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The Effect of Religiosity on Learning Achievement of Health Diploma Students in Banda Aceh, Indonesia

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Abstract

This study aims to determine the effect of religiosity on the learning achievement of Health Diploma III students in Banda Aceh City and Pidie district, Aceh Province, Indonesia. Using quantitative methods, data collection techniques were carried out by distributing questionnaires to students at the Diploma III Health Institute in Banda Aceh City and Pidie district. Data were analyzed using Amos SEM (Structural Equation Modeling) analysis. The results of this study indicate that religious studies at the D-III Institution of Health have a significant effect on the achievement of the cumulative achievement index of students both in the City of Aceh and Pidie Regency. The results of the study in the Pidie district showed a significant level of $p=0.001$ ($p<0.001$) and the results of the test of the influence of religiosity on learning achievement showed that the dimension of student religiosity had no effect on the learning achievement of Diploma III health students.

Keywords: Religiosity, Learning Achievement, Health Students, Banda Aceh

1. Introduction

Religiosity is the knowledge, and practice of Islamic values and teachings that have been internalized in life. For Muslim consumers, it is part of their religious obligation to find Muslim products and shy away from products that are doubtful (Fauzi, Mohd Mokhtar & Yusoff, 2015). Religiosity for Muslims can be seen from the extent of one's knowledge, beliefs, implementation, and appreciation of Islam. The religiosity of a Muslim is to make his life regulated and guided by religion (Abubakar, 2008). Based on the sociological perspective, religion is seen as a belief system that is manifested in certain social behaviors. Humans are considered as religious beings. From a psychological point of view, the existence of human religiosity can be protected from a variety of negative actions, which tend to be out of the norms of everyday life.

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The core teachings of Islam generally include three pillars, namely Aqeedah (belief), Syariah (norm or law), and Akhlak (behavior). The level of religiosity as defined by Glock and Stark (1965) in the context of Islam is to harmonize life based on religious rules. Thus, the essence of religiosity is a reflection of the quality of religion. Religion plays a central role in shaping religious figures and applying it with commendable behavior. Therefore, applying religious teachings in life is one of the potential intelligences that can support the success of students in their studies. Religiosity affects humans socially in various aspects of life, including in education.

Instilling a strong commitment in carrying out all religious routines and learning is also part of religious order. Spiritual intelligence is an important factor that supports success in the academic field. Thus, there is an impact of the interplay between aspects of religiosity and the tendency for bad behavior, whereby a higher the level of religiosity is increasingly able to control and regulate aberrant behaviors. Then, religion on a broader scope is needed as a bulwark and self-control mechanism to build personality and guide and regulate behavior (Rahmawati et al., 2002).

1.1. Statement of Problem

The Provincial/District Government Diploma-III Health Institution has long played a role in generating health workers in Aceh. As a general rule that applies nationally, this health institution runs a curriculum issued by the Ministry of Health of the Republic of Indonesia and the Ministry of Research and Higher Education of the Republic of Indonesia. The religion subjects are compulsory lessons, and every student must pass the religious studies with at least a C. The Aceh Province in particular is a province that applies Islamic law and religious studies in educational institutions, which has become compulsory to master the knowledge of Islam. Besides that, the D-III health institution in Aceh has included in its vision and mission to produce graduates of religious health vocational.

Several previous studies revealed that the role of religiosity on aspects of human life and the results have varied. Religiosity affects the learning achievement of college students as well as high school students. Researchers have revealed the limitations of the research conducted, both in the scope of the study, the object under study and the theory of religiosity used. In this case, it indicates an opportunity for researchers to investigate further.

The religious attitude of D-III health institution students in Banda Aceh and Pidie where this study was carried out was motivated by the fact that the students studied religious subjects as part of the national applicable curriculum. Religion learning outcomes based on an example of value data from the academic of D-III Health academic year 2013/2014 show that 35% of students in Banda Aceh received an A grade, 59% B grade, and only 6% C grade.

1.2. Significance of the Study

The importance of this research reflects Islamic values in health education institutions in Aceh that is related to the development of religious values and their application in health institutions in Banda Aceh and Pidie, Aceh, Indonesia. In addition, this research is expected to contribute to the government and the provincial government of Aceh as policy makers to improve the intellectual and spiritual quality of students as prospective health workers.

