



Correlation of Parenting with Religious Awareness and Its Implications for Counseling

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ABSTRACT

This research is motivated by various levels of religious awareness of students and inequality in parenting patterns in educating children. This study aims to see the relationship between parenting and religious awareness and its implications in counseling. The research approach used correlation research with a sample of 73 students. The data collection tools used are the scale of religious awareness and parenting. The data analysis used analysis product moment correlation. The results of the study found that there was a significant relationship between parenting and religious awareness. The relationship between the two is in the low category. Meanwhile, separately, there is a relationship between democratic parenting and the religious basis of students and is in the moderate category. As for authoritarian and permissive parenting, there is no significant relationship. Implications in counseling counseling counselors can use various service techniques that are in accordance with the client's cultural conditions and one of them is through islamic approach counseling.

Keywords: *Counseling, Religious Awareness, Parenting*

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INTRODUCTION

Religious awareness is an important part of a teenager's life that can affect their life activities both internally and externally (Lei, 2018; Makarova, 2019; Soh, 2018). Religious consciousness becomes a conceptualization of the religious disposition formed by the individual into his personal identity (Aotaibi, 2020; Mansur, 2018; Ranz, 2021). Internal religious awareness will have an effect on the mental attitudes of adolescents and from the external side will affect social interactions (Bäckdahl, 2021;

Saeedi, 2022; Yonghwi, 2022). Religious awareness refers to the spiritual aspects of the individual relating to faith in God and his actualization through worship, both *hablumminallah* and *hablumminannas* (Magomedkhanov, 2020; Maretha, 2020; Pender, 2019). This means that religious consciousness emphasizes the power of the spirit which will have an effect on social and spiritual relationships.

The social realm formed from religious consciousness is related to moral and spiritual related to obedience and obedience to God's commands and abandoning God's prohibitions. Religious awareness is present in the mind which is a mental aspect of religious activity (Ajeyalemi, 2019; Dorohina, 2020; Viktorahadi, 2020). The presence of religion in the mind can affect more meaningful life activities that can lead to happiness and peace.

The characteristics of religious awareness in children include, (1) uniformize ritual worship sincerely, (2) have the awareness that every behavior that appears or is hidden cannot be separated from the supervision of God, (3) has a positive understanding and acceptance of the fluctuating rhythm of life, (4) is grateful at the time of getting grace, (5) be patient when struck by disaster, (5) establish and strengthen *ukhuwwah Islamiyah*, (6) *menegakkan amar makruf nahi mungkar* (Cottingham, 2019; Ruff, 2019). Religious consciousness will be able to form positive behaviors based on spiritual values. This means that adolescents who have religious awareness will appear to be positive behaviors in social interactions and obedience in carrying out commands and abandoning God's prohibitions.

There are many factors that affect religious awareness in adolescents, including the most influential is the family environment. The family is the first and foremost environment for adolescents in receiving education through parents. The education provided by the family becomes the main foundation for subsequent education. Parents in carrying out the role of educators have a very big responsibility to bring their generation in a better direction in accordance with religious teachings. "Every child born in a *fitrah* (holy) state, it is the two parents who form the child into Jews, Christians, or Majusi" (QS. At Tahrim: 6). Through commands God strengthens the function and role of parents in carrying out their role as the main educators in the family (Abdel-Khalek et al., 2019).

Another factor that affects the religious awareness of adolescents is the educational environment (Yusuf, 2004). Schools are formal educational institutions that have a systemic program in carrying out guidance, teaching, and training to children so that they develop according to their potential optimally, both regarding physical, psychic (intellectual and emotional), social, and moral spiritual aspects. In line with its function and role, the school as an educational institution is the continuation of family education. Religious education in educational institutions will however have an influence on the formation of the religious spirit to the child (Estrada, 2019; Wright, 2020).

