

■ INTRODUCTION

Education is very important for students and cannot be separated or removed from life (Duygu et al., 2018; Parker, 2019; Prajapati et al., 2017). Education can be interpreted as a systematic conscious effort of students to achieve a higher standard of living and for progress or a better future. Education is also a provision to develop creativity and self-potential in order to achieve a (Nargiza, 2020; Stukalova, 2017; Sukarni et al., 2021). The purpose of education is to direct or focus students to become human beings who are knowledgeable, have noble character and can become citizens who obey the rules, are democratic and have a sense of responsibility (Kamza et al., 2020; Lestari et al., 2021; Mason, 2020). The higher a person's education, the higher his knowledge and the greater the opportunity to get a better career, job, position in life.

Education for students is closely related to learning which is the provision of students in continuing their education to a higher level. Learning is referred to as the era of knowledge, that is, everything can be knowledge-based (Anwar & Asriani, 2017; Gelen, 2018; Williams, 2017). Learning is a subject that combines cognitive, affective and psychomotor skills, as well as students' mastery of technology (Marshel & Ratnawulan, 2020; Meilani & Aiman, 2020; Suadnyana, 2020). The learning of student skills is also in line with the four pillars of education which include learning to know, learning to do, learning to be, and learning to live together (Gelen Assoc, 2018; Gürsoy, 2021; Wegawati et al., 2016). Therefore, good learning is very important to increase knowledge for students and determine student careers in the future.

One of the efforts made by the current government is to roll out the 2013 curriculum, which is a national curriculum that is continuously updated so that it is in line with the demands of global education and does not deviate from

the noble values of the Indonesian nation. The 2013 curriculum is a learning system that can provide meaningful and broad experiences to students (Fellner, 2018; Loudon, 2019; Sofyan, 2019). according to (Girindra Putri Ardana Reswari, 2018; Kustijono & Wiwin HM, 2014; Wulandari, 2020) The 2013 curriculum is important to be implemented in Indonesia because Indonesia's young generation needs to be prepared in attitude, skills, and knowledge competencies. Education can be said to be the key to student success because education, students can be more literate with the outside world and become the spearhead in developing resources and changing the behavior of each individual. (Joarder et al., 2020; Darmaji et al., 2018; Tachyan, 2019). The 2013 curriculum has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior.

One of the student activities that aims to acquire knowledge, understanding, skills, and attitudes related to the subject matter being studied is student learning perseverance. The success of student learning outcomes can not be separated from the role of the factors of interest, discipline, perseverance in learning, and student achievement motivation towards learning (Ilma et al., 2021; Miarsyah et al., 2018; Tamardiyah, 2017). Perseverance is defined as the courage not to give up when faced with difficulties and failures (Littman & Lavy, 2016; Ryan & Beamish, 2018). Perseverance doesn't change overnight. There is a process and it takes time to build and grow one's perseverance (Ingham, 2019). Actually, persistence is not a guarantee for success, but on the contrary, dispassion is a guarantee for not success (Silververg et al., 2018). On students who carry out the process of progress also urgently need the guidelines in life listed in the teachings of his or her religion.

This religious character is very much needed by students in dealing with changing times and moral degradation. High academic abilities will look perfect if balanced with religious characters that are in accordance with Islamic values (Fahmi & Susanto, 2018; Nurjanah et al., 2018). In the context of the school curriculum, especially religious characters are needed to lead students to become human beings who believe and fear God Almighty, have noble character, are always orderly and disciplined based on existing regulations, train the mindset of maturity, not only make students smart, intelligent, knowledgeable and broadminded (Nurhadi, 2020; Pakpahan & Habibah, 2021). By learning Islamic Religious Education that is conducive and an atmosphere that tends to be recreational, it will be able to encourage students to develop their creative potential (Andayani, 2021; Erwinsyah, 2017; Romdloni, 2017). To instill the religious character of students can be through teaching in Islamic religious education subjects.

Islamic religious education is very important in the formation of one's character (Abdussalam et al., 2019; C. Anwar et al., 2018; Fathul Amin, 2019). Islamic religious education is guidance and care for students so that after completing their education they can understand and practice the teachings of Islam and make it a way of life. Islamic Religious Education is one of the subjects related to the formation of student character in schools (Arsyad et al., 2020; Eva et al., 2020; Utari et al., 2020). This subject is intended so that students obtain basic material related to Islamic morals that are applied in their lives and the formation of character based on Islamic norms. The purpose of Islamic religious education is oriented to human self-development, developing the abilities, knowledge, and skills of students to worship God and achieve

happiness in the world and salvation in the universe. (Saada & Magadlah, 2021; Ulfat, 2020).

This research is in line with previous research conducted by (Raharjo et al., 2018) about students' religion. However, the indicators used in this study are general, besides the criteria used are only 4 categories, namely very good, good, sufficient and less. This research is also in line with the research that has been done by (Ashraf et al., 2018) about student persistence. However, in this previous study there were several tests that were not carried out, including the assumption test. In addition, the indicators used in this previous study were general. In these two previous studies, there was no correlation between students' persistence and students' religious variables. The urgency in this study is very important because there has been no research that simultaneously examines two variables about student persistence communication and students' religious character in Islamic religious education subjects. Based on the description above, the researcher formulates the problem as follows:

1. What is the difference between students' perseverance and students' religious character in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City?
2. What is the relationship between student persistence and students' religious character in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City?