The findings of this study enhance the current concept of implementation of religiosity in a person, which encompasses various dimensions in life including beliefs, worship, knowledge, experience, and religious practices. Formulation dimensions of religiosity in the Islamic approach is the core, and the implementation of Islam in totality covers faith, Islam, Ihsan, science, and charity (Muhaimin, 2002). Religion is a value system

that influences how to think, behave, and react (Darajad, 1996). This relates well with the word of Allah in Qur'an, Surah 2:208. Islam as a comprehensive system that encourages its followers to be religious as a whole, both in this world and in the hereafter. The unique systems of meaning, action, or beliefs emerging from the human processing are deeply rooted in the Islamic concept of tasawwur (conception), which advocates the concept of spiritual sustenance (Ahamat, 2017).

2. Literature Review

Religiosity includes multi-dimensionality in human life. Religiosity is the internalization of religious values in a person related to belief in religious teachings in the heart, religious practices, words, and deeds. Then, this faith is manifested in daily actions and behavior.

2.1. Religiosity

Religiosity though rooted the same word has a different meaning in its use with religion. While religion refers to a formal aspect relating to rules and obligations, religiosity refers to aspects of religion that have been lived by the individual in the heart (Mangunwijaya, 1982). Religiosity in terminology is a state that exists in a person that encourages him to behave in accordance with the degree of his devotion to religion. Religiosity is a behavior that is sourced directly or indirectly to *nash* (Jalaludin, 2001).

Ancok and Suroso (2005) define religiosity as meaningfulness that covers various sides or dimensions that not only occur when a person performs a ritual act, but also when performing other activities that are driven by supernatural powers. The source of the religious soul is the sense of dependency. The presence of fears of threats from the surrounding natural environment and human beliefs concerns its limitations and weaknesses. The absolute sense of dependence enables human beings to seek supernatural powers from the surroundings that can be used as a protective force in their life with a power outside themselves, which is God.

As for religiosity, in the perspective of Islam, it is not only manifested in the form of rituals alone, but also in social activities (charitable deeds) and activities that are useful for society. Socio-economic contexts are so intertwined that they are distinguishable but indivisible (Pillai and Ahamat, 2018). Muhaimin (2002) formulated religiosity according to Islam by applying religious teachings or Islam in totality. Therefore, every Muslim in his life must think or act under the guidance of Islam.

Another term often associated with religiosity or religion is spirituality. Spirituality is an inward impulse to meet the basic needs of transcendence and to approach the Supreme Being, whereby religiosity is a system of doctrines, institutions, and practices that nurture spirituality or relationships with the Supreme Being. According to Mangunwijaya (1982), religiosity itself has a different meaning to religion. If religion refers to a formal aspect relating to rules and obligations, religiosity refers to aspects of religion that have been lived by the individual in the heart.

2.2. Learning Achievement

In a wider sense, learning achievement is a change in behavior or skills that can increase over time given by the learning situation so that it is seen as evidence of the efforts obtained by the learners (Sobur, 2003). Learning achievement shows the level of ability possessed by students in receiving, processing, and assessing the information obtained in the learning process. It is the mastery of knowledge or skills that is usually measured by an achievement index consisting of values or numbers. Thus, students' achievements are able to show changes in the field of knowledge/experience in the field of skills, values, and attitudes obtained from the test results of certain subject matter.

The term achievement of learning, sometimes called academic achievements, is often used variably by researchers. According to Nasution (1986) in Hanifah and Abdullah (2001) learning achievement is the perfection that a person achieves in thinking, feeling, and doing. Achievement is said to be perfect if it meets three aspects, namely:

1. Cognitive (cognitive domain). The cognitive domain is related to the ability to think, including the ability to memorize, understand, apply, analyze, synthesize, and evaluate.
2. Affective (affective domain). The affective domain is a domain that is related to attitudes and values. The affective domain includes behavioral traits such as feelings, interests, attitudes, emotions, and values.
3. Psychomotor (psychomotoric domain). Psychomotor domains are related to skills or the ability to act after a person has received a certain learning experience (Bloom et al., 1956).

