 60 respondents, the teacher's interpersonal communication had the highest mean (36.85), followed by students' religiousness (33.40), and students' discipline (30.92). Student discipline exhibited the highest variation, while students' religiousness showed the lowest variation among respondents. Teachers need to pay attention to aspects of interpersonal communication and apply a problem-based learning approach to build harmonious relationships, deliver information, change behavior, solve problems, and enhance students' self-image (Ismail & Febriyanti, 2022).

2. Classical Assumptions

a. Normality Test

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher's Interpersonal Communication	.113	60	.056	.970	60	.145
Student Discipline	.110	60	.069	.977	60	.303
Students' Religious Devotion	.107	60	.087	.978	60	.368

a. Lilliefors Significance Correction

Based on Table 3, the Kolmogorov-Smirnov and Shapiro-Wilk normality tests show that the three variables—teacher's interpersonal communication, student discipline, and student religiosity—have significance values above 0.05. This means that all data are normally distributed and meet the requirements for further parametric

statistical analysis. This test is essential because many parametric statistical methods assume data normality to draw valid conclusions (Mishra et al., 2019).

b. Linearity Test

Tabel 4. Anova Table

			Sum of Squares	df	Mean Square	F	Sig.
StudentDiscipline * Teacher's Interpersonal Communication	Between Groups	(Combined)	854.788	16	53.424	4.808	.000
		Linearity	582.291	1	582.291	52.404	.000
		Deviation from Linearity	272.497	15	18.166	1.635	.104
	Within Groups		477.795	43	11.112		
	Total		1332.583	59			
Students' Religious Devotion * Teacher's Interpersonal Communication	Between Groups	(Combined)	303.136	16	18.946	2.617	.006
		Linearity	142.241	1	142.241	19.650	.000
		Deviation from Linearity	160.895	15	10.726	1.482	.155
	Within Groups		311.264	43	7.239		
	Total		614.400	59			

Based on Table 4, the analysis results show that the teacher's interpersonal communication is linearly and significantly related to student discipline (Sig. 0.000; $F = 52.404$) and student religiosity (Sig. 0.000; $F = 19.650$). There is no deviation from linearity in either relationship, indicating that the better the teacher's communication, the higher the students' discipline and religiosity. Teacher interpersonal communication significantly affects student discipline in Islamic Religious Education learning (Amin et al., 2023).

3. Data Validity

a. Validity Test

Table 5. Correlations

		Teacher's Interpersonal Communication	Student Discipline	Students' Religious Devotion
Teacher's Interpersonal Communication	Pearson Correlation	1	.661**	.481**
	Sig. (2-tailed)		.000	.000
	N	60	60	60
Student Discipline	Pearson Correlation	.661**	1	.374**
	Sig. (2-tailed)	.000		.003
	N	60	60	60
Students' Religious Devotion	Pearson Correlation	.481**	.374**	1
	Sig. (2-tailed)	.000	.003	
	N	60	60	60

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

Based on Table 5 and comparing with the Pearson correlation r-value for $N = 60$, which is 0.254, the data are as follows:

Table 6. Pearson Correlation Value Comparison

Variable Relationship	calculated r (Pearson)	r Table ($N=60$)	Construct Validity
Teacher Communication ↔ Student	0.661	0.254	✓ Valid

Discipline				
Teacher Communication ↔ Student Religiosity	0.481	0.254	✓ Valid	
Student Discipline ↔ Student Religiosity	0.374	0.254	✓ Valid	

According to Table 6, all calculated r-values are greater than the critical r-value, indicating significant relationships among the variables and supporting construct validity. This means the instrument used is valid in measuring the teacher's interpersonal communication, student discipline, and religiosity. Interpersonal communication from teachers significantly contributes to shaping students' learning discipline (Fatmah et al., 2022).

b. Reliability Test

Table 7. Reliability Statistics

Cronbach's Alpha	N of Items
.752	3

According to Table 7, the reliability test shows a Cronbach's Alpha value of 0.752 with 3 items, which falls under the “good reliability” category. The Cronbach's Alpha criteria are as follows: ≥ 0.90 = excellent, $0.70-0.89$ = good, $0.60-0.69$ = acceptable, < 0.60 = poor (Stensen, 2022). This indicates that the instrument has good internal consistency and is reliable for measuring the intended constructs, making it suitable for research use in producing stable and trustworthy data.

4. Hypothesis Testing

a. MANOVA Test

Table 8. Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.996	5566.460 ^b	2.000	42.000	.000
	Wilks' Lambda	.004	5566.460 ^b	2.000	42.000	.000
	Hotelling's Trace	265.070	5566.460 ^b	2.000	42.000	.000
	Roy's Largest Root	265.070	5566.460 ^b	2.000	42.000	.000
Teacher's Interpersonal Communication	Pillai's Trace	1.008	2.731	32.000	86.000	.000
	Wilks' Lambda	.211	3.092 ^b	32.000	84.000	.000
	Hotelling's Trace	2.705	3.466	32.000	82.000	.000
	Roy's Largest Root	2.242	6.025 ^c	16.000	43.000	.000

a. Design: Intercept + Teacher's Interpersonal Communication

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Based on Table 8, the Wilks' Lambda value of 0.211 indicates that the teacher's interpersonal communication has a significant impact on student discipline and religiosity, with a significance value of $0.000 < 0.05$. This shows a statistically significant effect. It can be concluded that the teacher's interpersonal communication significantly affects students' discipline and religiosity. The percentage of influence is calculated as follows:



$(1 - \text{Wilks' Lambda}) \times 100\% = (1 - 0.211) \times 100\% = 78.9\%$. This means teacher interpersonal communication contributes 78.9% to student discipline and religiosity, with the remaining 21.1% influenced by other factors. Positive teacher communication strengthens student character, discipline, and religiosity through meaningful interactions, role modeling, and affective approaches that support the internalization of prosocial values (Li, 2021).