■ **METHOD**

Research design and procedures

This type of research is quantitative research by comparing 4 classes. This research was conducted at 2 schools, namely 2 Mts in Bengkulu City and Jambi City with 35 students

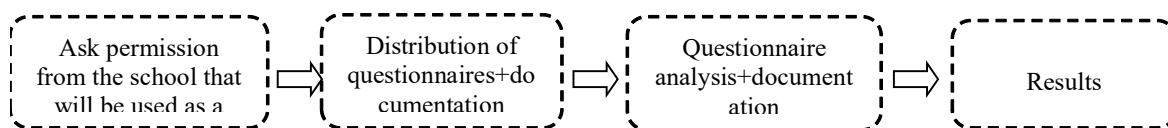


Figure 1. Research procedure

in each class. So the total number of students is 140 students. Quantitative method is a research method used to examine a particular population or sample (Sugiyono, 2012). The procedure design in quantitative research is that the researcher administers a questionnaire to a small group of people called a sample to identify tendencies in attitudes, opinions, behaviors, or characteristics of a large group of people. (Creswell, 2013).

In collecting data, the first activity that must be done is to select students based on the categories given by the researcher, then provide a questionnaire of students' perseverance and religious students in Islamic religious education subjects. Then the questionnaire data was processed using the SPSS application. The use of the SPSS application functions to view descriptive statistics, in the form of mean, min, max, percentage, and category of students (Pramesti, 2018; Santoso, 2019; Wahyuni, 2020). The data needed in research can be collected or obtained from various data sources. The procedure for collecting data in this study is in accordance with the following diagram:

Population and research sample

According to (Sugiyono, 2018) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions while the sample is part of the number and characteristics possessed by the population. The sample in this study was 140 students from MTs 1 Bengkulu City and MTs 1 Jambi City. The sampling technique in this research is

purposive sampling. Purposive sampling is a type of sampling in which a researcher more or less handpicks case (Stommel & Wills, 2004). This technique is used because not all samples have criteria that match the phenomenon under study. The criteria that need to be met by the sample are class VII students who study Islamic religious education subjects with the material to believe in the books of Allah and love the Al-Quran. The most important thing in sampling is to consider the analysis of the sample (Luppens et al, 1992).

Research Instruments

Previously, researchers had made research instruments, as for the instruments in this study, there were 2 students' persistence questionnaires and students' religious questionnaires on Islamic religious education subjects. There are 23 of 26 valid statement items with a cronbach of 0.78 while in the student religious questionnaire there are 20 of 25 valid statement items with a cronbach of 0.76 using a Likert scale 5. The scale consists of 5 points for the learning model with 1 (very bad), 2 (not good), 3 (enough), 4 (good), 5 (very good), Each statement is a representative of every indicator of student perseverance and religious students in Islamic religious education subjects. This research focuses on the student's persistence variable with indicators always taking advantage of existing opportunities and indicators of always wanting to try more challenging jobs, while measuring the religious variable of students with confidence indicators and self-confidence indicators. The material used in this research

Table 1. Grid of students' perseverance and religious students' questionnaire instruments in Islamic religious education subjects

Variable	Indicator	No. Item Statement
Student perseverance	always take advantage of opportunities	1,2,3,4,5,6
	always want to try more challenging jobs	7,8,9,10,11,12
Student religious	Confidence	13,14,15,16,17,18
	Self-confident	19,20,21,22,23,24
Amount		24

is to believe in the books of Allah and love the Qur'an.

The description of the questionnaire instrument for student perseverance and religious students in Islamic religious education subjects is as follows: The intervals

and categories to categorize students' abilities are based on indicators on descriptive statistical tests of student persistence variables and students' religious variables in Islamic religious education subjects as shown in the following table:

Table 2. Categories of student perseverance and religious in Islamic education subjects

Categori	Interval Indicator			
	Student Perseverance		Student Religious	
	always take advantage of opportunities	Always want to try more challenging jobs	Confidence	Self-confident
Very Not Good	6.0 – 10.8	6.0 – 10.8	6.0 – 10.8	6.0 – 10.8
Not good	10.9 – 15.6	10.9 – 15.6	10.9 – 15.6	10.9 – 15.6
Enough	15.7 – 20.4	15.7 – 20.4	15.7 – 20.4	15.7 – 20.4
Good	20.5 – 25.2	20.5 – 25.2	20.5 – 25.2	20.5 – 25.2
Very good	25.3 – 30.0	25.3 – 30.0	25.3 – 30.0	25.3 – 30.0