Achievement shows the level of ability possessed by students in receiving, processing, and assessing the information obtained in the learning process. The value of GPA is one indicator of success during the course, which is can act as more than a reference. Learning activities are a process, while achievement is the result of the learning process. Learning achievement is an integral part that cannot be separated from learning activities. Learning activities are a process whereas learning achievement is a change in behavioral skills or abilities that can increase over time that is not caused by the growth process. However, the existence of learning situations is seen as evidence of business obtained by learners (Sobur, 2003).

Achievement as an indicator of the success of students in completing a number of subjects in higher education is expressed in the form of a score. Hence, it is an end result that is expected to be achieved by someone after going through the learning activities. The achievement of the Cumulative Achievement Index or Cumulative Grade Point Average (CGPA) is a description of the student's ability achieved in each semester. The results of these studies are from assessments conducted to determine the extent of the mastery of learners of the material in the learning process and learning outcomes (Yusak, 2014). Therefore, the CGPA is a number that shows the cumulative achievement or progress of student learning starting from the first semester to the final semester, expressed in a range of 0.00 - 4.00. In order to be able to graduate in the diploma program, students must have a minimum CGPA of 2.00 as per the Decree of the Minister of National Education Republic Indonesia, 2000.

Table 2.2 Range of CGPA for Undergraduate and Diploma Program

Range of CGPA	Predicate
2.00 – 2.75	Good
2.76 – 3.50	Very Good
3.51 – 4.00	Excellent

Source: Decree of the Minister of National Education Number 232/U/2000

2.3. Factors Affecting Learning Achievement

Academic achievement attained by students is the result of a process. To achieve learning achievement as desired, many factors influence it. According to Sagikawa (2003) in Nasreen and Naz (2013) stated that there are three factors that affect student academic achievement: family factors, individual student factors, and educational institution factors. These three factors indicate a direct effect on the achievement of student achievement.

According to Suryabrata (1982), the intelligence factor especially influences learning achievement, where the human brain is the most important organ that acts as a biological basis for one's intelligence (Sternberg &

Sternberg, 2012). Thus, intelligence is a concept that has high value and is valuable in which a person tries to strengthen or use it to accelerate their goals and plans, both individually and in groups (Dai, 2008). Learning achievement is the result of a process of teaching and learning to determine the quality of the product or the result, as there is a system that regulates in it. The achievement of learning by students is able to show changes in the field of knowledge/experience in the skills, values and attitudes.

Adams (2000) in his research entitled "The Impact of Religiosity and Locus of Control on Academic Achievement in College Students" conducted by survey among 68 male and female students, aged 18-42 years. The results of this study revealed no relationship between academic achievement and religiosity. The results of this study differ from previous studies which show that students who have high levels of academic achievement are more likely to be internally controlled and have higher levels of religiosity.

Deify and Wahyuningsih (2005) in their study tested two variables of intelligence with religiosity. The object of the research is the students of the Faculty of Psychology of Islamic University of Indonesia Yogyakarta without distinguishing the year of generation, both male and female. The results of this study demonstrate insignificant results, as evidenced by the absence of correlation between intelligence and religiosity among the students of the Psychology Faculty of Islamic University of Indonesia Yogyakarta.

Another study conducted by Wahaningsih (2012) concluded a positive relationship between religiosity, self-concept and social support with learning achievement together with the students of Muhammadiyah Middle School 3 Depok, Yogyakarta, Indonesia. This study found no significant relationship between religiosity with student achievement of Muhammadiyah Middle School 3 Depok Yogyakarta. The theory of religiosity in this study is based on Glock and Stark's (1965) theory of religiosity which is adjusted to religiosity according to the Islamic perspective. Religiosity is not only in the form of worship rituals, but also in social activities and activities that benefit the community that can encourage comprehensive religious practice.

