

# **The Influence of Students' Religiosity, Critical Attitude, and Creativity on Self-Concept during Hybrid Learning**

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## **Abstract:**

*This study aimed to see the influence of students' religiosity, critical attitude, and creativity on self-concept. It was a survey research with quantitative approach. 184 junior high school students consisting of 124 females and 60 males participated as the sample of this study. For data collection, it used questionnaires that contained 40 items. The result showed that: 1) students' religiosity influenced their self-concept; 2) students' religiosity had no indirect influence on self-concept through their creativity; 3) students' critical attitude had no indirect influence on self-concept through their creativity; 4) students' creativity had no influence on their self-concept; 5) students' religiosity influenced their critical attitude during hybrid learning. Therefore, teachers were expected to encourage and develop students' creativity and critical attitude although these two characters had no direct influence on students' self-concept. Hybrid learning with technology integration could be implemented comprehensively.*

**Keywords:** *Religiosity, Critical Attitude, Creativity, Self-Concept*

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Date of Submission: 28-05-2022

Date of Acceptance: 10-06-2022

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## **I. Introduction**

Education is a complex activity, through which interactions between more than one individuals and particular strategies as well as methods happen in order to seek for knowledge, understanding, and behavior alteration (Brata & Mahatmaharti, 2020; Kemendikbud, 2020; Landa-Blanco & Cortés-Ramos, 2021; Utomo et al., 2018, 2017). Learning process may never be separated from education as, basically, every individual will keep learning for the rest of their life. It means, they will never stop learning since every single problem they encounter in life requires them to learn and seek for solutions. Students do the same thing in class. They must encounter various problems to develop their thinking in order to seek for alternative solutions. Hence, schools give various subject matters integrated to technology to develop students' competences and skills for life.

The Strategic Plan of Education and Culture Ministry in 2020-2024 has been focusing on creating Pancasila Student profile. The Ministry has a commitment that every student should have global proficiency and behave in accordance to the values of Pancasila. The value of Pancasila student profile comprises some characters including being faithful and pious to The Only God, as well as having noble behaviors, global diversity, mutual cooperation, creativity, critical thinking, and independence. Every unit of education is expected to develop the values of Pancasila student profile to every student. Some studies (Brata et al., 2022; Darihastining et al., 2021) suggest that, in order to support the ministry's strategic education plan, it needs an appropriate learning model that corresponds to current situations of during and after Covid-19 pandemic. Hybrid learning is one of the options.

Every school obviously delivers a subject matter of religiosity that corresponds to the objectives of learning, which focuses on religion. Religious behavior is more related to oneself, apart from other some factors related to others (Brata et al., 2022; Mirascieva et al., 2011; Niculescu & Norel, 2013). This behavior needs to be embedded into students since early stage. Referring to Pancasila student profile, religious character is classified into some dimensions including 1) being religious to religion, oneself, and others; 2) being religious to nature; 3) being religious to nation.

Being critical is an activity to gain particular goals by applying skills and cognitive strategies (Landa-Blanco & Cortés-Ramos, 2021; Manea, 2014). An individual needs to go through a process to achieve their goals by considering any possible problems they may encounter, seeking for any alternative solutions to cope with the problems, seeking for any possible settlement for making decisions. Studies (Altintas & Ozdemir, 2012; Arslan, 2012; Croitoru & Munteanu, 2014) argue that students need to develop a character of being critical to have reasonable thinking and select the best options for themselves, especially the solution they may take. The elements of being critical involve collecting and processing information and ideas, analyzing and evaluating them, reflecting any thoughts and the process of thinking before finally making conclusion.

The value of Pancasila student profile related to the alteration of learning model which tends to be integrated to technology is creativity. This value needs to be developed extensively due to current adequate facilities. A study (Brata et al., 2022) found three elements of creativity, which were making genuine thoughts, creating works, and taking original actions. Making genuine thoughts is very necessary for students in hybrid learning since they will not be supervised by their teacher, and thus, they should be directed to be familiar with creating and developing their genuine ideas autonomously.