Data analysis technique

This study uses quantitative data analysis with the help of SPSS statistics 25, to find descriptive statistics and inferential statistics. According to (Muchson, 2017) Descriptive statistics discusses ways of collecting, summarizing, presenting data so that information is easier to understand, information that can be obtained with descriptive statistics includes data

concentration (mean, median, mode), data distribution (range, average deviation, variance). and standard deviation), the tendency of a data set, the size of the location (quartiles, deciles and percentiles). Inferential statistics are statistics relating to how to draw conclusions based on data obtained from samples to describe the characteristics or characteristics of a population (Astri et al., 2013). In this study, before testing the

hypothesis, the assumption test was carried out first. The assumption test carried out in this study was a normality test and a linearity test. The data is said to be normal if the value of Sig. > 0.05 and the data is said to be linear if the value of Sig < 0.05. Furthermore, after testing the assumptions, it is possible to test the hypothesis, namely the T test and the correlation test. The T test is a test conducted to determine the difference between two unpaired samples while the correlation test is carried out to find out the relationship between

two variables. The data is said to have a difference if the value of sig. < 0.05 while the data is said to be related if the value of sig. < 0.05

■ **RESULTS AND DISCUSSION**

The following table describes the results of descriptive statistics on student persistence and religious in Islamic education subjects, where the results will be obtained from the distribution of questionnaires in MTs 1 Bengkulu City and MTs 1 Jambi City.

Table. 3 Description of student persistence in Islamic education subjects on indicators always take advantage of existing opportunities

Student Response	Interval	Frequency	Percentage	Category	Mean	Median	Min	Max
MTs 1 Kota Bengkulu	6 – 10.8	0	0%	Not very good	19.3	19	14	30
	10.9 – 15.6	2	2.9%	Not good				
	15.7 – 20.4	45	64.3%	Enough				
	20.5 – 25.2	22	31.4%	Good				
	25.3 - 30	1	1.4%	Very good				
MTs 1 Kota Jambi	6 – 10.8	1	1.4%	Not very good	19.7	20	10	25
	10.9 – 15.6	0	0%	Not good				
	15.7 – 20.4	47	67.1%	Enough				
	20.5 – 25.2	22	31.4%	Good				
	25.3 - 30	0	0%	Very good				

(a) Descriptive Analysis of Student Persistence and Student Religious

The description of students' persistence in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City on indicators always take advantage of existing opportunities as shown in table 3. The description of students' persistence in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City on indicators always wants to try more challenging jobs as shown in table 4.

Descriptive statistical analysis was carried out by describing all data from all variables in the form of a frequency distribution (Nasution, 2017; Soleh & Zainiyati, 2020). Inferential statistics can also be referred to as inductive statistics, namely statistics related to data analysis (samples) to then make conclusions (inferences) which are generalized to the entire subject where the data is taken (population).(Nurgiyantoro, 2019). Based on table 3, the description of students' persistence in Islamic religious education

Table. 4 Description of student persistence in Islamic education subjects on indicators always want to try more challenging jobs

Student Response	Interval	Frequency	Percentage	Category	Mean	Median	Min	Max
MTs 1 Kota Bengkulu	6 – 10.8	0	0%	Not very good	20.1	20	13	29
	10.9 – 15.6	2	2.9%	Not good				
	15.7 – 20.4	34	48.6%	Enough				
	20.5 – 25.2	31	44.3%	Good				
	25.3 - 30	3	4.3%	Very good				
MTs 1 Kota Jambi	6 – 10.8	0	0%	Not very good	21.05	21	15	26
	10.9 – 15.6	1	1.4%	Not good				
	15.7 – 20.4	28	40%	Enough				
	20.5 – 25.2	37	52.9%	Good				
	25.3 - 30	4	5.7%	Very good				
	25.3 - 30	7	10%	Very good				

subjects on indicators always taking advantage of existing opportunities, it was found that on average many students chose the sufficient category with a percentage for MTs 1 Bengkulu City of 64.3% at intervals of 15.7 - 20.4 as many as 45 students and for MTs 1 Jambi City by 67.1% at intervals of 15.7 – 20.4 as many as 47 people, thus it can be concluded that MTs 1 Kota Jambi is superior to MTs 1 Kota Bengkulu. Based on table 4, the description of students' persistence in Islamic religious education subjects on the indicator of always wanting to try more challenging jobs, it was

found that on average many students chose the sufficient category with a percentage for MTs 1 Bengkulu City of 48.6% at intervals of 15.7 - 20.4 as many as 34 students and for MTs 1 Jambi City, the average number of students chose the good category with a percentage of 52.9% at intervals of 20.5 – 25.2 as many as 37 people, so it can be concluded that MTs 1 Jambi City is superior to MTs 1 Bengkulu City.

This study is in line with research conducted by (Miarsyah et al., 2018) which tested descriptive tests, but in the research conducted by (Miarsyah et al., 2018) only used

Table. 5 Description of students' religious education in Islamic religious education subjects on indicators of belief

Student Response	Interval	Frequency	Percentage	Category	Mean	Median	Min	Max
MTs 1 Kota Bengkulu	6 – 10.8	0	0%	Not very good	22.5	22	16	30
	10.9 – 15.6	0	0%	Not good				
	15.7 – 20.4	22	31.4%	Enough				
	20.5 – 25.2	30	42.9%	Good				
	25.3 - 30	18	25.7%	Very good				
	6 – 10.8	0	0%	Not very good				

	6 – 10.8	0	0%	Not very good				
MTs 1	10.9 – 15.6	3	4.3%	Not good				
Kota	15.7 – 20.4	15	21.4%	Enough	21.9	22	12	30
Jambi	20.5 – 25.2	41	58.6%	Good				
	25.3 - 30	11	15.7%	Very good				

one school, while in this study descriptive results were tested on test variables. students by using two schools to test the two indicators. The religious description of students in Islamic education subjects at MTs 1 Bengkulu City and

MTs 1 Jambi City on belief indicators as shown in table 5. The religious description of students in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City on confidence indicators as shown in table 5.

