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The Relationship between Islamic Religious Education and the Formation of Morals in Students

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The Relationship between Islamic Religious Education and the Formation of Morals in Students

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ABSTRACT

Family, community and government, through guidance, teaching, and training activities, which take place in school and out of school for life, the aim is to be able to help in life and improve and optimize their potential and talents. The study aims to determine how the condition of Islamic religious education and moral formation in students at SMK Negeri 2 Surabaya. The research design uses a quantitative research approach with a descriptive correlational method. The results of this study found that the results of the simple linear regression test have proven that there is an influence between Islamic religious education and student character using the results of calculations that have been made to get a linear regression value $Y = 49.116 + 0.108X_1 + e$, sig. Level $0.000 < 0.05$ (alpha value), the conclusion is that there is an influence between Islamic religious education and student character and the test results of the coefficient of determination (R^2) obtained the coefficient of determination (R square) = 0.782. This means that 78.2% of student character formation variables can be explained by the influence of Islamic religious education while the remaining 28.2% is explained by other variables not proposed in this study.

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INTRODUCTION

Education is a conscious effort made by families, communities and governments, through guidance, teaching, and training activities, which take place in schools and outside of schools for life, the goal is to be able to help in their lives and improve and optimise their potential and talents. (Alimron et al., 2023)

Education is something that cannot be denied, in fact it is the right of all citizens, with regard to this, in the Constitution of the Republic of Indonesia Article 31 paragraph (1) it is expressly stated that; 'Every citizen has the right to receive teaching.' (Arisca et al., 2020) The objectives of national education are stated in the Law on Education, 2020) The purpose of national education is stated in the Republic of Indonesia Law No. 20 of 2003 Article 3 aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative independent, and become democratic and responsible citizens. (Fauzi et al., 2023)

Religious education is an important part in the formation of human morals. (Ballanie et al., 2023) To make it easier to form these morals, it should be done in an organised manner so that the expected goals can be achieved, including with formal education. (Syarnubi et al., 2019) As one of the educational objectives listed in law number 20 of 2003 is to have noble character, every educational institution should make the formation of these morals a very important part of the implementation

process, namely by learning religious education because one of the material elements of religious education is morals. (Ali & Syarnubi, 2020)

The field of education is obliged to realise students who excel in the field of knowledge and character. (Malta, Malta, Syarnubi Syarnubi, 2022) However, the character of students is still a major problem that requires improvement and the role of all aspects of education. Students' character problems can generally be seen from their attitudes and behaviour, such as lack of manners, brawls, bullying, viewing pornographic images, skipping classes, lying and the like. (Sari et al., 2020) One of these conditions show that knowledge alone is not enough to have an impact on changing students' behaviour. (Fitriyani et al., 2020) This is because the implementation of learning leads to changes in students' behaviour. (Febriyanti et al., 2022) The failure of Indonesian education in producing humans with character is in line with the opinion of Ketut Sumarta, who revealed that national education focuses on thinking intelligence and ignores taste intelligence, moral intelligence, and inner intelligence. (Syarnubi Syarnubi, 2022)

The essence of education is to foster students as individuals with beliefs, ethics, and creativity in fostering the ability to analyse, evaluate and find information and knowledge independently and actively in social activities. (Harto Kasinyo, 2018) Character education is an important need for Indonesia. (Syarnubi, 2020) Information openness, globalisation, which is all digital, anyone can obtain knowledge without a teacher. (Nurrahman et al., 2021) This is a big challenge, one of which is character. (Hartati et al., 2022)

Islam is a complete religion in life, not least from the aspects of worship, creed and morals. (Syarnubi, 2023) This perfection clearly shows that Islam is a religion that not only emphasises spirituality alone but even covers all of life. (Syarnubi, Fauzi, et al., 2023) However, this perfection shows that Islam is a religion that does not only emphasise spirituality, but also covers all of life. (Sutarmizi & Syarnubi, 2022) Likewise for a Muslim, we need to always muhasabah and recognise all the shortcomings and weaknesses to regulate the steps of Islamising ourselves, society and the whole of nature. (Syarnubi Syarnubi, 2016)

Learning Islamic religious education trains students who believe in the devotion of Allah SWT, are pious, have noble character (noble character), and have good Islamic knowledge, especially the sources of other Islamic teachings and principles. (Syarnubi, 2019) Research in various disciplines and subject matter can be used without being obsessed with the possible adverse effects of these sciences and subjects. Islamic religious education not only guides students to acquire various Islamic studies, but also emphasises Islamic religious education, which is a way for students to acquire Islamic studies and practice them in daily life in society. (Syarnubi Syarnubi, 2019)