Furthermore, the community environment is the third educational field in influencing religious awareness in adolescents (Arinin, 2019; Franck, 2020;

Karakostantaki, 2021). In society, there is social interaction that participates in the formation of mental attitudes and religious awareness. If the community where the teenager lives has a good religious conscience, it will have an effect on the religious life of the teenager and vice versa. This means that the religious consciousness of adolescents is very dependent on the quality of the behavior of the environment of their society (Aldridge, 2018; Casson, 2020; Davies, 2019).

Various factors that affect the religious awareness of adolescents, the family factor becomes decisive, because the family is the first educator in the placement of religious values. The family is the first institution in the child's life, in the family generally the child exists in an intimate interaction relationship. Parenting is a pattern of behavior that is applied to children and is relative and consistent from time to time, this pattern of behavior can be felt by children, from a negative and positive point of view, the parenting style given by parents to their children will affect the development of the next child.

Parenting is the entire interaction between parents and children where parents intend to have good interactions with their children so that children can become independent children, grow and develop healthily and optimally and have a charitable character (Christie, 2019; Kuppens, 2019; Martínez, 2019). The family became the center of the cultivation of religious values and values. The development of the child's religious spirit is influenced by the child's image of his father (Chen, 2020; Ďuricová, 2018; Xiao, 2022). This means that parenting has a positive correlation with the formation of religious awareness in adolescents.

When associated with religious guidance, the role of parents becomes a central role in instilling religious values. "All children are born in a fitrah state. It was his parents who led him to become Jewish, Christian, and Magi, (HR. Bukhari & Muslim). This hadith provides a strengthening of the central role of parents in instilling religious values in adolescents. This means that parents must be able to educate and familiarize children with islamic education and in accordance with religious teachings. The good and bad of a child depends on the initial upbringing given by the parents. Whether or not a child succeeds in the next life also depends on the upbringing and teaching of the parents, therefore parents play an important role in providing a religious education.

RESEARCH METHODOLOGY

The approach used in this study is correlational research. Aiming to find the presence or absence of a correlation between the two variables to be studied, if there is a relationship, then how close the correlation is (Mardalis, 2006). the population of this study is the class VIII students of SMPN 2 Rambatan as many as 73 students. The population referred to in this study is the entire study subject (Arikunto, 2006). The research sample was 73 people, with consideration, apabila of research subjects less than 100, it is better to take it entirely as a sample, so that the study is a population study (Arikunto, 2006) The data collection tool used is the scale of religious awareness

and parenting. Both research instruments have gone through expert tests and reliability tests. The instrument reliability test as contained in Table 1 below.

Table 1. Instrument Reliability Statistics Test

Instrumen	Cronbach's Alpha	N of Items
Religious Awareness Scale	,655	31
Parenting Scale	,666	23

Based on Table 1 above, it shows that the religious awareness scale instruments and the parenting scale are reliable for use in this study. As for data analysis using ansis product moment correlation.

RESULT AND DISCUSSION

Based on the instruments that have been given to respondents, data related to people's parenting and students' religious awareness were obtained. The data as shown in Table 2 follows.

Table 2. Classification of Parental Parenting by Category

No	Classification	Classification	Frequency	Persentase%
1	Authoritarian	2113	28	38,4%
2	Democratic	2044	40	54,8 %
3	Permissive	1394	5	6,8%
Sum		5551	73	100 %

Based on the data in Table 2 above, there were 73 students who were made respondents with details, namely; students who get authoritarian parenting are obtained a score of 2113 points with a prequality of 28 (38.4%), while democratic parenting obtained a score score of 2044 points with a precwenton of 40 (54.8%), while permissive parenting obtained a score value of 1394 points with a precwenton of 5 (6.8%). This means that students generally get democratic parenting.

While the data is related to students' religious awareness, as stated in Table 3 below.