Self-concept is a thorough perception of oneself. Studies (Perinelli et al., 2022; Roth et al., 2022) defined self-concept as any of things related to ideas, thoughts, conviction, perspective, and judgment from others to oneself. Hence, experiences may build an individual's self-concept, in particular to their ideas and perspectives. In other words, self-concept plays an important role that every individual should develop since it is not a congenital factor. One element of self-concept is interaction between human being. Furthermore, it is a kind of reciprocal process that results from interactions with others. Besides, it is also related to social status which is more dominant to build one's behaviors. Moreover, self-concept is also never apart from religion and race. Some studies (Landa-Blanco & Cortés-Ramos, 2021; Perinelli et al., 2022) found that an individual with positive self-concept was likely to have positive surroundings, social status, and religion as well, and the vice versa. Therefore, self-concept can be identified from the perception of physical, psychological, and social characteristics.

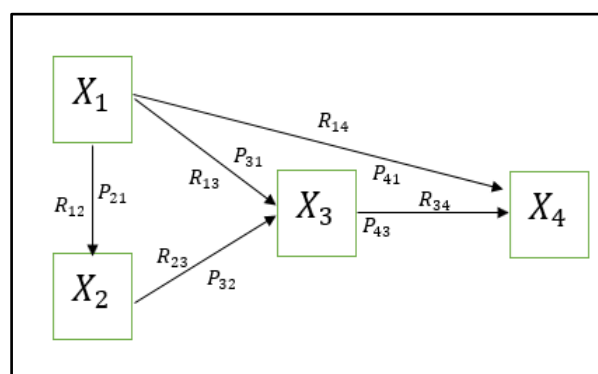
Considering this issue, the authors were inspired to see the influence of students' religious, critical, and creative characters on their self-concept. In addition, it would be linked to hybrid learning, which most teachers currently implement.

## II. Material and Methods

This study was a survey research with quantitative approach. The author would present a phenomenon based on what they found from respondents by utilizing a validated instrument. The research was conducted at 3 cities in Indonesia – Jombang, Mojokerto, and Gresik-, particularly to junior high school students who had been implementing Hybrid Learning. By applying cluster random sampling technique, 184 students that consisted of 124 females and 60 males were collected.

This study used primary data that referred to 4 variables collected by applying an expert-validated instrument. The first variable was religiosity that consisted of 5 elements including: religious behavior, personal behavior, behaviors to others, behaviors to nature, and behaviors to nation. The second variable was critical attitude that consisted of 4 elements including collecting and processing information and ideas, analyzing and evaluating reasonable thoughts, reflecting the thoughts and the process of thinking before finally making conclusion. The third variable was creativity that consisted of 3 elements including making genuine ideas, creating works, and taking original actions. Last, the fourth variable was self-concept that consisted of perception of physical, psychological, and social characteristics. The total items of those variables were 40 questions.

The characteristic of this study was survey research. Hence, the research procedure was designing instrument and asking an expert for validation. It was because the presence of researcher during the process of research is not a must in a survey research. Therefore, the instrument must be valid and reliable for data collection in order to show the real condition to be studied. The validated instrument was distributed to the respondents through a link of Google form, and the collected result would be tabulated and analyzed. However, before conducting any data analysis, the collected data should be tested on its normality and linearity. This study used a path analysis under a condition that 'a path is considered significant if the coefficient score was  $> 0,5$ '. Additionally, to give more comprehensive illustration of path analysis, the research constellations was as follow.



Note:

$X_1$  = Religious Character

$X_2$  = Being Critical  
 $X_3$  = Being Creative  
 $X_4$  = Self-Concept

### III. Result

The result of survey from 184 respondents dealing with the influence of religious, critical, and creative characters on self-concept during hybrid learning was displayed on Table 1, as follow.

