

The Influence of Communication Styles and Media of Islamic Religious Education Teachers on Students' Religious Attitudes

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ABSTRACT

Islamic religious education in schools plays an important role in instilling religious values through effective communication between teachers and students and using appropriate media. This study aims to analyze the influence of communication styles (verbal and non-verbal) and communication media (print and electronic) of Islamic Religious Education teachers on students' religious attitudes in schools. The approach used is an associative quantitative approach to explore the relationship between these variables. Data collection was conducted using a questionnaire with a Likert scale, selected to measure students' religious attitudes objectively. The research sample comprised 86 respondents, chosen through purposive sampling with specific criteria, such as students actively participating in lessons and at specific grade levels. The data obtained were analyzed using SPSS, involving validity and reliability tests, classical assumptions, and multiple linear regression (including t-test and F-test). The analysis results show that the teachers' communication style has a significant and positive effect on students' religious attitudes (Sig. 0.000). In contrast, the communication media shows a significant but negative effect (Sig. 0.004). Simultaneously, both variables significantly affect students' religious attitudes (F-test, Sig. 0.000). These findings indicate that although a good communication style can improve students' religious attitudes, inappropriate communication media may negatively affect those attitudes. Therefore, teachers need to choose the right communication style and media, considering the context and characteristics of the students, to support the optimal development of religious character.

Keywords:

Style, Media, Communication, Attitudes, Student

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A. INTRODUCTION

A significant negative relationship was found between religious attitudes and student aggression, where religiosity positively reduces aggression, improves the school climate, and enhances student-teacher relationships (Firat & Karakurt, 2021; Coman et al., 2024). Students in religious schools tend to have a more positive view of faith compared to those in secular schools, with differences in religious perceptions based on gender, influenced by exposure to religious values, personal development, and teaching methods (Ariza et al., 2020; Jokic & Hargreaves, 2015).

The type and location of educational institutions influence students' religious attitudes, with public school students showing higher scores; religious education increases tolerance and critical thinking, especially among females (Baring et al., 2021; Demir & Toprak, 2023). Students' religiosity is reflected in their positive attitudes toward religious diversity, although perceptions of religion and Social Work vary, with student involvement and the role of communicative and competent teachers (Ferrer-Aracil et al., 2024; Zellma, 2024).

The influence of teachers' religious beliefs in religious education reveals the challenges of managing personal beliefs, teaching world religions, and the importance of inclusive curriculum policies and clear ethical expectations, with teachers as role models influencing the religious identity of adolescents in an environment that supports religious exploration (Nelson & Cohen-Malayev, 2023). Teachers' implicit attitudes affect student behavior, with significant effects on non-marginal groups, while the teacher-student relationship also plays a major role in learning outcomes and well-being (Pit-ten Cate & Glock, 2019; Wubbels et al., 2016).

Routine teacher communication can enhance student engagement, relationships, and motivation, while the teacher's posture in educational videos affects students' perceptions, attitudes, and interest (Kraft & Dougherty, 2013; Traulsen & Zander, 2024). Teacher communication connects knowledge and teaching, with credibility and self-esteem influencing students' self-concept and achievement, while perceptions of communication style affect academic performance (Hendrix, 2016; Li et al., 2013). Teachers' interpersonal communication behavior affects student motivation, engagement, and success, with clarity, credibility, and teacher proximity in class significantly impacting student motivation and involvement (Zheng, 2021).

Furthermore, communication media can influence students' attitudes in learning and in shaping their religiosity. Factors affecting students' communication channels and the impact of new media on traditional media were found, with students preferring face-to-face communication, mobile phones, and email depending on the message and media richness perception (Ghanbari-Baghestan et al., 2016). Teachers agree on the importance of digital platforms for communication. Practicality, speed, and cost are the main reasons. Challenges include stress, message interference, and work-time misuse (Johari et al., 2022).

ICT tools, including the Dialogbook application, facilitate discussions, feedback, and student performance reviews. This tool reduces teachers' workload and increases student project engagement and motivation (Wakabayashi et al., 2022). Research shows the effectiveness of Slack as a communication platform in flexible online learning, identifying collaboration among students, instructors, and assistants in clarifying topics, assessments, and sharing knowledge (Rouhani, 2020).

Based on this background, this study aims to analyze the influence of communication styles, including body language, listening, verbal communication, message content, vocal cues, and eye contact, as well as communication media such as Islamic religious books, WhatsApp, teaching modules, YouTube, verbal lectures, educational posters, PowerPoint, and educational videos, on students' religious attitudes. The religious attitudes in question include praying, harmony among peers, worship, commendable behavior, patience, gratitude, helpfulness, honesty, and maintaining school cleanliness. The results of this study are expected to contribute to the development of more effective and meaningful Islamic religious education strategies and serve as a reference for teachers in improving the quality of educational interactions and communication with students in the school environment.