Table. 6 Religious descriptions of students in Islamic education subjects on self-confidence indicators

Student Response	Interval	Frequency	Percentage	Category	Mean	Median	Min	Max
	6 – 10.8	0	0%	Not very good				
MTs 1	10.9 – 15.6	1	1.4%	Not good				
Kota	15.7 – 20.4	24	34.3%	Enough	22.1	22	15	30
Bengkulu	20.5 – 25.2	31	44.3%	Good				
	25.3 - 30	14	20%	Very good				
	6 – 10.8	0	0%	Not very good				
MTs 1	10.9 – 15.6	0	0%	Not good				
Kota	15.7 – 20.4	26	37.1%	Enough	21.8	21.5	17	28
Jambi	20.5 – 25.2	37	52.9%	Good				

Based on table 5, the religious description of students in Islamic religious education subjects on the indicator of belief, it was found that the average number of students chose the good category with a percentage for MTs 1 in Bengkulu City of 42.9% at intervals of 20.5 – 25.2 as many as 30 students and for MTs 1 Jambi City of 30 students. 58.6% at intervals of 20.5 – 25.2 as many as 41 students, thus it can be concluded that MTs 1 Kota Jambi is superior to MTs 1 Kota Bengkulu. Based on table 6, the religious description of students in Islamic religious education subjects on the indicators of self-

confidence found that the average student chose the good category with the percentage for MTs 1 Bengkulu City by 44.3% at intervals of 20.5 – 25.2 as many as 31 students and for MTs 1 Jambi City by 52.9% at intervals of 20.5 – 25.2 as many as 37 students, thus it can be concluded that MTs 1 Kota Jambi is superior to MTs 1 Kota Bengkulu.

This research is in line with research conducted by (Siswanto, 2019) which tested descriptive tests, but in research conducted by (Siswanto, 2019) only used one indicator, while in this study descriptive results were tested on religious variables using two indicators.

(b). Comparative Analysis

After the descriptive statistical test was carried out, an analysis was carried out for the next test, namely the assumption test. In this assumption test, two tests that will be carried out, namely the normality test which serves to see whether the data is normally distributed or not (Wijoyo, 2020), linearity test which serves to see the linear relationship between the two variables to be tested, if the value of Sig < 0.05 then the data has a linear pattern (Ernawati et al., 2021; Zurweni et al., 2021). Normality test is a test that is useful for

determining the data that has been collected is normally distributed or not. The data requirements are said to be normally distributed if the value of sig. > 0.05. The description of the results for the normality test of student and religious perseverance in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City is shown in table 7. The description of the results for the linearity test of student and religious perseverance in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City is shown in table 8.

Table 7. The results of the normality test

Variable	School	Sig.	Distribute
Student Perseverance	MTs 1 Kota Bengkulu	.200	Normal
	MTs 1 Kota Jambi	.200	Normal
Student Religious	MTs 1 Kota Bengkulu	.200	Normal
	MTs 1 Kota Jambi	.100	Normal

Table 8. The results of the linearity test

Variable	School	Sig.	Distribute
Student Diligence*Student Religious	MTs 1 Kota Bengkulu	0,032	Linear
	MTs 1 Kota Jambi	0,030	Linear

The description of the results for the T-test of student perseverance and religious students in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City is shown in table 9.

The description of the results for the correlation test between students' perseverance and religious in Islamic education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City is shown in table 10.

Table 9. The results of the T-test

Variabel	School	Sig.(2-tailed)
Student Perseverance	MTs 1 Kota Bengkulu	0.047
Student Religious		0.020
Student Perseverance	MTs 1 Kota Jambi	0.044
Student Religious		0.031

Table 10. The results of the correlation test between students' perseverance and religious beliefs

School	Variable	Pearson Correlation	Sig.(2-tailed)	N
MTs 1 Kota Bengkulu	Student Perseverance	0.627	0.041	70
	Student Religious			
MTs 1 Kota Jambi	Student Perseverance	0.612	0.045	70
	Student Religious			

Furthermore, hypothesis testing is carried out. The data analysis of the hypothesis testing used in this study were: T test and correlation test with the help of IBM SPSS Statistics 25. T-test was used to determine the relationship between two variables. To determine the correlation between scales, correlation analysis is used (Can & Öztürk, 2019). The correlation test was carried out to determine the relationship between two variables, so that there were no dependent variables and independent variables in it (Tanti et al., 2021). Based on table 9. The description of the T test of students' perseverance and religious students in Islamic religious education subjects obtained the results of the T test, namely for MTs 1 Bengkulu City the value of sig. (2-tailed) $0.047 < 0.05$ and $0.020 < 0.05$ while in MTs 1 Jambi City obtained sig. (2-tailed) $0.044 < 0.05$ and $0.031 < 0.05$, it can be concluded that there are differences in student perseverance and religious students in MTs 1 Bengkulu City and MTs 1 Jambi City. Based on the table. 10 descriptions of the correlation test of students' perseverance and religious students in Islamic religious education subjects were obtained, the results of the correlation test were for MTs 1 Bengkulu City the value of sig. (2-tailed) $0.041 < 0.05$ while in MTs 1 Jambi City obtained the value of sig. (2-tailed) $0.045 < 0.05$ then, it can be concluded that there is a relationship between student persistence and religious students in Islamic religious education subjects at MTs 1 Kota Bengkulu and MTs 1 Kota Jambi.