The contextual discussion of this study revealed the role of religiosity on aspects of human life and the results have been varied. Hence, religiosity affects the learning achievement of college students as well as high school students. Past researchers revealed the limitations of the research conducted, both in terms of the scope of the study, the object under study, and the theory of religiosity used. In this case, it indicates an opportunity for researchers to investigate further. Learning achievement in this study refers to the achievement of learning outcomes in the form of a Study Card Results that displays the number of average achievement indexes and the CGPA as official documents of student learning outcomes issued by each academic department of an educational institution. Referring to the opinions of experts about religiosity, the authors used the five-dimensional religiosity theory by Glock and Stark (1965) combined with the Islamic approach as below:

1. Aspects of faith (iman) or ideological dimension about human beliefs and relationships with God, angels, prophets, destiny, and doomsday.
2. Aspect of Islam or ritualistic dimension concerning the frequency and intensity of the implementation of established worship, such as prayer, fasting, and zakat.
3. Aspects of *Ihsan* or experiential dimension concerning experiences and feelings about the presence of God, fear of violating prohibitions, and others.
4. Aspect of scientific or intellectual dimension of one's knowledge about the teachings of Islam.
5. Aspects of charity or consequential dimension concerning the behavior in people's lives, such as helping others, working, and so on.

The five dimensions are relevant and represent the religious involvement of everyone, whether Muslim or not. Scholars believe that measuring religiosity is more comprehensive with a multi-dimensional approach, whereby the ritual, experience, ideological, consequential, and intellectual religiosity dimensions can be tested with the format of Islamic religiosity to test the religiosity of Muslim students.

3. Research Methodology

The data collection was carried out through a distributed questionnaire survey technique for the final year students at three Health D-III Educational institutions in Banda Aceh and one institution in Sigli, Pidie district, Aceh. The data in this research are respondents' questionnaire data as primary data and secondary data sourced from various literatures. The data collection includes filling questionnaires by students of the Health D-III institution.

The population in this study are students who were taking final level education at three Health D-III Institutions in Banda Aceh, totaling 390 students and who were studying at the Nursing Academy Pidie district, Sigli Aceh Province, amounting to 137 people. The total number of samples was 412 students. The variables to be tested in this study were religiosity (X), ideological dimension (X1), ritualistic dimension (X2), intellectual dimension (X3), experiential dimension (X4) and consequential dimension (X5) as exogenous and learning achievement variable (Y) as endogenous.

Table: Independent and Dependent Variable

Variable	Variable Definition	Indicator	Scale Score
Independent			Likert
1. Ideological Dimension	The dimension of faith (aqeedah) is the extent of belief in the fundamental teachings of religion.	Believe in Allah, Angels, Messengers, Books, Doomsday, Qadha and Qadar.	1-5
2. Rituals Dimension	The ritual dimension is the extent to which the level of obedience carries out obligations in the form of religiously ordered worship.	Working prayers five times a day, fasting, zakat, hajj and read the Quran.	1-5
3. Intellectual Dimension	Aspects related to the knowledge and understanding of the essence of religion.	Knowing the contents of the Qur'an, following recitations, reading religious books.	1-5
4. Experience Dimension	Aspects of appreciation, how much to feel close to God and experience the presence of God in the life.	Gain experience God's help, peace of soul, fear of violating the ban and confidence received a reply.	1-5
5. Consequence Dimension	The consequence aspect is the necessity to realize religious teachings in life based on ethics and spirituality	Started work with basmalah and end with hamdalah, do devotions circumcision and behavior (morals) noble	1-5
Dependent			Likert
Learning Achievement	The level of achievement of students' study success obtained in the educational process is an indicator of the ability to master the learning materials at educational institutions.	Grade point index: 1). 1,50-2,00 2). 2,01-2,50 3). 2,51-3,00 4). 3,01-3,50 5). 3,51-4,00	1-5

The conceptual framework for the Banda Aceh and Pidie hypotheses (H_1,H_2,H_3,H_4, H_5 and H_6) is described below:

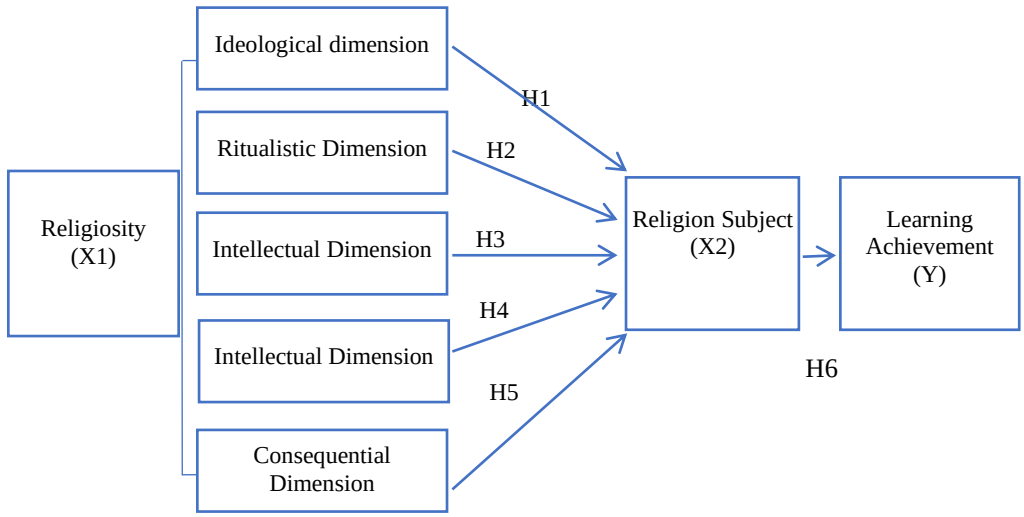

Figure. Conceptual Framework the Analysis of effect of Religiosity on Learning Achievement

3.1. Research Hypothesis

The study was conducted by testing the hypotheses put forward as reference material or answers.

H1: There is an effect of Ideological Dimension on Learning Achievement of students in Banda Aceh and Pidie.

H2: There is an effect of Ritualistic Dimension on Learning Achievement of students in Banda Aceh and Pidie.

H3: There is an effect of Intellectual Dimension on Learning Achievement of students in Banda Aceh and Pidie.

H4: There is an effect of Experiential Dimension on Learning Achievement of students in Banda Aceh and Pidie.

H5: There is an effect of Consequential Dimension on Learning Achievement of students in Banda Aceh and Pidie.

H6: There is an effect of religion subject on Learning Achievement of student in Banda Aceh and Pidie.

3.2. Study Population

The population in this study were students who were taking final level education at three Health D-III Institutions in Banda Aceh, totaling 390 students and who were studying at the Nursing Academy Pidie district, Sigli Aceh Province, amounting to 137 people. The total number of samples are 412 students. The detailed population according to place studied is shown below:

Table Population of Health D-III students in Banda Aceh and Pidie

No.	Institution	Number of Population	Number of Sample Size
1	Academy of Health Analyst The Government of Aceh	162	85
2	Pharmacy Academy The Government of Aceh	100	91

3	Nursing Academy of Tjoet Nya' Dhien Banda Aceh	128	107
4	Nursing Academy of Pidie district	137	129
Total		527	412

Sources: Primary Data (processed). 2018

4. Data Analysis

This study uses statistical analysis, namely structural equation model analysis (SEM). SEM analysis is a statistical method that uses a confirmatory approach that contains two important aspects, namely the process studied that can be displayed in the form of structural equations (regression) and the structural relationship of the equation that can be visualized in the form of images (diagrams). Reliability is a tool to test the degree of consistency and stability of measurement instruments (Ma'ruf, 2005). To test the reliability of the research instruments, Cronbach's coefficient α was used. The minimum acceptable coefficient is a minimum of 0.5 and the minimum limit recommended for the coefficient value is 0.7, but for extrapolary studies, it can use a coefficient of 0.6.

Table 3.5 Reliability Testing Result

No.	Variable	Indicator	Reliability Indexes	Value	Result
1	Ideological Dimension	3	0.965	0.50	Reliable
2	Ritualistic Dimension	2	0.644	0.50	Reliable
3	Intellectual Dimension	3	0.630	0.50	Reliable
4	Experiential Dimension	3	0.848	0.50	Reliable
5	Consequential Dimension	4	0.866	0.50	Reliable

Sources: Primary Data (processed). 2018

CFA is also used to test construct validity. The loading factor tested is in accordance with the recommendations, namely 0.5. Further details of each indicator for CFA results can be seen in the table below:

Table 3.6 Validity Testing Results

No.	Indicator	Factor	Value	Result
1	RD5	0.7	0.5	Valid
2	RD6	0.6	0.5	Valid
3	InD1	0.7	0.5	Valid
4	InD2	0.5	0.5	Valid
5	InD3	0.6	0.5	Valid
6	CD5	0.8	0.5	Valid
7	CD6	0.7	0.5	Valid
8	CD7	0.8	0.5	Valid
9	CD8	0.8	0.5	Valid