Table 3. Classification of Levels of Religious Awareness of Students in Schools
By Category

No	Classification	Frekuensi	Persentase%
1	Very High	1	1,5%
2	High	51	69,8%
3	Medium	20	27,2%
4	Low	1	1,5%
5	Very Low	-	-
Jumlah		73	100%

Table 3 above shows that, 51 students have religious awareness is in the high category with a percentage of 69%. While 20 students had moderate religious awareness

with a percentage of 27.3%, while low and very high religious awareness obtained data, which was the same as 1 person with a percentage of 1.5%. This means that the students who are respondents have high religious awareness.

Furthermore, calculations are carried out to obtain r_{xy} by preparing a working table and a calculation table as contained in Table 4 below.

Table 4. Correlation Index of Student Patterns and Religious Awareness

Subyek	X	Y	XY	X ²	Y ²
KF	73	103	7519	5329	10609
IY	74	110	8140	5476	12100
MA	95	116	11020	9025	13456
RAP	70	115	8050	4900	13225
MR	83	113	9379	6889	12769
YH	76	100	7600	5776	10000
PA	77	106	8162	5929	11236
MH	81	106	8586	6561	11236
SR	80	116	9280	6400	13456
FAN	66	60	3960	4356	3600
IH	63	95	5985	3969	9025
PAZ	75	104	7800	5625	10816
KR	83	110	9130	6889	12100
RAJ	84	102	8568	7056	10404
AAP	77	106	8162	5929	11236
AF	81	115	9315	6561	13225
SAH	71	90	6390	5041	8100
CSN	84	112	9408	7056	12544
MRP	75	109	8175	5625	11881
KPY	78	108	8424	6084	11664
WOP	69	116	8004	4761	13456
TW	78	94	7332	6084	8836
AA	78	118	9204	6084	13924
NR	81	125	10125	6561	15625
RR	68	101	6868	4624	10201
FSB	92	113	10396	8464	12769
MN	69	109	7521	4761	11881
SKP	68	106	7208	4624	11236
ARD	81	97	7857	6561	9409
EKS	85	108	9180	7225	11664
AM	76	113	8588	5776	12769
EE	72	110	7920	5184	12100

GFR	75	95	7125	5625	9025
NA	69	106	7314	4761	11236
NK	88	118	10384	7744	13924
DH	67	105	7035	4489	11025
SY	81	106	8586	6561	11236
RV	70	98	6860	4900	9604
SR	74	98	7252	5476	9604
SLP	77	115	8855	5929	13225
ZFH	92	126	11592	8464	15876
AH	67	100	6700	4489	10000
SB	76	92	6992	5776	8464
FM	80	114	9120	6400	12996
FS	78	93	7254	6084	8649
HM	83	118	9794	6889	13924
WAY	84	110	9240	7056	12100
AK	87	117	10179	7569	13689
WAM	68	101	6868	4624	10201
RH	74	94	6956	5476	8836
RP	75	109	8175	5625	11881
RR	69	88	6072	4761	7744
DF	64	101	6464	4096	10201
AAE	80	113	9040	6400	12769
FR	57	100	5700	3249	10000
BA	73	D	7738	5329	11236
KIS	68	104	7072	4624	10816
YP	62	106	6572	3844	11236
TFA	78	106	8268	6084	11236
RAK	73	102	7446	5329	10404
MA	77	113	8701	5929	12769
SK	81	72	5832	6561	5184
RD	79	109	8611	6241	11881
MPS	75	100	7500	5625	10000
DR	73	100	7300	5329	10000
ST	75	113	8475	5625	12769
NS	76	95	7220	5776	9025
RH	70	86	6020	4900	7396
RA	81	90	7290	6561	8100
MIS	67	119	7973	4489	14161
LH	94	109	10246	8836	11881
DA	75	110	8250	5625	12100

SW	76	120	9120	5776	14400
Jumlah	$\Sigma X=5551$	$\Sigma Y=7683$	$\Sigma XY=586447$	$\Sigma X^2=426111$	$\Sigma Y^2=817355$