This research is in line with previous research conducted by (Raharjo et al., 2018) about students' religion. However, the indicators used in this study are general, besides the criteria used are only 4 categories, namely very good, good, sufficient and less. This research is also in line with the research that has been done by (Ashraf et al., 2018) about student persistence. However, in this previous study there were several tests that were not carried out, including the assumption test. In addition, the indicators used in this previous study were general. In these two previous studies, there was no correlation between students' persistence and students' religious variables.

This study was conducted with the aim of knowing whether or not there are differences in student persistence and religious students in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City. In addition, this study also aims to determine the relationship between student persistence and student religious education in Islamic religious education subjects at MTs 1 Kota Bengkulu and MTs 1 Jambi City. The generalization and updating of this research is to find out the differences and the relationship between students' persistence and religious students in Islamic religious education subjects. Where there is no research that examines student perseverance and religious students in Islamic religious education subjects in two high schools with different cities. So that this research can be known in more detail and

accurately based on the tests that have been carried out by this research.

This study has many weaknesses due to the limitations of the author. These weaknesses include that the samples used in this study were only conducted in MTs 1 Kota Bengkulu and MTs 1 Kota Jambi, so the results obtained might make a difference if they were carried out in other schools or classes. The data collection method used in this study only used questionnaire data. The variables studied in this study were only students' persistence and students' religious variables in Islamic religious education subjects.

■ CONCLUSIONS

Based on the results of hypothesis testing, research testing and data analysis, the conclusions of this study were 140 students from MTs 1 Bengkulu City and MTs 1 Jambi City as a sample of student perseverance and religious students in Islamic religious education subjects. Based on the formulation of the problem in the study, it was concluded that there was a difference and relationship between student persistence and religious students in Islamic religious education subjects at MTs 1 Bengkulu City and MTs 1 Jambi City.

■ REFERENCES

- Abdussalam, A., Anwar, S., & Rahmat, A. T. (2019). The Development of Translation Capability for the Holy Quran of Student of Teacher Candidate for Islamic Religious Education: A Tamyiz Learning and Teaching Strategy. *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies*, 3(1). <https://doi.org/https://doi.org/10.21009/003.1.01>
- Andayani, A. (2021). Implementasi Metode The Student Group Untuk Meningkatkan Hasil Belajar Siswa Terhadap Mata. *Seminar Nasional Pendidikan Profesi Guru Agama Islam*, 1(1), 8–19. <https://e-proceedings.iain-palangkaraya.ac.id/index.php/PPGAI/article/view/207>
- Anwar, B., & Asriani. (2017). *Penerapan Pembelajaran Problem Solving untuk Meningkatkan Aktivitas dan Hasil Belajar Matematika pada Materi SPLDV*[Application of Problem Solving Learning to Improve Activities and Mathematics Learning Outcomes in SPLDV Materials]. *Jurnal Pendidikan Matematika*, 4(2), 224–239.
- Anwar, C., Saregar, A., Hasanah, U., & Widayanti. (2018). The Effectiveness of Islamic Religious Education in the Universities: The Effects on the Students' Characters in the Era of Industry 4.0. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 3(1), 77–87. <https://doi.org/10.24042/tadris.v3i1.2162>
- Arsyad, A., Sulfemi, W. B., & Fajartriani, T. (2020). *Penguatan Motivasi Shalat Dan Karakter Peserta Didik Melalui Pendekatan Pembelajaran Kontekstual Pada Mata Pelajaran Pendidikan Agama Islam*[Strengthening Prayer Motivation and Character of Students Through Contextual Learning Approaches in Islamic Religious Education Subjects]. *POTENSIA: Jurnal Kependidikan Islam*, 6(2), 185. <https://doi.org/10.24014/potensia.v6i2.9662>
- Ashraf, R., Godbey, J. M., Shrikhande, M. M., & Widman, T. A. (2018). Student Motivation and Perseverance: Do They Explain College Graduation? *Journal of Scholarship of Teaching and Learning*, 18(3). <https://doi.org/10.14434/josotl.v18i3.22649>
- Astri, M., Nikensari, S. I., & Kuncara W., H. (2013). *Pengaruh Pengeluaran Pemerintah Daerah Pada Sektor Pendidikan Dan Kesehata Terhadap Indeks Pembangunan Manusia Di*

