
Religious Differences in Educational Achievement

Syahrul¹, Ratna Abdullah², Yayuk Julyyanti³, Nur Wahida Yusuf⁴

^{1, 2, 3 & 4} Universitas Muhammadiyah Kupang, Nusa Tenggara Barat Indonesia.

*Correspondence to: syahrul@unmuhkupang.ac.id

Abstract: The purpose of this study was to determine differences in student learning outcomes of different religions at SMA Muhammadiyah Kalabahi, East Nusa Tenggara. This type of research is descriptive qualitative, namely a study of differences in student achievement and student learning outcomes. The research subjects consisted of teachers and students at SMA Muhammadiyah Kalabahi. Data collection techniques include observation, interviews, and documentation. The process of data analysis through data reduction, data presentation, and conclusion. The results of the study showed that there were differences in the learning achievements of students who were Muslim, Catholic and Protestant at SMA Muhammadiyah Kalabahi. Most Muslim students get good learning outcomes in science, while Catholic and Protestant students have good achievements in the arts.

Keywords: Educational achievement; differences; religious diversity.

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INTRODUCTION

Education is the most important thing in forming a quality generation in the future. Through education, a person can become accomplished, skilled, creative, and intelligent (Agaoglu & Demir, 2020; Drake & Reid, 2018; Nnebedum, 2019; Syahrul & Datuk, 2021). Education is one of the provisions for a person's future to be better and useful for the nation (Sorokin, 2017; Tefa, 2023). Efforts to improve the quality of processes and learning outcomes of students at every level and level of education are realized in order to obtain quality human resources that can support national development (Astuti, 2021; Darmawan et al., 2020; Downey et al., 2019; Sinambela et al., 2018).

In the process of education in schools, teaching and learning activities are the most important thing, coupled with this teaching and learning process functioning in a way to achieve predetermined educational goals (Fahlberg, 2023; Luna & Winters, 2017; Molina & Garip, 2019). Of course, if teaching and learning activities are not carried out in schools, it will be difficult to achieve goals in education itself. Learners must be taught so that they have an interest and are able to learn to create their learning experiences (Akoit, n.d.; Hidayat & Junianto, 2017).

Learning almost always has a broad place in various disciplines related to educational endeavours (Eglitis et al., 2016; Sorokin, 2017; Wyse, 2020). In education, there must be goals to be achieved and to achieve them through the learning process. If there is a learning process, there will be results from the learning process. It is not easy to achieve good results in learning, so there must be an effort to achieve them so that the results are good and maximum (Flude, 2013; Jæger, 2011; Pilkington, 1999). Learning achievement is the result of the learning process, so learning outcomes are good, of course there must be a way for students to achieve good learning outcomes, one of which is by arousing student

learning interest (Cobb-Clark & Moschion, 2017; Merolla & Jackson, 2019; Morales, 2016; Reardon, 2018).

Differences in student learning outcomes seen from differences in religion have been suggested by Strand (2010) that Catholic student learning outcomes are better and more satisfying than others. This is because the results of their learning evaluation achieved mastery above the average score of 8.45, while students who were Muslim and Protestant had very low learning outcomes because they were too lazy to do the assignments given by the teacher (Byfield, 2008; Strand 2010). Therefore, it can be concluded that the learning outcomes of Muslim and Protestant students are still at different results. This value is obtained from teachers with different subjects.

The decline in student learning outcomes is caused by several factors, namely, students are less enthusiastic about learning, students are taking lessons solely, so they don't stay in class, and students don't like the lesson, so it has an impact on their knowledge (Maher, 2004; Nahak, 2022; Prasetyono et al., 2020; Wijsman et al., 2016). This was stated by Lansford et al. (2016) that student habits such as a lack of enthusiasm for learning, fear of staying in class, and not liking lessons will affect student learning outcomes. In addition to the availability of complete teachers, students are expected to make good use of the library. However, there are still students who have not utilized the availability of the teacher properly.

In Moffat & Yoo (2020) research, students who are Muslim, Catholic and Protestant have a moderate attitude. Islamic students try to keep interacting with Catholic and Protestant students. The interaction between Muslim students and Catholic and Protestant students can be seen from the activities they do together in class and outside the classroom (Kortt & Drew, 2019; Kuipers & Yulaelawati, 2009). Some forms of interaction between Islamic students and Catholic and Protestant students in the classroom are group discussions. Interaction between Muslim students and Catholic and Protestant students in the classroom occurs before the lesson starts, the lesson takes place, and the lesson is over (Bahri, 2019; Crook-Lyon et al., 2012; Dupper et al., 2015). Meanwhile, Gorard (2000); Nomleni (2023); Strand (2014) said that student achievement at school is applied to shape student personalities towards the development of students and the school environment.

Based on the several problems above, there is relevance to the problems that occur in SMA Muhammadiyah Kalabahi seen from some of the results of these observations. The research looks at the problems that occur at SMA Muhammadiyah Kalabahi, namely student achievement that is not good enough because students are too lazy to study, like to skip school, do not do assignments, and fight teachers. Therefore, this research needs to be conducted to find out more about the factors that influence student achievement.

METHOD

This study employed a qualitative research design, as the primary objective was to explore and understand a phenomenon within its natural social context. The qualitative approach was considered appropriate because it enables researchers to capture in-depth information, uncover participants' perspectives, and interpret the meaning behind observable patterns in a real-life setting. The phenomenon investigated in this study was the variation in student achievement, which is influenced by social, cultural, and institutional factors within the school environment.

The research was conducted at SMA Muhammadiyah Kalabahi, East Nusa Tenggara, Indonesia. This location was chosen purposively because, based on preliminary observations and information from school stakeholders, there were persistent academic disparities among students. This setting provided a relevant and rich context for examining the research focus.