B. RESEARCH METHODS

This study uses a quantitative approach with an associative research type to measure the relationship and influence between communication styles and communication media of teachers on students' religious attitudes. A quantitative approach was chosen because it allows for the objective measurement of variables. At the same time, the associative research type aims to identify the extent of the relationship between the variables being studied. The study was conducted at MA Zainul Ulum Konang Bangkalan, with a population of 86 students from grades X-XII who take Islamic Religious Education (PAI) courses. The sample size was 86 students. The instrument used in this study was a closed questionnaire with a five-point Likert scale, consisting of three sections: teacher communication styles, communication media, and students' religious attitudes. The questionnaire was tested for validity and reliability using SPSS. Before conducting regression analysis, classical assumption tests were performed to ensure the data met the normality, linearity, and no multicollinearity requirements. Data were collected by distributing the questionnaire directly to the students and allowing sufficient time for completion. The data collected were then analyzed using multiple linear regression, which allows for the measurement of simultaneous (F-test) and partial (t-test) effects between variables. The research decision was based on the significance value (p-value) with a 0.05 level, indicating a significant effect between the studied variables if the p-value is less than 0.05.

Table 1. Research Questionnaire

Variable	Indicator	Questions
Communication Style (X1) (Sdeeq el al., 2021; Dhillon & Kaur, 2021)	Body Language	The teacher's facial expressions help students understand Islamic Education. The teacher's body movements, like nodding, help students understand Islamic Education. The teacher's posture is polite and open, and it makes students feel comfortable understanding Islamic education.
	Listening	The teacher does not interrupt students when they are talking about Islam. The teacher responds appropriately to students' explanations or questions about Islam. Students find it easy to understand both verbal and non-verbal messages from the teacher during



Communication Media (X2)	Verbal	Islamic Education. The teacher communicates politely and relevantly when delivering Islamic Education. The teacher provides Islamic Education feedback using polite language.
	Content	The Islamic Education material delivered by the teacher is well-organized and easy to understand. The objectives of the Islamic Education lessons are easy for students to understand with clear explanations.
	Vocal Cues	When delivering Islamic Education, the teacher's intonation, speaking speed, and volume are clear and easy to understand. The teacher's pronunciation of words while explaining Islam is clear and easy to understand.
	Eye Contact	The teacher maintains eye contact with students, making them more engaged in Islamic Education.
	Islamic Religious Books	The Islamic Education textbooks help students understand religious teachings more deeply.
	WhatsApp	The teacher uses WhatsApp groups to share information about Islam.
	Teaching Modules	The Islamic Education teaching modules present material clearly and are easy to understand.
	YouTube	The YouTube videos used by the teacher help students understand Islamic concepts visually and practically.
	Verbal Lectures	The teacher's lectures provide students with deeper insights into Islamic teachings.
	Educational Posters	The educational posters in the classroom clarify religious values for students.
Religious Attitudes (Y) (Fadilah & Setiani, 2024; Wati & Amrullah, 2022; Arofah et al., 2021)	PowerPoint	The PowerPoint presentations made by the teacher on Islamic material are engaging and easy for students to understand.
	Learning Videos	The learning videos illustrate Islamic teachings in daily life.
	Praying	Students always pray before and after starting lessons.
	Harmony	Students live in harmony and respect each other at school.
	Worship	Students regularly perform the five daily prayers as a religious obligation. Students perform other religious practices such as fasting and reading the Quran.
	Good Behavior	Students behave according to religious values, respecting teachers and peers.
	Patience	Students show patience when facing daily challenges after learning Islamic Education.
	Gratitude	Students feel highly grateful after learning Islamic Education.
	Helping Others	Students help classmates who need assistance in

Honesty	studying or other activities. Students are honest in all situations, both at school and outside.
Maintaining School Cleanliness	Students take responsibility for maintaining the cleanliness of the school.

Research Hypotheses

- H1: The communication style of Islamic Religious Education teachers significantly influences students' religious attitudes.
- H2: There is a significant influence of the communication media of Islamic Religious Education teachers on students' religious attitudes.
- H3: There is a significant influence of both the communication style and media of Islamic Religious Education teachers on students' religious attitudes

C. RESULTS AND DISCUSSION

1. Validity and Reliability

Table 2. Results of Validity Test

		Correlations			
		Communicati on Style	Communicati on Media	Religious Attitude	Total
Communication Style	Pearson Correlation	1	.835**	.326**	.913**
	Sig. (2-tailed)		.000	.002	.000
	N	86	86	86	86
Communication Media	Pearson Correlation	.835**	1	.113	.797**
	Sig. (2-tailed)	.000		.298	.000
	N	86	86	86	86
Religious Attitude	Pearson Correlation	.326**	.113	1	.643**
	Sig. (2-tailed)	.002	.298		.000
	N	86	86	86	86
Total	Pearson Correlation	.913**	.797**	.643**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	86	86	86	86