- Indonesia[The Effect of Local Government Expenditure on the Education and Health Sector on the Human Development Index in Indonesia]. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)*, 1(1), 77. <https://doi.org/10.21009/jpeb.001.1.5>
- Can, a., & Öztürk, G. (2019). Determination of pre-service science teachers' attitudes towards reading science texts. *International Journal of Evaluation and Research in Education*, 8(1), 181–188. <https://doi.org/10.11591/ijere.v8i1.16856>
- Duygu, D. C., Alki°, N., & Ozkan-Yildirim, S. (2018). A structural model for students' adoption of Learning Management Systems: An empirical investigation in the higher education context. *Educational Technology and Society*, 21(2), 13–27.
- Ernawati, M. D., Asrial, Perdana, R., Septi, S. E., & Rahmi. (2021). Evaluation of Students' Attitudes and Science Process Skills toward Middle School Science Subject in Indonesia. *Jurnal Pendidikan Progresif*, 1(2), 258–274. <https://doi.org/10.23960/jpp.v1>
- Erwinsyah, A. (2017). *Manajemen kelas dalam meningkatkan efektifitas proses belajar mengajar*[Class management in improving the effectiveness of the teaching and learning process]. *TADBIR: Jurnal Manajemen Pendidikan Islam*, 5(2), 88–105.
- Eva, Yusro, N., Ristianti, D. H., Kusen, & Fathurrochman, I. (2020). *Eksistensi Guru Pendidikan Agama Islam Dalam Pembentukan Karakter Peduli Lingkungan Peserta Didik*[The Existence of Islamic Religious Education Teachers in the Formation of Environmentally Concerned Characters for Students]. *Joeai (Journal of Education and Instruction)*, 3(2), 172–178. [http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL](http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo%20de%20Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL)
- Fahmi, M. N., & Susanto, S. (2018). *Implementasi Pembiasaan Pendidikan Islam dalam Membentuk Karakter Religius Siswa Sekolah Dasar*[Implementation of Islamic Education Habituation in Shaping the Religious Character of Elementary School Students]. *Pedagogia/ : Jurnal Pendidikan*, 7(2), 85–89. <https://doi.org/10.21070/pedagogia.v7i2.1592>
- Fathul Amin. (2019). *Pembentukan Karakter Melalui Pendidikan Agama Islam*[Character Building Through Islamic Religious Education]. *Tadris/ : Jurnal Penelitian Dan Pemikiran Pendidikan Islam*, 12(2), 33–45. <https://doi.org/10.51675/jt.v12i2.22>
- Fellner, K. D. (2018). Embodying Decoloniality: Indigenizing Curriculum and Pedagogy. *American Journal of Community Psychology*, 62(3–4), 283–293. <https://doi.org/10.1002/ajcp.12286>
- Gelen Assoc, I. (2018). Predictions Of 21 St Century Education And Education In The 21 St Century. *European Journal of Education Studies Academicians* 4, 165–204. <https://doi.org/10.5281/zenodo.1233478>
- Girindra Putri Ardana Reswari. (2018). Teaching English in the KTSP Curriculum and 2013 Curriculum Simultaneously: A Case Study of “A

- Senior High School in Semarang”, Central Java, Indonesia. *Journal of Materials Processing Technology*, 1(1), 1–8.
- Gürsoy, G. (2021). Digital storytelling: Developing 21st century skills in science education. *European Journal of Educational Research*, 10(1), 97–113. <https://doi.org/10.12973/EU-JER.10.1.97>
- Ilma, A. Z., Budiharti, R., & Ekawati, E. Y. (2021). *Eksperimentasi Model Discovery Learning dan Problem Based Learning Didukung Modul LCDS Ditinjau dari Ketekunan Belajar Peserta Didik*[Experimental Models of Discovery Learning and Problem Based Learning Supported by the LCDS Module Viewed from the Diligence of Students’ Learning]. *Jurnal Materi Dan Pembelajaran Fisika (JMPF)*, 11(1), 17–24. <https://doi.org/https://doi.org/10.20961/jmpf.v11i1.47358>
- Ingham, M. (2019). *The Relationship Between STEM Opportunities and Student Perseverance*.
- Joarder, M. H. R., Ashraf, M. A., & Ratan, S. R. A. (2020). Quality education from faculty management perspectives in private higher education: Does faculty commitment behaviour mediate? *International Journal of Education and Practice*. <https://doi.org/10.18488/journal.61.2020.81.190.206>
- Kamza, M., Rasnawi, R., & Furqan, M. H. (2020). *Pendidikan Humanistik Melalui Pembelajaran Sejarah*[Humanistic Education Through History Learning]. *Seminar Nasional Peningkatan Mutu Pendidikan*, 1(1), 33–39.
- Kustijono, R., & Wiwin HM, E. (2014). *Pandangan Guru Terhadap Pelaksanaan Kurikulum 2013 Dalam Pembelajaran Fisika Smk Di Kota Surabaya*[Teacher’s View of the Implementation of the 2013 Curriculum in Vocational Physics Learning in the City of Surabaya]. *Jurnal Penelitian Fisika Dan Aplikasinya (JPFA)*, 4(1), 1. <https://doi.org/10.26740/jpfa.v4n1.p1-14>
- Lestari, K. B., Dwi Lestari, I. F., & Santoso, I. (2021). The Impact of Health Education Using Online Learning on Adolescent Knowledge of Anaemia. *KnE Social Sciences*, 2021, 209–220. <https://doi.org/10.18502/kss.v5i3.8541>
- Littman-Ovadia, H., & Lavy, S. (2016). Going the Extra Mile: Perseverance as a Key Character Strength at Work. *Journal of Career Assessment*, 24(2), 240–252. <https://doi.org/10.1177/1069072715580322>
- Loudon, G. (2019). Integrating ideas from design disciplines into the STEM curricula. *Higher Education Pedagogies*, 4(1), 284–286. <https://doi.org/10.1080/23752696.2019.1599688>
- Marshel, J., & Ratnawulan. (2020). Analysis of Students Worksheet (LKPD) integrated science with the theme of the motion in life using integrated connected type 21st century learning. *Journal of Physics: Conference Series*, 1481(1). <https://doi.org/10.1088/1742-6596/1481/1/012046>
- Mason, G. (2020). Higher education, initial vocational education and training and continuing education and training: where should the balance lie? *Journal of Education and Work*, 33(7–8), 468–490. <https://doi.org/10.1080/13639080.2020.1755428>
- Meilani, D., & Aiman, U. (2020). *Implementasi Pembelajaran Abad 21 terhadap Hasil Belajar IPA Peserta Didik dengan Pengendalian Motivasi Belajar*[Implementation of 21st Century