Therefore, according to the Islamic point of view, moral values are part of the religion of Islam itself. (Wulandari et al., 2021) In fact, in Islam, the human being with the highest status is the human being with the noblest morals and the highest character of taqwa. (Sukirman, Masnun, et al., 2023) Apart from understanding, appreciating and practicing morals, Muslims are encouraged to practice noble manners in life. This is because every thing has its content and form. (Syarnubi et al., 2022) In morals, among the content is adab, while the essence form is faith and piety. This means that when mentioning the concept of morals, it directly touches noble manners. (Yanti et al., 2021)

In conclusion, the moral aspect is highly emphasised in Islam, in fact it is part of the religion of Islam itself. To maintain a harmonious life, emphasis on the religious and spiritual angle is very important, especially in emphasising faith based on tawhid to Allah s.w.t.. This is because the strength or weakness of a person's faith can be measured and known from his moral behaviour. Strong faith will create good and noble morals, while weak faith creates bad and vile morals.

Akhlaq is a very important thing that plays a role as a level marker in the development of a civilization. (Syarnubi, Alimron, et al., 2023) There are many factors that cause moral collapse among Muslim adolescents. (Sukirman, Baiti, et al., 2023) Family institutions that practice a way of life that does not emphasise religious education and busy working parents are also factors in the moral decline of adolescents. Today's parents prioritise the worldly by educating their children based on technology rather than the teachings of Islam. Therefore, these teenagers will be swept up in their world and subsequently born with disrespect for their parents, behave wildly, immorally and

subsequently go astray and choose the path to ugliness. In addition, parents who lack religious knowledge will make them less responsible for their children even though educating children is a heavy mandate and needs to be done as well as possible.

This is in line with the results of research conducted by Permana which states that learning Islamic religious education at MI Nurul Huda has been running effectively and efficiently, the methods and media used can increase student interest and increase student confidence about Islam. Thus Islamic religious education has a significant influence on the morals of MI Nurul Huda students.

Based on the results of initial observations by distributing problem checklists to students and interviews with supervising teachers and homeroom teachers, especially at SMK Negeri 2 Surabaya, it is known that SMK Negeri 2 Surabaya is currently still far from the school's expectations in applying Islamic values. This is evidenced by the fact that there are still many students who behave in a way that does not reflect the teachings of Islam even though religious and aqidah akhlak learning has been carried out in the classroom. For example, there are still many students who skip class, smoke in school, say bad words, dress untidily, lack respect for teachers, and more surprisingly, almost some male students who at the time of dhuhur prayer they carefree leave the dhuhur jama'ah prayer and choose to gather with their friends in the canteen or in a place far from the school's monitoring. Ideally, they should take full advantage of their learning opportunities at school to do more positive things and provide their best work for themselves, their families, schools, and the nation. But in reality it is very far from the expectations that have been aspired to.

Based on the description above, the problem formulation in this study is how the condition of Islamic religious education variables and the formation of student morals and whether there is a relationship between Islamic religious education on the formation of morals in students at SMK Negeri 2 Surabaya.

RESEARCH METHODS

Types and Analysis of Research

The research aims to find out the relationship between Islamic religious education and the formation of morals in students. The research design used in this study uses a quantitative research approach with a descriptive correlational method. Furthermore, descriptive research is a method of examining the status of a human group, an object, a condition, a system of thought, or an event in the present that aims to explain or explain an event systematically, factually, and accurately..(Misyruidah et al., 2017) While correlational research aims to analyse and determine whether there is a relationship between two or more variables.

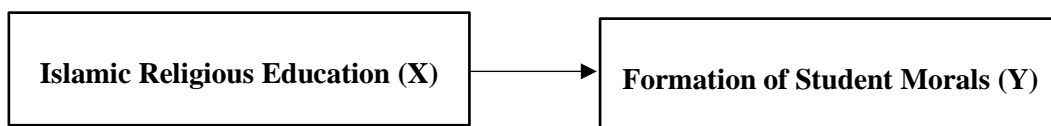


Figure 1. Research Framework

The data analysis technique used is simple linear regression analysis. To find out how the two variables influence, researchers use simple linear regression analysis techniques. Linear regression analysis can be used to determine changes in influence that will occur based on the influence that exists in the previous time period. To find out the extent of the estimated influence between Islamic religious education (X) and the formation of morals in students (Y) is done with a simple linear regression formula, which is as follows:

$$Y = a + bX + e \dots\dots\dots(1)$$

Description:

- Y = Dependent Variable (Moral formation in students)
- X = Independent Variable (Islamic religious education)
- a = regression constant number for X = 0 (y value when x is zero)

b = Regression direction coefficient which shows the number of increases or decreases in variable Y when it increases or decreases by 1 unit

Population and Sample Research

The population and sample in this study are primary data sources collected through questionnaires so that they can be analysed and find out the results of the findings. Population is a group or group of objects that are the target of research. (Hawi & Syarnubi, 2018) Population determination must be guided by research objectives and problems. Students who will be targeted as research samples use an error tolerance of 5% (0.05). To calculate the determination of the number of samples from a certain population developed, the sampling uses the Slovin formula The sampling calculation uses the Slovin formula as follows:

$$n = \frac{N}{N \cdot (d^2) + 1} \dots \dots \dots (2)$$

Description:

n : Sample Size

N : Population

d : The real level or tolerance of error

$$n = \frac{133}{133 \cdot (0,05^2) + 1}$$

$$n = \frac{133}{133 \cdot (0,0025) + 1}$$

$$n = \frac{133}{1.33}$$

$$n = 100 \text{ siswa}$$

So, based on the results of the sample calculation using the Slovin formula above, a sample of 100 students can be taken as research respondents.

Types and Data Collection Techniques

The questionnaire used is a closed questionnaire type, which is a questionnaire that has provided alternative answers for respondents. This study uses a Likert scale as a reference for taking instruments. The Likert scale is a tool for measuring the attitudes, opinions, and perceptions of a person or group of people regarding a social phenomenon. The Likert scale used in this study has five ranges, namely:

The research questionnaire used in each of these research variables can be seen in the table below:

- Strongly agree 5
- Agree 4
- Undecided 3
- Disagree 2
- Strongly Disagree 1

Adapun angket penelitian yang digunakan pada masing-masing variabel penelitian ini dapat di lihat pada tabel di bawah ini:

Table 1. Research Variable Matrix

Variable	Indicator	Reference
Formation of student morals (Y)	Students' morals to the teacher Nata	Nata (2016:11)
	Students' morals to friends	
	Students' morals in participating in religious activities at school	
	Efforts of PAI teachers in shaping student morals Islamic Religious Education	
Islamic Religious Education (X)	PAI learning materials	Azyumardi (2001:6) Referensi
	PAI learning method	
	Student interest in participating in PAI lessons	

Variable	PAI learning evaluation	
	Indicator	

Data Quality Test

a. Validity and Reliability Test

The validity test is used to measure whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. This validity test can be done by using the correlation between the score of each question item with the total score of the construct or variable and after submitting a hypothesis then test by comparing r count (table corrected item total correlation) with r table (product moment table with a significant 0.05) for degree of freedom ($df = n - k$) a questionnaire is said to be valid if r count and r table are positive. Meanwhile, the reliability test is a value that shows a measuring instrument in measuring existing symptoms. The reliability test used in this study is the Cronbach Alpha technique. An instrument is said to be reliable if the reliability coefficient is greater than 0.60.

The results of the research instrument validity test can be seen in the following table:

Table 2. Research Instrument Validity Test Results

Statement Items	Value r table	Value r count	Description
X.1	0.1654	0.363	Valid
X.2	0.1654	0.097	Invalid
X.3	0.1654	0.212	Valid
X.4	0.1654	0.331	Valid
X.5	0.1654	0.253	Valid
X.6	0.1654	0.266	Valid
X.7	0.1654	0.320	Valid
X.8	0.1654	0.315	Valid
X.9	0.1654	0.488	Valid
X.10	0.1654	0.058	Invalid
X.11	0.1654	0.280	Valid
X.12	0.1654	0.218	Valid
X.13	0.1654	0.352	Valid
X.14	0.1654	0.302	Valid
X.15	0.1654	0.417	Valid
X.16	0.1654	0.499	Valid
X.17	0.1654	0.448	Valid
X.18	0.1654	0.256	Valid
X.19	0.1654	0.503	Valid
X.20	0.1654	0.241	Valid

Source: Data analysis (2024)

Based on the table above, it can be concluded that out of a total of 20 statement items on variable X, there are 2 invalid items so that the statement item is not suitable for use as a statement in the research conducted. So it is necessary to delete statement items in the research conducted. This is evidenced by the value of $r_{hitung} < r_{table}$, namely 0.097, and $0.058 < 0.1663$.