The selection of research participants was carried out using a purposive sampling technique. This non-probability sampling method was chosen to ensure that the selected participants could provide rich, relevant, and detailed information regarding the issue under investigation. The subjects consisted of teachers and students who were directly involved in the teaching–learning process and had knowledge or experience related to student achievement variations. The sample size was determined based on the principle of data saturation, meaning that data collection was stopped once no new information emerged.

The instruments used in this research included an observation checklist, an interview guide, and a documentation checklist. These instruments were developed based on the research objectives and validated through expert judgment before being used in the field. To ensure the validity and reliability of the findings, this study employed triangulation—both source triangulation (comparing data from different participants) and method triangulation (comparing data from different collection techniques). Peer debriefing was also conducted to minimize researcher bias, and member checking was used to confirm the accuracy of interview transcripts and interpretations with the participants.

RESULT AND DISCUSSION

Differential Educational Achievement by Religion

The learning outcomes of Muslim, Catholic and Protestant students at SMA Muhammadiyah Kalabahi have differences. This is seen from the point of view of worship for Muslim students at school, they are too lazy to follow Al-Qur'an and Hadith. Most students do not take Al-Qur'an subjects because they are unable to read the Al-Qur'an. Similarly, Catholic students are too lazy to worship, but during Catholic religious subjects, they are more active in participating in these subjects and they are also diligent in reading the Bible. Meanwhile, Protestant students are diligent in worshipping even when they go to school, they bring the Bible. During class hours, if the teachers do not come into the classroom, they read the Bible.

The results of interviews with Catholic students indicated that they rarely went to worship and lazy to read the Bible. Therefore, they have not been able to memorize chapters or verses even though their parents have tried to order them to go to worship. They do not need to go to worship because they spend more time playing with their friends than going to worship. Their parents have tried to tell them to go to worship but they have no desire to go to worship and during religious studies, the teacher tells them to read the Bible, but most students don't know how to read because they rarely read the Bible at home.

The results of interviews with Muslim students said that during religious subjects, namely the Al-Qur'an and Hadith, the teacher usually instructs students one by one to memorize and read the Al-Qur'an, but some students are not clear on what they are reading, so they rarely take part. Thus, it can be concluded that they can read the Qur'an but are not yet proficient in reading the Tajwid and Makhraj which are not appropriate,

while the teacher has tried to give the best to students who are still students who are lazy to study. They don't find out because they already feel they can read the newspaper, but apparently, they haven't, and they also rarely pray at school. They also don't care what the teacher says.

Several students said that they read regularly even though they were working. They are diligent in worship and do not forget to read the Qur'an even though during working because they are educated and advised by the teacher. Therefore, they become accustomed to praying, they often help others who are in trouble, and they also always respect the teacher. Meanwhile, some students are different from their friends because when studying religion, it is considered normal. After all, they have already read the Al-Qur'an or Al-Kitab.

Educational Achievement Based on Religion

The learning outcomes of students from Islam, Catholicism and Protestantism at SMA Muhammadiyah Kalabahi have increased, especially for students who are Muslim because this is based on the opinion of teachers who say their learning outcomes are very satisfying. It can be seen that the learning outcomes of Muslims reach 90.45% of the average score, students who are Catholics with an average score of 72.35%, and those who are Protestants have very low learning outcomes with an average score of 60.45%. These are caused by lazy students doing the assignments given by the teacher so student learning outcomes are still low with an average value of 6.25. It is determined by each teacher.

The learning process almost always gets a broad place in various disciplines related to educational efforts. Interviews with teachers show that differences in learning outcomes are also determined by the classroom. Some students are more active in class because the teacher often asks questions, and they are required to answer questions. There are students who are silent and do not want to answer questions. Students who have good learning outcomes are Muslim because they always do the assignments given by the teachers, and they are also serious about accepting the lesson, every time there is a teacher who asks questions, they are serious about doing it, and they also always respect good teachers.

Furthermore, interviews with sports teachers said that the difference in learning outcomes is very large because some had good learning outcomes, and some did not. Their average score meets the KKM, but teachers don't want to have students with bad grades, so they try their best to educate students well. Students do not need to learn even though the teacher has tried well. Some students don't have the desire to learn, so their learning outcomes are greatly decreased, but many students always listen to the teacher's advice, so their learning results are very good, they also always collect assignments, and they always follow the practice of making decorative flowers or frames.

The English teacher said that he tested three students, and the result was that the students were only able to memorize vocabulary. He saw that there were differences in learning outcomes between Muslim and Christian students. They quickly understand what the teacher explains in front of the class because it is always accompanied by examples of problems. The difference in learning outcomes is caused by Muslim students always getting good learning outcomes and getting high levels. While other religions also often get good grades, they are not continuous.

It can be concluded that differences in student learning outcomes are due to differences in religion. Students who have good learning outcomes or always get first place

are Muslim because they are always active in class and always do assignments given by the teachers. They also always follow the teacher's advice. Meanwhile, other students were lazy to do their assignments and they didn't want to hear what the teacher explained in front of the class. They always come out of class when class starts. Their teacher has tried as much as possible, but the students don't want to be serious in the lesson. So, from there their learning outcomes did not meet the KKM.

CONCLUSION

This study shows that there are differences in student achievement based on Islam, Catholicism, and Protestantism at SMA Muhammadiyah Kalabahi. Muslim students have very satisfying learning outcomes, and they also achieve one of the achievements when they take part in OSN/science competitions. The first won in the local chemistry competition. Catholic and Protestant students have very low learning outcomes, but they take part in arts competitions in national levels, and they got several achievements.

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