- Learning on Students' Science Learning Outcomes by Controlling Learning Motivation]. *Indonesian Journal of Primary Education*, 4(1), 19–24.
- Miarsyah, M., Putrawan, I. M., & Hermadianti, D. (2018). *Hubungan Antara Ketekunan (Persistence) Dengan Hasil Belajar Biologi: Studi Korelasional Terhadap Siswa Kelas X Mia Di Sma Negeri 102 Jakarta*[The Relationship Between Persistence and Biology Learning Outcomes: A Correlational Study of Class X Mia Students at Sma Negeri 102 Jakarta]. *Biosfer: Jurnal Pendidikan Biologi*, 9(2), 29–36. <https://doi.org/10.21009/biosferjpb.9-2.5>
- Muchson, M. (2017). *Statistik Deskriptif* (Guepedia (ed.)). Guepedia.
- Nargiza, N. (2020). *International Scientific And Practice Conference On "International Experience In Increasing The Effectiveness Of Distance Education/ : Problems And Solutions " Primary Education Teachers In The Educational Process*. 1–4.
- Nasution, L. M. (2017). *Statistik deksriptif*[Descriptive statistics]. *Journal of the American Chemical Society*.
- Nurgiyantoro, B. (2019). *Statistika Terapan untuk penelitian ilmu-ilmu sosial*[Applied Statistics for social science research]. BPEE.
- Nurhadi, A. (2020). *Implementasi Manajemen Strategi Berbasis Pembiasaan dalam Menumbuhkan Karakter Religius Siswa*[Implementation of Habituation-Based Strategic Management in Growing Students' Religious Character]. *Al-Afkar/ : Journal For Islamic Studies*, 3(1), 65–76. https://doi.org/https://doi.org/10.31943/afkar_journal.v3i1,%20January.84
- Nurjanah, F., Triwoelandari, R., & Nawawi, M. K. (2018). Pengembangan Bahan Ajar Tematik Terintegrasi Nilai-Nilai Islam dan Sains untuk Meningkatkan Karakter Religius Siswa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 3(2), 178–181. <https://doi.org/http://dx.doi.org/10.23969/jp.v3i2.1393>
- Pakpahan, P. L., & Habibah, U. (2021). *Manajemen Program Pengembangan Kurikulum PAI dan Budi Pekerti dalam Pembentukan Karakter Religius Siswa*[PAI Curriculum Development Program Management and Character in Forming Students' Religious Character]. *Tafkir: Interdisciplinary Journal of Islamic Education*, 2(1), 1–20. <https://doi.org/10.31538/tijie.v2i1.19>
- Parker, K. (2019). The Growing Partisan Divide in Views of Higher Education. *Pew Research Center*, 1–7.
- Prajapati, R., Sharma, B., & Sharma, D. (2017). Significance Of Life Skills Education. *Contemporary Issues in Education Research*, 10(1), 1–6. <https://doi.org/https://doi.org/10.19030/cier.v10i1.9875>
- Pramesti, G. (2018). *Mahir Mengolah data Penelitian Dengan Spss*[Proficient in Processing Research Data With Spss] 25. elex media.
- Raharjo, T. Y., Rohana, H. D., & Nurussaadah. (2018). *Pengaruh Full Day School terhadap Pembentukan Karakter Religius Siswa*[The Influence of Full Day School on the Formation of Students' Religious Character]. *Indonesian Journal of Curriculum and Education Technology Studies*, 6(1), 22–32. <https://doi.org/http://dx.doi.org/10.15294/ijcets.v3i1.8675>
- Romdloni. (2017). *Peningkatan Efektivitas Pembelajaran Pendidikan Agama Islam (Pai) Melalui Manajemen Kelas*[Increasing the Effectiveness of