Then for the results of the validity test on variable Y can be seen in the following table:

Table 3. Results of the Validity Test of Research Instrument Variable Y

Statement Items	Value r table	Value r count	Description
Y.1	0.1654	0.388	Valid
Y.2	0.1654	0.348	Valid
Y.3	0.1654	0.323	Valid
Y.4	0.1654	0.341	Valid

Statement Items	Value r table	Value r count	Description
Y.5	0.1654	0.231	Valid
Y.6	0.1654	0.240	Valid
Y.7	0.1654	0.336	Valid
Y.8	0.1654	0.402	Valid
Y.9	0.1654	0.473	Valid
Y.10	0.1654	0.473	Valid
Y.11	0.1654	0.377	Valid
Y.12	0.1654	0.260	Valid
Y.13	0.1654	0.289	Valid
Y.14	0.1654	0.296	Valid
Y.15	0.1654	0.179	Valid
Y.16	0.1654	0.294	Valid
Y.17	0.1654	0.206	Valid
Y.18	0.1654	0.298	Valid
Y.19	0.1654	0.390	Valid
Y.20	0.1654	0.294	Valid

Source: Data analysis (2024)

Based on the table above, it can be concluded that from a total of 20 statement items on variable Y, all statement items are said to be valid. This is evidenced by the value of $r_count > r_table$, which is > 0.1654 .

Then for the output of the reliability test results on the independent and dependent variables in this study can be seen in the following table:

Table 4. Reliability Test Results

Variable	Value Cronbach Alpha SPSS	Value Cronbach Alpha (0.60)	Description
Islamic Religious Education (X)	0.66	0.60	Reliable
Moral Formation (Y)	0.65	0.60	Reliable

Source: Data analysis (2024)

Based on the results of the SPSS analysis on the reliability component, it can be seen that the two variables in this study can be said to be reliable or reliable because the Cronbach alpha value owned by each variable is > 0.60 .

Classical Assumption Test

Normality Test

The normality test aims to test whether in the regression model, the residual variables have a normal distribution, a reliable graphical method is to look at the normal probability plot which compares the cumulative distribution. The normal distribution will form a straight diagonal line,

and the residual data plot will be compared with the diagonal line, if the data spreads around the

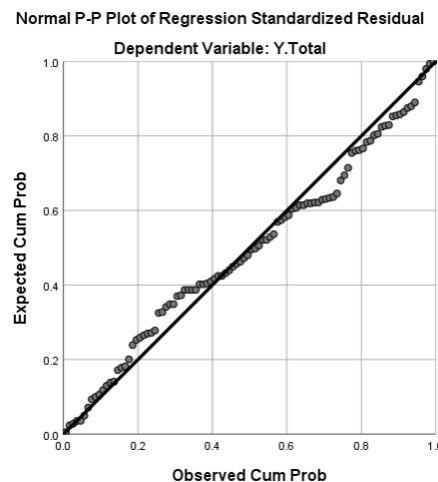


Figure 2. Normality Output
Source: Data processing (2024)

diagonal line, the regression model fulfils the normality assumption.

Autocorrelation Test

strength of the relationship between two or more variables. The direction is expressed in the form of positive and negative relationships, while the strength or weakness of the relationship is expressed in the magnitude of the correlation coefficient. The correlation coefficient (r) shows the degree of correlation between the independent variable and the dependent variable. The correlation coefficient value must be within the limits of -1 to +1 ($-1 < r \leq +1$) which results in several possibilities, including (a) A positive sign indicates a positive correlation in the variables tested, which means that any increase and decrease in X values will be recognised with an increase and decrease in Y .

Related to the output results of the autocorrelation test can be seen in the following table:

Table 1. Autocorrelation Results

Variable	Value Durbin-Watson	dL	dU
Islamic Religious Education (X) * Moral Formation (Y)	1.796	1.6540	1.6944

Source: Data analysis (2024)

Based on the table above, it is known that the Durbin-Watson value of 1.796 is greater than the upper limit (dU) of 1.6540 and less than (4-dU) 1.694. So as the basis for decision making in the durbin-watson test above, it can be concluded that there are no problems or symptoms of autocorrelation. Thus, the multiple linear regression analysis for the research hypothesis test above can be continued.