**Table 1: Descriptive Statistic**

		Religious	Critical	Creative	Self-Concept
N	Valid	184	184	184	184
	Missing	0	0	0	0
Mean		81,2300	71,8130	65,8500	82,9300
Median		80,3100	78,9045	70,1254	75,2390
Mode		83,00	81,00	70,00	80,00
Std. Deviation		8,78543	11,43562	7,34760	8,15689
Variance		78,765	89,123	92,740	81,900
Minimum		67,00	60,00	34,00	70,00
Maximum		132,00	112,90	78,00	82,00
Sum		8769,00	8934,00	6732,00	8182,00

According to Table 1, the descriptive analysis showed that the students' religious behavior during hybrid learning was classified into good category. This could be seen from its both median and modus scores which were less than its mean score. Similarly, students' critical behavior during the learning process was positive since its median and modus scores were all less than its mean. Moreover, students' creativity during hybrid learning could be classified into good category since its median and modus scores were less than its mean. In addition, the score for students' self-concept during hybrid learning was classified into quite good category since its median and modus were less than its mean score. Overall, students' behavior was still in good category.

#### Analysis Requirement Test

To fulfill the requirement of data analysis, the collected data should be at first gone through a test of normality. The result of normality test was displayed on Table 2, as follow.

**Table 2: Result of Normality Test**

		Religious	Critical	Creative	Self-Concept
N		184	184	184	184
Normal Parameters <sup>ab</sup>	Mean	81,2300	71,8130	65,8500	82,9300
	Std. Deviation	8,78543	11,43562	7,34760	8,15689
Most Extreme Differences	Absolute	,243	,135	,139	,124
	Positive	,121	,120	,182	,141
	Negative	-,243	-,135	-,139	-,124
Kolmogorov-Smirnov Z		2,125	1,754	1,290	1,320
Asymp. Sig. (2-tailed)		,000	,021	,013	,017

- a. Test of normal distribution
- b. Calculated from data

Looking into Table 2, which used SPSS 2.4 for calculation, it showed that the entire significant score was  $< 0,05$ . And thus, it concluded that the collected data was not normally distributed. Hence, non-parametric statistical analysis was applied to establish the coefficient correlation between variables including religiosity, critical attitude, creativity, and self-concept.

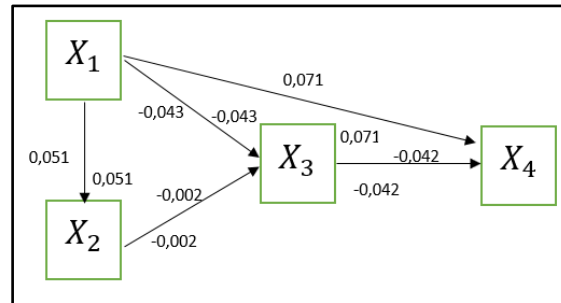
#### Kendal' Tau Correlation

As the collected data was not normally distributed, it needed to use Kendal's Tau Correlation to calculate the correlations between variables. The result of calculation using Kendal's Tau Correlation was displayed on Table 3, as follow.

**Table 3: Recapitulation of Calculation by Kendal's Tau Correlation**

Correlation	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>
X <sub>1</sub>	1	0,051	-0,043	0,071
X <sub>2</sub>	0,051	1	-0,002	0,052
X <sub>3</sub>	-0,043	-0,002	1	-0,042
X <sub>4</sub>	0,071	0,052	-0,042	1

Looking into Table 3, a concept of linear equation with matrix was used. Thus, each of the path coefficients on every variable was displayed as follow.



**Testing Hypotheses (Inferential Analysis)**

This study applied an inferential analysis. In general, *index of Path coefficient/path weight* referred to the coefficient of standardized regression. In other words, the regression of every variable was in the form of z-core. Next, *disturbance terms* referred to any residual error which amount was equal to (1-R<sup>2</sup>). This was useful to calculate the remaining effects of other factors on an exogenous variable. *Significance and Goodness of Fit* aimed to test every coefficient by using t-test and F-test. In this case, it was useful to calculate the compatibility of a model if the *chi-square* with P was > 0,05 and RMSEA > 0,05. Hox dan Bechger (2002) suggested that only if *Goodness of Fit* with *chi-square* and *p-value* was more than 0,05, it considered that SEM Model corresponded to empirical data.