- Islamic Religious Education Learning (Pai) Through Class Management]. *Evaluasi*, 1(2), 163. <https://media.neliti.com/media/publications/233412-peningkatan-efektivitas-pembelajaran-pen-9babbece.pdf>
- Ryan, A., & Beamish, P. (2018). Mindset, perseverance and learning. *TEACH Journal of Christian Education*, 12(2), 43–50.
- Saada, N., & Magadlah, H. (2021). The meanings and possible implications of critical Islamic religious education. *British Journal of Religious Education*, 43(2), 206–217. <https://doi.org/10.1080/01416200.2020.1785844>
- Santoso, S. (2019). *Menguasai SPSS versi 2*[Mastering SPSS version 2]. Elex Media Komputindo.
- Silverbarg, A., Haake, M., & Gulz, A. (2018). Perseverance Is crucial for learning. “OK! but Can I take a break?” In *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics): Vol. 10947 LNAI*. Springer International Publishing. https://doi.org/10.1007/978-3-319-93843-1_39
- Siswanto, H. (2019). *Pentingnya Pengembangan Budaya Religius di Sekolah*[The Importance of Developing Religious Culture in Schools]. *Madinah/ : Jurnal Studi Islam*, 6(1), 51–62.
- Sofyan, F. A. (2019). *Implementasi Hots Pada Kurikulum 2013*[Implementation of Hots in the 2013 Curriculum]. *Inventa*, 3(1), 1–9. <https://doi.org/10.36456/inventa.3.1.a1803>
- Soleh, & Zainiyati, H. S. (2020). Does Motivation, Personality and Environment Influence Enthusiasm of Generation Z to Continuing Study to Higher Education? *International Journal of Educational Research Review*, 287–295. <https://doi.org/10.24331/ijere.748771>
- Stukalova, O. V. (2017). The system of cultural and creative development of students in the educational environment of higher education institutions in the sphere of culture and art. *Espacios*, 38(56).
- Suadnyana, I. B. P. E. (2020). *Pembelajaran Abad 21 Dan Pengembangan Program Studi Filsafat Hindu Di Stahn Mpu Kuturan Singaraja*[21st Century Learning and Development of Hindu Philosophy Study Programs at Stahn Mpu Kuturan Singaraja]. 1(2), 70–78.
- Sugiyono. (2012). *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif dan R&D*[Educational Research Methods; Quantitative, Qualitative and R&D Approach].
- Sugiyono. (2018). *Metode Penelitian Kuantitatif*[Quantitative Research Methods.]. Alfabeta.
- Sukarni, W., Astalini, A., & ... (2021). *Literatur Review: Sistem Sosial Model Pembelajaran Problem Solving Terhadap Sikap Sosial Siswa*[Literature Review: Social System of Problem Solving Learning Models on Students’ Social Attitudes]. *Edumaspul*, 5(1), 106–115.
- Tamardiyah, N. D. (2017). *Minat Kedisiplinan dan Ketekunan Belajar terhadap Motivasi Berprestasi dan Dampaknya pada Hasil Belajar Matematika SMP*[Discipline Interest and Study Perseverance on Achievement Motivation and Its Impact on Middle School Mathematics Learning Outcomes]. *Manajemen Pendidikan*, 12(1), 26. <https://doi.org/10.23917/jmp.v12i1.2972>
- Ulfat, F. (2020). Empirical research: Challenges and impulses for Islamic religious education. *British Journal of Religious*

- Education*, 42(4), 415–423. <https://doi.org/10.1080/01416200.2020.1711513>
- Utari, L., Kurniawan, & Fathurrochman, I. (2020). *Peran Guru Pendidikan Agama Islam dalam Membina Akhlak Peserta Didik Autis*[The Role of Islamic Religious Education Teachers in Fostering the Morals of Autistic Students]. *JOEAI (Journal of Education and Instruction)*, 3(1), 75–89.
- Wahyuni. (2020). *Statistik Deskriptif untuk penelitian: Olah data manual dan SPSS Versi 25*[Descriptive Statistics for research: Manual data processing and SPSS Version 25]. Bintang Pustaka Madani.
- Wegawati, N. P., Tastra, D. K., & Kusmariyatni, N. (2016). *Pengaruh Pendekatan Starter Eksperimen Berbantuan Media Konkret terhadap Hasil Belajar IPA Siswa Kelas 5*[The Effect of the Experimental Starter Approach Assisted by Concrete Media on the Science Learning Outcomes of Grade 5 Students]. *E-Journal PGSD Universitas Pendidikan Ganesha*, 4(1), 1–9.
- Wijoyo, H. (2020). *Analisis Minat Belajar Mahasiswa STMIK Dharmapala Riau Dimasa Pandemi Coronavirus Disease (Covid-19)*[Analysis of Student Interests at STMIK Dharmapala Riau during the Coronavirus Disease (Covid-19) Pandemic]. *Jurnal Pendidikan/ : Riset Dan Konseptual*, 4(3), 396–404. https://doi.org/10.28926/riset_konseptual.v4i3.2
- Williams, M. (2017). John Dewey in the 21st Century. *Journal of Inquiry and Action in Education*, 9(1), 91–102.
- Wulandari, A. (2020). Implementation of the 2013 Curriculum Based on a Scientific Approach (Case Study at SD Cluster II Kintamani). *International Journal of Elementary Education*, 4(3), 422. <https://doi.org/10.23887/ijee.v4i3.28172>
- Zurweni, Kurniawan, D. A., & Azzahra, M. Z. (2021). A Comparative Analysis of Students' Attitudes and Interests in Science Subjects. *Jurnal Pendidikan Progresif*, 8(2), 53–67.