Descriptive Analysis of Research

Descriptive statistics are statistics used to analyse data by describing or describing the data that has been collected. This analysis describes the sample data that has been collected without making general conclusions and generalisations. Descriptive analysis here is used to describe the condition of the Islamic Religious Education and Moral Formation variables.

Determination of the classification of work motivation, organisational commitment, and employee performance is determined using the calculation of the percentage and frequency of respondents' answers to questionnaire items on each variable. The following is how to calculate the percentage and frequency of respondents' answers:

$$P = \frac{f}{N} \times 100\% \dots \dots \dots (3)$$

Description:

P: Percentage

f: frequency (number of respondents who answered)

N: total number of respondents

The criteria for each variable are determined by determining the length of the interval class using the following formula.

$$\text{Interval class length} = \frac{\text{Highest expected score} - \text{lowest expected score (r)}}{\text{Number of interval classes (k)}} \dots\dots\dots (4)$$

Hypothesis Testing

Partial t test

The t test basically shows how far the influence of explanatory or independent variables individually in explaining the variation in the dependent variable. In hypothesis testing using this two-party test (two tails), the provision applies that if the calculated t price is in the Ho acceptance area or lies between the t table prices, then Ho is accepted and Ha is rejected. Thus, if the calculated t price is smaller or equal to the t table price, Ho is accepted. The calculated t price is an absolute price, so it is not seen (+) or (-).

The basis for decision making is (a) Ho: $b_1 = 0$, if the probability value is greater than 0.05 then Ho is accepted or Ha is rejected, this means stating that the independent or independent variable has no individual influence on the dependent or dependent variable and (b) Ha: $b \neq 0$, if the probability value is smaller than 0.05 then Ho is rejected or Ha is accepted, this means stating that the independent or independent variable has an individual influence on the dependent or dependent variable.

Determination Test (R^2)

The coefficient of determination R^2 essentially measures how far the model's ability to explain variations in the dependent / dependent variable (Consumer Satisfaction). The coefficient of determination is between zero (0) and one (1). A small R^2 value means that the ability of the independent variables to explain the variation in the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict variations in the dependent variable..

RESEARCH RESULTS AND DISCUSSION

1. Analysis of Respondent Characteristics

Characteristics of Respondents Based on Gender

Table 2. Output of respondent characteristics by gender

Gender	Total	Percentage %
Male	79	74.5
Female	21	25.5
Total	100	100

Source: Data analysis (2024)

Based on table 6, it can be explained that most of the respondents in this study were men, namely 79 people (74.5%), while 21 women (25.5%). Based on this, it can be seen that the ratio between male and female respondents is much different.

2. Descriptive Analysis of Variables

A. Multiple Linear Regression Analysis

Simple regression analysis aims to determine the effect of a variable on other variables. In regression analysis, an influencing variable is called a free variable or independent variable, while the influenced variable is called a related variable or dependent variable. If the regression equation has only one independent variable with one related variable, it is called a simple regression equation. If there is more than one independent variable, it is called a multiple regression equation. In simple regression we can find out how much a change in an independent variable can affect a related variable.

Table 3. Description of Peer Data (X)

Model	B	t	Sig
Constant	49.552	11.300	0,000
X1 → Y	0.108	1.108	0,000

Source: Data analysis (2024)

The results of multiple linear regression analysis based on table 8 above produce a simple linear regression formula as follows:

$$Y = a + \beta_1 X_1 + e$$

$$Y = 49.552 + 0.108 X_1 + e$$

(sig.0,000 (sig.0,000))

The results of the analysis can be interpreted as follows:

- 1) The constant value of the above equation is 49.552, this figure indicates that if X1 (Islamic religious education) is constant (unchanged) then the moral formation of students is 49.552.
- 2) The X1 regression coefficient is 0.108, so this can be interpreted that the X1 variable (Islamic religious education) affects the formation of student morals by 0.108, so that if the peer variable increases by one unit, it will increase the formation of student morals by 0.108 assuming other variables remain or are constant.

B. Correlation Coefficient

Correlation coefficient is done to determine the strength of the relationship between the variables being analysed. The nature of the correlation will determine the direction of the correlation. The correlation results in this study can be seen in table 9 below:

Table 4. Correlation Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.712	0.702	5.569
a. Predictors: (Constant), Moral Formation				
b. Dependent Variable: Islamic Religious Education				

Source: Data analysis (2024)

Based on the table above, it can be seen that the nature of the correlation (R) shown is 0.782. This shows that the relationship between the independent variable, namely Islamic religious education and the dependent variable, namely the moral formation of students is very strong because it is in the correlation interval between 0.71 - 0.90.