Next, the category of testing the hypotheses claimed that, in general, a path or combination of some paths was considered significant if and only if the score of the path coefficient was more than 0,05. The result of hypotheses test of each variable was described as follow.

**1. Testing Hypothesis 1**

Testing hypothesis 1 aimed to see the influence of religious character on students' self-concept during hybrid learning. Hypothesis 1 was as follow.

H<sub>0</sub> : Religious character had no direct influence on self-concept.

H<sub>1</sub> : Religious character brought direct influence on self-concept.

Based on the diagram above, it found that the correlational coefficient between X<sub>1</sub> and X<sub>4</sub> was 0,071 and influential coefficient between X<sub>1</sub> dan X<sub>4</sub> showed by P<sub>41</sub> was 0,071. This result indicated that H<sub>0</sub> was not supported while H<sub>1</sub> was supported since P<sub>41</sub> > 0,05. In other words, a path from X<sub>1</sub> to X<sub>4</sub> was significant, and thus, it concluded that religious character brought influence on students' self-concept during their hybrid learning.

**2. Testing Hypothesis 2**

Testing hypothesis 2 aimed to see the influence of religious character on self-concept through students' creativity during hybrid learning. Hypothesis 2 was as follow.

H<sub>0</sub> : Students' religious character had no indirect influence on self-concept through their creativity.

H<sub>1</sub> : Students' religious character had indirect influence on students' self-concept through their creativity

Based on the diagram above, it found that the correlational coefficient between X<sub>1</sub> and X<sub>3</sub> was (-0,043) and influential coefficient of P<sub>31</sub> was (-0,043). Furthermore, the correlational coefficient between X<sub>3</sub> and X<sub>4</sub> was (-0,042) while the influential coefficient of P<sub>43</sub> was (-0,042). Next, indirect influence of X<sub>1</sub> on X<sub>4</sub> through X<sub>3</sub> was as follow.

$$P_{31} \cdot P_{43} = (-0,043) \cdot (-0,042) = 0,001806$$

Since  $P_{31} \cdot P_{43} < 0,05$ , it concluded that  $H_0$  was supported while  $H_1$  was not supported. The path from  $X_1$  to  $X_4$  through  $X_3$  was considered non-significant. In other words, students' religious character did not bring any indirect influence on self-concept through their creativity during hybrid learning.

### 3. Testing Hypothesis 3

Testing hypothesis 3 aimed to see whether or not students' critical attitude brought direct influence on self-concept through their creativity during Hybrid learning. Hypothesis 3 was as follow.

$H_0$ : Students' critical attitude had no indirect influence on self-concept through their creativity.

$H_1$ : Students' critical attitude had indirect influence on self-concept through their creativity.

Based on the diagram above, the correlational coefficient between  $X_2$  and  $X_3$  was (-0,002) and influential coefficient of  $P_{32}$  was (-0,002). The correlational coefficient between  $X_3$  and  $X_4$  was (-0,042) while influential coefficient of  $P_{43}$  was (-0,042). Next, indirect influence of  $X_2$  on  $X_4$  through  $X_3$  was as follow:

$$P_{32} \cdot P_{43} = (-0,002) \cdot (-0,042) = 0,000084$$

Since  $P_{32} \cdot P_{43} < 0,05$ , it concluded that  $H_0$  was supported while  $H_1$  was not supported. The path from  $X_2$  to  $X_4$  through  $X_3$  was considered non-significant. In other words, students' critical attitude did not bring any indirect influence on self-concept through their creativity during hybrid learning.

### 4. Testing Hypothesis 4

Testing hypothesis 4 aimed to see whether or not students' creativity brought indirect influence on their self-concept during hybrid learning. Hypothesis 4 was as follow.

$H_0$ : Students' creativity had no direct influence on their self-concept.