Based on the data in the table above about calculations to obtain a correlation index figure between parental parenting and student religious awareness, it can then be calculated as follows:

$$\begin{aligned}
 N &= 73 \\
 \Sigma X &= 5551 \\
 \Sigma Y &= 7683 \\
 \Sigma XY &= 586447 \\
 \Sigma X^2 &= 426111 \\
 \Sigma Y^2 &= 817355 \\
 r_{xy} &= \frac{N \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \{N \cdot \Sigma Y^2 - (\Sigma Y)^2\}}} \\
 r_{xy} &= \frac{73 \cdot (586447) - (5551)(7683)}{\sqrt{[73 \cdot 426111 - (5551)^2] \{ (73 \cdot 817355) - (7683)^2 \}}} \\
 r_{xy} &= \frac{42810631 - 42648333}{\sqrt{\{31106103 - 30813601\} \{59666915 - 59028489\}}} \\
 r_{xy} &= \frac{162298}{\sqrt{186740481852}} \\
 r_{xy} &= \frac{162298}{\sqrt{186740481852}} \\
 r_{xy} &= \frac{162298}{432134.796} \\
 r_{xy} &= 0,375
 \end{aligned}$$

Based on the above calculations obtained $r_{xy} = 0.375$ with the interpretation of the correlation coefficient the value of r is in the low category with a pattern of positive relationships. If a test is carried out based on the results of r_{xy} or r_0 with r_t above which is 0.375, while r_t at a significant level of 1% is 0.302, thus it can be explained in detail that r_0 is greater than r_t at a significant level of 1%. Then the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. It can be interpreted that there is a significant relationship between parenting and religious awareness. This means that the better the parenting style, the higher the student's religious awareness.

Furthermore, testing the relationship between each parenting style and the student's religious awareness was carried out. The first is the relationship of authoritarian parenting with diverse consciousness. The calculation of the correlation index between authoritarian parenting and students' religious awareness is obtained as follows.

$$\begin{aligned}
 N &= 28 \\
 \Sigma X_1 &= 2113 \\
 \Sigma Y &= 7683 \\
 \Sigma X_1 \cdot Y &= 223858 \\
 \Sigma X_1^2 &= 62615
 \end{aligned}$$

$$\begin{aligned}
 \sum Y^2 &= 817355 \\
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 r_{xy} &= \frac{28 \cdot (223858) - (2113)(7683)}{\sqrt{[28 \cdot 62615 - (2113)^2] \{ (28 \cdot 817355) - (7683)^2 \}}} \\
 r_{xy} &= \frac{16341634 - 16234179}{\sqrt{\{106126\} \{638426\}}} \\
 r_{xy} &= \frac{107455}{\sqrt{67753597676}} \\
 r_{xy} &= \frac{107455}{823125.736} \\
 r_{xy} &= 0,13
 \end{aligned}$$

A simple interpretation of the calculation above, it is known that the correlation index between authoritarian parenting and students' religious awareness is 0.13. This means that between authoritarian parenting and the religious consciousness of students based on the interpretation of the correlation coefficient the value of r is in the very weak category, so this correlation is ignored or there is no relationship.

The second test, the relationship of democratic parenting with diverse consciousness. The calculation of the correlation index between democratic parenting and students' religious awareness is obtained as follows.

$$\begin{aligned}
 N &= 40 \\
 \sum X^2 &= 2044 \\
 \sum Y &= 7683 \\
 \sum X \cdot Y &= 215717 \\
 \sum X^2 &= 58478 \\
 \sum Y^2 &= 817355 \\
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 r_{xy} &= \frac{40 \cdot (215717) - (2044)(7683)}{\sqrt{[40 \cdot 58478 - (2044)^2] \{ (40 \cdot 817355) - (7683)^2 \}}} \\
 r_{xy} &= \frac{15747341 - 15642732}{\sqrt{\{90958\} \{638426\}}} \\
 r_{xy} &= \frac{104609}{\sqrt{58069952108}} \\
 r_{xy} &= \frac{104609}{240977.078} \\
 r_{xy} &= 0,43
 \end{aligned}$$