C. Hypothesis Test

Partial t test

The t test is used to show the effect of each independent variable on the dependent variable individually. To test this effect, the t test is used, namely by comparing the significance value of t with df 0.05. The independent variables forming the regression model are said to have a significant effect if the significant value of $t < \alpha = 0.05$. For the results of testing the regression model partially, it can be seen in table 10 below:

Table 5. Simple Linear Regression Analysis Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.552	4.385		10.300	.000
	Islamic Religious Education	.109	.098	.111	1.108	.000

a. Dependent Variable: Character Building

Source: Data analysis (2024)

Variable X has a t statistical value of 49.552 and a t significance value of 0.000. The significance value of t is 0.000 < 0.05. This test shows that H1 is accepted and H0 is rejected, so it can

be concluded that variable X (Islamic religious education) has a positive and significant effect on variable Y (student moral formation) at SMK Negeri 2 Surabaya.

Determination Coefficient Test (R^2)

The coefficient of determination is used to determine how much contribution or contribution of motivation and organisational commitment variables to employee performance variables. The coefficient of determination is determined by looking at the R square value as can be seen in Table 10 below:

Tabel 6. Correlation Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.712	0.702	5.569
a. Predictors: (Constant), Moral Formation				
b. Dependent Variable: Islamic Education				

Source: Data analysis (2024)

Based on the results of data processing in table 10 above, the coefficient of determination (R square) = 0.782 is obtained. This means that 78.2% of the student character formation variable can be explained by the influence of Islamic religious education while the remaining 28.2% is explained by other variables not proposed in this study.

DISCUSSION

A. Islamic Religious Education Has a Significant Positive Effect on Student Character Building at SMK Negeri 2 Surabaya

The research was conducted at SMK Negeri 2 Surabaya. This research aims to determine whether there is an influence of Islamic Religious Education on the character of students and to find out how much influence Islamic Religious Education has on the character of students at SMK Negeri 2 Surabaya. The number of samples in this study were 100 respondents.

The sampling technique used by researchers in this study is a simple random sampling technique which is a sampling technique from a population that is carried out randomly, regardless of the strata in the population. The simple random sampling technique in the researcher's sample uses the lottery method by drawing all classes.

Based on the results of the normality test obtained, the normal distribution will form a straight diagonal line, and the residual data plotting will be compared with the diagonal line, if the data spreads around the diagonal line, the regression model fulfils the normality assumption. From the multicollinearity test results, it can be seen that the tolerance value for the Islamic religious education variable (X) and the formation of student morals (Y) is $0.394 > 0.10$. Meanwhile, the VIF value for the variables in this study is $2.357 < 10.00$. So referring to the basis for decision making in the multicollinearity test, it can be concluded that there are no symptoms of multicollinearity in the regression model. Then with the autocorrelation test, it is known that the Durbin-Watson value of 1.796 is greater than the upper limit.

From the results of the Islamic religious education hypothesis test using the t test, which shows a significance t value of 0.000. Then the significance level is less than 0.05 ($0.000 < 0.05$), which means that the hypothesis in this study rejects H_0 and accepts H_a . it is said that 'Islamic religious education has a significant influence on the character of students.

The results of the simple linear regression test have proven that there is an influence between Islamic religious education and student character using the results of calculations that have been made to obtain a linear regression value $Y = 49.552 + 0.108X_1 + e$, sig. Level $0.000 < 0.05$ (alpha value), the conclusion is that there is an influence between Islamic religious education and student character.

The test result of the coefficient of determination (R^2) obtained the coefficient of determination (R square) = 0.782. This means that 78.2% of student character formation variables can be explained by the influence of Islamic religious education while the remaining 28.2% is explained by other variables not proposed in this study.

CONCLUSIONS

Based on the results of the discussion and statistical testing of the effect of Islamic Religious Education on the character of students of SMK Negeri 2 Surabaya, it can be concluded that: The results of the simple linear regression test have proven that there is an influence between Islamic religious education and student character using the results of calculations that have been made to obtain a linear regression value $Y = 49.116 + 0.108X_1 + e$, sig. Level $0.000 < 0.05$ (alpha value), the conclusion is that there is an influence between Islamic religious education and student character. The test result of the coefficient of determination (R^2) obtained the coefficient of determination (R square) = 0.782. This means that 78.2% of student character formation variables can be explained by the influence of Islamic religious education while the remaining 21.8% is explained by other variables not proposed in this study.

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