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

Based on the correlation results in Table 2, validity testing was conducted by observing the significance values (Sig. 2-tailed) between the scores of each item, such as Communication Style, Communication Media, and Religious Attitude, and the total score. An item is considered valid if its significance value is less than 0.05, or more strictly, less than 0.01. This indicates a significant relationship between the item and the measured overall construct. The results in the table show that the correlation between Communication Style and the total score is 0.913 with a significance value of 0.000; Communication Media has a correlation of 0.797 with a significance of 0.000; and Religious Attitude shows a correlation of 0.643 with a significance of 0.000. Since all significance values are below 0.05, it can be concluded that all three items are valid. This means that each item has a significant and strong relationship with the measured total construct, making them suitable as valid indicators in the research instrument. Therefore, all items are valid and statistically reliable for measuring the intended variables.

Table 3. Results of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	4



Based on the Reliability Statistics shown in Table 3, the Cronbach's Alpha value is 0.817 with four items (including the total). Cronbach's Alpha is an indicator used to measure a research instrument's internal consistency or reliability, indicating how well the items within the instrument relate to each other in measuring the same construct. Generally, Cronbach's Alpha values ≥ 0.90 are considered excellent, 0.80 and < 0.90 are good, 0.70 and < 0.80 are acceptable, 0.60 and < 0.70 are questionable, and values less than 0.60 are unacceptable. Thus, the Cronbach's Alpha value of 0.817 indicates that the instrument used is reliable. Since the value exceeds the minimum threshold of 0.70, it can be concluded that the instrument is reliable, meaning that its items consistently measure the intended construct and can be trusted in the data collection process. Therefore, the four instrument items are suitable for use in the research due to their adequate internal consistency.

2. Data Normality

Table 4. Results of Normality Test

	Tests of Normality		
	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Communication Style	.078	86	.200 [*]
Communication Media	.083	86	.200 [*]
Religious Attitude	.087	86	.154

^{*}. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results in Table 4, the Kolmogorov-Smirnov test for the three variables shows that the data are typically distributed. For the Communication Style variable, the Kolmogorov-Smirnov test statistic is 0.078 with a significance value (Sig.) of 0.200, which is greater than 0.05, indicating that the normality assumption is accepted. Similarly, for Communication Media, the test statistic is 0.083 with a Sig. A value of 0.200 also suggests that the data are typically distributed. Finally, the test statistic for Religious Attitude is 0.087 with a Sig. Value of 0.154, greater than 0.05, confirms that the data are also normally distributed. The significance values greater than 0.05 for all three variables indicate that the normality assumption is accepted for all the data tested.

3. Linearity

Table 5. Results of Linearity Test

Variabel X	Parameter	Linearity*	Deviation from Linearity*
Communication Style	0.05	0.04	-
Communication Media	0.05	-	0.613

*Hasil uji kepada Religious Attitude (Y)

Based on the results in Table 5, the linearity test shows that the relationship between Communication Style and Religious Attitude (Y) is linear, with a Linearity value of 0.05, which is less than 0.05, indicating significance. The Deviation from Linearity value of 0.04 shows no significant deviation from linearity, meaning that the relationship between Communication Style and Religious Attitude (Y) remains linear. Similarly, for Communication Media, the Linearity value of 0.05 indicates that the relationship

between Communication Media and Religious Attitude (Y) is also linear. However, the Deviation from Linearity value of 0.613 suggests no significant deviation from linearity, as this value is much greater than 0.05, meaning that the relationship between Communication Media and Religious Attitude (Y) is not significantly affected by non-linear factors.

4. Multicollinearity

Table 6. Results of Multicollinearity Test

Coefficients ^a		Collinearity Statistics	
Model		Tolerance	VIF
1	Communication Style	.302	3.309
	Communication Media	.302	3.309

a. Dependent Variable: Religious Attitude

Based on the results in Table 6, the multicollinearity test shows two independent variables, Communication Style and Communication Media, with a Tolerance value of 0.302 and a Variance Inflation Factor (VIF) of 3.309 for both. The Tolerance value indicates how much an independent variable is not explained by other independent variables, with a range of values between 0 and 1. If the Tolerance value is less than 0.10 or 0.20, this would indicate high multicollinearity. However, the Tolerance value of 0.302 is still above the critical threshold, suggesting no high multicollinearity. Meanwhile, VIF measures the degree of variance inflation in the regression coefficients due to multicollinearity. Generally, a VIF value below 5 is considered safe, while values above 5 or even 10 indicate serious multicollinearity problems. In this case, the VIF value of 3.309 is still within the safe category. Therefore, it can be concluded that, based on the Tolerance and VIF values, there is no multicollinearity issue in the regression model. As a result, the variables Communication Style and Communication Media can be used together to predict the dependent variable Religious Attitude without concern for overly high correlation between them.