Based on the calculations above, it is known that the correlation index between democratic parenting and student religious awareness is 0.43. This means that between democratic parenting and the religious consciousness of students based on the interpretation of the correlation coefficient of r value is in the moderate or sufficient category. The third test, the relationship of permissive parenting with diverse consciousness. The calculation of the correlation index is obtained as follows.

$$\begin{aligned}
 N &= 5 \\
 \sum X^3 &= 1394
 \end{aligned}$$

$$\begin{aligned}
 \sum Y &= 7683 \\
 \sum X^3.Y &= 146872 \\
 \sum X^3 &= 27264 \\
 \sum Y^2 &= 817355 \\
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 r_{xy} &= \frac{5 \cdot (146872) - (1394)(7683)}{\sqrt{\{5 \cdot 27264 - (1394)^2\} \{5 \cdot 817355 - (7683)^2\}}} \\
 r_{xy} &= \frac{10721656 - 10710102}{\sqrt{\{47036\} \{638426\}}} \\
 r_{xy} &= \frac{11554}{\sqrt{30029005336}} \\
 r_{xy} &= \frac{11554}{173288.792} \\
 r_{xy} &= 0.06
 \end{aligned}$$

The interpretation of the calculation above, it is known that the correlation index between permissive parental parenting and students' religious awareness is 0.06. This means that permissive parental parenting and the student's religious consciousness based on the interpretation of the correlation coefficient of the value of r is in the very weak category, so this correlation is ignored or there is no relationship between the two.

Overall, it can be interpreted that there is a significant relationship between parenting and religious awareness. The relationship between the two is in the low category. Meanwhile, separately, there is a relationship between democratic parenting and the religious basis of students and is in the moderate category. As for authoritarian and permissive parenting, there is no significant relationship. This means that democratic parenting is strongly recommended to increase students' religious awareness.

The results of this study provide meaning for the need for democratic parenting so that children's religious awareness can be increased. This finding is in line with the research of found that there is a relationship between parental parenting and students' religious awareness. The same research also conducted by *found that there is an influence of parental parenting on religious attitudes*. This reinforces the assumption that parenting is an important part of raising children's religious awareness.

A good parenting style to increase a child's religious awareness is democratic parenting. Democratic parenting and permissive parenting have a positive impact on children's diverse behavior as evidenced by diligently carrying out worship, diligently reading the Qur'an and doing good to parents. Another study conducted by explained that the perception of parental democratic parenting affects the religiosity of students. This means that democratic parenting needs to be applied by parents as the main foundation of children's religious education. An important reason is because children's religious education plays an important role in growing religious awareness. Many strategies can be used to increase religious awareness, including through routine recitation activities &, through example, habituation, advice, and supervision and counseling. This means that to raise religious awareness can be done through

counseling. Proper counseling is through Islamic counseling. Islamic counseling is very much in line with the client's condition, and can also be done with relaxation techniques. This means that increasing religious awareness can be done through various techniques that exist in Islamic counseling in particular and counseling in general. Furthermore, counseling can also be done to parents how to educate children through democratic parenting. Assistance to parents is needed through a counseling approach so that parents are skilled in the application of democratic parenting.

CONCLUSION

Based on the analysis of the data and discussion above, it was found that there was a significant relationship between parental parenting and the child's religious awareness. The relationship between the two is in the low category with a positive relationship pattern. Meanwhile, separately, there is a positive relationship between democratic parenting and the religious basis of students and is in the moderate category. As for authoritarian and permissive parenting, there is no significant relationship. The results of this study have implications for counseling, and counselors can use various service techniques that are in accordance with the client's cultural conditions, one of which is through Islamic approach counseling and various other approaches.

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