$H_1$ : Students' creativity had direct influence on their self-concept

Based on the diagram above, the correlational coefficient between  $X_3$  and  $X_4$  was (-0,042) and the influential coefficient between  $X_3$  and  $X_4$  showed by  $P_{43}$  was (-0,042). Since  $P_{43} < 0,05$ ,  $H_0$  was supported while  $H_1$  was not supported. In other words, the path from  $X_3$  to  $X_4$  was non-significant, indicating that students' creativity had no influence on their self-concept during hybrid learning.

### 5. Testing Hypothesis 5

Testing hypothesis 5 aimed to see whether or not students' religiosity influenced their critical attitude during hybrid learning. Hypothesis 5 was as follow.

$H_0$ : Students' religiosity had no influence on their critical attitude.

$H_1$ : Students' religiosity had influence on their critical attitude.

Based on the diagram above, the correlational coefficient between  $X_1$  and  $X_2$  was 0,051 and the influential coefficient between  $X_1$  and  $X_2$  showed by  $P_{21}$  was 0,051. Since  $P_{21} > 0,05$ ,  $H_0$  was not supported while  $H_1$  was supported. In other words, the path from  $X_1$  to  $X_2$  was considered significant, and thus, students' religiosity influenced their critical attitude during hybrid learning.

## IV. Discussion

Based on the result of analysis, it found that students' religious character influenced their self-concept during hybrid learning. Besides, positive and significant influence was found between religiosity and self-concept. It indicated that students' religious character which referred to their behaviors to others played an important role that was the effect of internal factor. Behaviors to nature and nation also had huge contribution as the effect of external factor. Building religious character should also be supported by family and surroundings, and thus, it might influence students' behavior in class, their society, and even the process of learning (Landa-Blanco & Cortés-Ramos, 2021; Manea, 2014). In line with hybrid learning that required students to always learn autonomously and complete any instructional tasks individually without any direct supervision from their teachers, students' religious character played an important role to make them keep honest.

The calculation of hypothesis 2 resulted that no indirect influence was found between students' religious character and self-concept through their creativity during hybrid learning. On the other side, looking into the result of calculation in partial way, creativity indeed had no significant influence on self-concept, and vice versa. However, students' creativity could be influenced by other factors as the result of their habits and explorations (Brata et al., 2022; Bui et al., 2020; Darihastining et al., 2021; Roth et al., 2022). Students' creativity in various aspects could also be identified from external factors such as family, schoolmates, and teachers in class.

Next, based on the calculation of hypothesis above, it found that students' critical attitude did not have any indirect influence on self-concept through their creativity during hybrid learning. It indicated that students'

self-concept did not depend on either critical attitude or creativity, as both of them could be influenced by external factors (Croitoru & Munteanu, 2014; Perinelli et al., 2022). Teachers played an important role to develop students' creativity and critical attitude in class. Hybrid learning indeed had chance to construct students' creativity through technology integration. The implementation of hybrid learning combined with technology could definitely provide unlimited insights for students.

## V. Conclusion

Some variables including religious character, critical attitude, creativity, and self-concept had been analyzed. For hypothesis 1, it found that  $P_{41} > 0,05$  which indicated that religious character influenced students' self-concept. Towards hypothesis 2, it found that  $P_{31} \cdot P_{43} < 0,05$ , which indicated that religious character had no indirect influence on students' self-concept through their creativity. Towards hypothesis 3, it found that  $P_{32} \cdot P_{43} < 0,05$ ; indicating that students' critical attitude did not bring any indirect influence on their self-concept through creativity. Towards hypothesis 4, it found that  $P_{43} < 0,05$  indicating that creativity did not bring any influence on students' self-concept. Towards hypothesis 5, it found that  $P_{21} > 0,05$  indicating that religious character influenced the critical attitude of junior high school students during their hybrid learning.

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Diah Puji Nali Brata, et. al. "The Influence of Students' Religiosity, Critical Attitude, and Creativity on Self-Concept during Hybrid Learning." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(03), (2022): pp. 27-32.