This implies that a teacher's interpersonal communication—characterized by control, structure, dynamism, engagement, professional ethics, communication knowledge and skills, and cooperative interaction—affects student discipline (attendance, participation, rule-following) and religiosity (prayer, fasting, Qur'an reading, honesty, and responsibility in worship). A positive teacher-student relationship significantly impacts student engagement, behavior, and character, making the teacher's communication style a strategic factor in shaping both discipline and religiosity (Li et al., 2022).

b. t-Test

Table 9. Coefficients Kedisiplinan

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.626	4.094		.886	.379
	Teacher's Interpersonal Communication	.741	.110	.661	6.709	.000

a. Dependent Variable: Student Discipline

Based on Table 9, the t-table value at 5% significance with $df = N - 3 = 57$ is 2.002. Since the calculated t-value (6.709) > t-table (2.002), H_0 is rejected and H_1 is accepted. This means variable X significantly affects Y1. $R^2 = t^2 / (t^2 + df) = 0.4413$ or 44.13%. This means that Islamic Religious Education (IRE) teachers who build effective interpersonal communication by giving clear instructions, delivering information systematically, enthusiastically, in a varied manner, relaxed yet respectful, age-appropriate, clear, and encouraging collaboration **have a significant influence** on students' punctuality, attendance, active participation in discussions, communicative and respectful behavior, adherence to rules, and seriousness in learning religion, with an impact of 44.13%. This is because teachers' interpersonal communication and pedagogical competence together have a positive and significant effect on the quality of character education and students' academic achievement (Yusuf et al., 2020).

Table 10. Coefficients Ketakwaan

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.912	3.248		6.131	.000
	Teacher's Interpersonal Communication	.366	.088	.481	4.180	.000

a. Dependent Variable: Students' Religious Devotion

Based on Table 10, since the calculated t-value (4.180) is greater than the critical t-value (2.002), H_0 is rejected and H_1 is accepted. This means there is a significant influence of variable X on Y_2 , with an R^2 contribution calculated from the t-value: $R^2 = t^2 / (t^2 + df) = 0.2345$ (23.45%). This implies that Islamic Religious Education (IRE) teachers who build effective interpersonal communication by giving clear and firm instructions, conveying information systematically, with enthusiasm, variety, and in a relaxed yet respectful manner, tailored to students' age, clearly, and in a way that encourages cooperation have a significant influence on students' practices such as prayer, fasting, reading the Qur'an, honesty, discipline, responsibility in worship, and understanding of religious devotion and religious awareness by 23.45%. Teacher interpersonal communication is crucial in enhancing students' religious devotion and well-being, as it significantly influences overall school well-being, especially when combined with student engagement and self-efficacy (Kuswoyo et al., 2021).

D. CONCLUSION

Positive interpersonal communication strengthens students' character and the internalization of spiritual values at school through meaningful interactions with religious education teachers. This helps create a learning environment that supports the comprehensive development of morality, discipline, and religious devotion in students' daily lives. The analysis results show that teacher interpersonal communication significantly influences students' discipline and religious devotion. Structured, positive communication with exemplary behavior can improve student attendance, adherence to rules, and the quality of worship practices such as prayer, fasting, and reading the Qur'an. A teacher's respectful, enthusiastic, and student-centered communication style encourages active engagement, honest behavior, and religious awareness. A warm teacher-student relationship also enhances students' character and overall well-being. This is because developing religious character in schools involves effective interpersonal communication between teachers and students, which impacts religious behavior, positive thinking, and moral civilization (Negara et al., 2024). Thus, teachers who are capable of building good interpersonal communication can significantly improve students' discipline and religiousness. Consequently, positive communication between teachers and students becomes a crucial factor in shaping students' holistic character, both in behavioral and spiritual aspects.

ACKNOWLEDGMENT

The researcher would like to express sincere gratitude to all parties who have supported the completion of this research. Special thanks are extended to the respondents who generously gave their time to provide the necessary data and information. Gratitude is also given to the schools that granted permission and provided facilities during the research process. The researcher also appreciates the academic advisors and colleagues for their valuable suggestions, feedback, and motivation throughout the preparation of this scientific work. Hopefully, this research can contribute meaningfully to the field of education.



AUTHOR CONTRIBUTIONS

- Author 1 : Problem formulation, Data collection, Article writing
 Author 2 : Theoretical foundation, Data analysis, Result interpretation
 Author 3 : Literature review, Data validation, Conceptual framework development, Translator
 Author 4 : Methodology design, Data processing, Conclusion writing, Translator
 Author 5 : Conclusion writing, Translator

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