5. Hypothesis Testing

Table 7. Results of t-Test

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	24.223	4.708		5.145	.000
	Communication Style	.719	.169	.764	4.253	.000
	Communication Media	-.676	.231	-.525	-2.921	.004

a. Dependent Variable: Religious Attitude

Based on the coefficients in Table 7, the partial test (t-test) was conducted to determine the extent of the influence of each independent variable, Communication Style and Communication Media, on the dependent variable Religious Attitude. This test uses the significance (Sig.) value with the criterion of the Sig. < 0.05, the independent variable is considered to affect the dependent variable significantly. If Sig. ≥ 0.05, there is no significant effect.

The analysis results show that Communication Style has a Sig. Value of 0.000, smaller than 0.05, with a t-value of 4.253 and a Beta of 0.764. This indicates that Communication

Style significantly and positively affects Religious Attitude. Meanwhile, Communication Media has a Sig. Value of 0.004, which is also smaller than 0.05, with a t-value of -2.921 and a Beta of -0.525, indicating a significant but negative effect on Religious Attitude.

Therefore, it can be concluded that the teacher's communication style in Islamic Religious Education, with indicators such as body language, listening, verbal communication, message content, vocal cues, and eye contact, has a significant positive impact on religious activities such as prayer, worship, good behavior, patience, gratitude, helping others, honesty, and maintaining cleanliness in school, which are all aspects of the students' religious attitudes.

Furthermore, the communication media used by Islamic Religious Education teachers, such as textbooks, teaching modules, WhatsApp, YouTube, verbal communication, posters, PowerPoint, and instructional videos, also significantly impact students' religious attitudes, although this impact is negative. Students' perceptions of the richness of media significantly affect the choice of communication channels, with newer media being the preferred choice due to the global rise of internet penetration for interaction with educators (Ghanbari-Baghestan et al., 2016). Out-of-class communication (OCC) via WhatsApp has improved teacher-student relationships and classroom dynamics. While different from traditional OCC, WhatsApp enhances academic and social interactions among students at school (Elhany & HersHKovitz, 2019). Social media and cloud services support learning without time and location limitations, increasing teacher-student interaction and facilitating sharing information and resources to support education beyond the classroom (Lai & Wong, 2015). Then, in the simultaneous test using the F test, the following results were obtained:

Table 8. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	464.213	2	232.107	9.701	.000 ^b
	Residual	1985.926	83	23.927		
	Total	2450.140	85			

a. Dependent Variable: Religious Attitude

b. Predictors: (Constant), Communication Media, Communication Style

Based on Table 8, the Sig. (p-value) The F-test is 0.000, and the probability value indicates the likelihood that the regression model could have coincidentally produced the same results as observed, without any actual relationship between the independent and dependent variables. Since the value of 0.000 is less than 0.05, we reject the null hypothesis (H_0), which states that the independent variables have no significant effect on the dependent variable. Therefore, we accept the alternative hypothesis (H_1), which states that both Communication Media and Communication Style significantly affect Religious Attitude. The F test result with a significance value of 0.000 shows that both independent variables, Communication Media and Communication Style, significantly affect religious attitudes. In other words, this regression model significantly explains the variation in students' religious attitudes. This suggests that changes in communication methods, whether through media or communication style, can influence students' religious attitudes in the study context. Information and communication technology (ICT) learning and teacher proximity behavior

positively affect student engagement and teacher-student relationships. Smart classrooms should support ICT teaching without diminishing the teacher's nonverbal proximity behavior (Hou, 2024).

D. CONCLUSION

Based on the data analysis results, it can be concluded that the teacher's communication style significantly and positively affects students' religious attitudes. This means that the better the communication style applied by the teacher, the higher the tendency of students to show good religious attitudes. On the other hand, the use of communication media shows a significant but negative effect, meaning that certain media can reduce the intensity or quality of students' religious attitudes if not used appropriately. Additionally, the F-test results also show that both variables, communication style and communication media, significantly impact students' religious attitudes. This indicates that the model used in this study can explain the relationship between how teachers communicate and the formation of students' religious attitudes. Therefore, teachers need to consider an appropriate communication style and media to optimally support the formation of students' religious character in the educational environment.

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AUTHOR CONTRIBUTIONS

- Author 1 : Developed the theoretical framework, designed the research methodology, and conducted data analysis.
- Author 2 : Prepared the literature review, designed the research instrument, and assisted in data collection and statistical analysis.
- Author 3 : Collected data and assisted in writing the research findings and discussion.
- Author 4 : Managed the field data collection, conducted literature analysis, and drafted the conclusions.



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