10	ID1	0.9	0.5	Valid
11	ID2	0.9	0.5	Valid
12	ID3	1.0	0.5	Valid
13	ED1	0.9	0.5	Valid
14	ED2	0.8	0.5	Valid
15	ED3	0.8	0.5	Valid

Sources: Primary Data (processed). 2018

4.1. Confirmatory Factor Analysis (CFA)

This is the confirmatory factor analysis stage. In this phase, the indicators are tested simultaneously to secure an appropriate value for each construct (data fit).

Table Feasibility Testing Results Respecification Confirmatory Factor Analysis of Religiosity

Goodness of Fit Index	Cut off Value	Result	Evaluation Model
Chi-Square (df=80)	< 101.88	98.186	Good
Probability	≥ 0.05	0.082	Good
RMSEA	≤ 0.08	0.028	Good
GFI	≥ 0.90	0.957	Good
AGFI	≥ 0.90	0.936	Good
CMIN/DF	≤ 2.00	1.227	Good
TLI	≥ 0.90	0.991	Good
CFI	≥ 0.90	0.993	Good

Source: Data Primer (processed), 2018.

5. Analysis of Results

5.1. Factor Analysis of Data

Religiosity refers to the religious values that have entered into human beings, which then have a major role in efforts to develop human character. There are five dimensions of religiosity; first, the ideological dimension that relates to the level of a person in believing the truth of his religious teachings, such as the belief in the existence of God. Second the ritualistic dimension, namely the level of obedience of a person carrying out the obligation of worship as ordered in religion (religious practice), such as obligations for Muslims like prayer, zakat, fasting, pilgrimage. Third, the experiential dimension is the level of a person in feeling and experiencing feelings or religious experiences (religious feeling). For example, feeling like one's prayer is granted and feeling saved by God. Fourth, the intellectual dimension relates to the level of one's knowledge and understanding of the teachings of religion (religious knowledge). And fifth, the consequential dimension namely the aspect that measures the extent of one's behavior in social life motivated by religious teachings and interaction with the world, especially with fellow humans (religious effects).

5.2. Regression Test

Regression test is used as a statistical inference tool to determine the effect of independent variables namely religiosity (X1) and religious subjects (X2) on the dependent variable which is learning achievement (Y). Testing the influence of religion values on CGPA students in Banda Aceh 2013/2014 academic year, the test of the effect simultaneously shows the following results:

Table 4.12 ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12.515	1	12.515	123.389	.000[b]
Residual	28.502	281	.101		
Total	41.017	282			

a. Dependent Variable: CGPA b. Predictors: (Constant), Religious Value

Table 4.12 above shows that the religion subjects significantly affect student CGPA for 2013/2014 academic year with a significance level .000 that is much smaller than the significance level of .005.

Table 4.13 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552[a]	.305	.303	.31848

a. Predictors: (Constant), Religious Value

From Table 4.13 above, it can be seen that the value of the correlation coefficient (multiple R) =.552 means that the degree of correlation between the independent variable with the dependent variable is 55.2%. The Pidie district tests the influence of religious values on CGPA students at 2013/2014 school year. The test of the effects simultaneously shows the following results:

Table 4.14 Regression test student in Pidie

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.427	1	8.427	175.812	.000[b]
	Residual	6.087	127	.048		
	Total	14.514	128			

a. Dependent Variable: CGPA b. Predictors: (Constant), Religious Value

Table 4.14 above shows that the religious subjects significantly affect students' CGPA for academic year 2013/2014 with a significance level of .000 that is much smaller than the significance level of .005.

Table 4.15 Correlation and Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762[a]	.581	.577	.21893

a. Predictors: (Constant), Religious Value

Table 4.15 shows the value of the correlation coefficient (multiple R) =.762, which means that the degree of correlation between the independent variable with the dependent variable is 76.2%. The coefficient of determination (R Square) =.581.

Table 4.16 ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.213	1	4.213	37.414	.000[b]
	Residual	10.698	95	.113		
	Total	14.911	96			

a. Dependent Variable: CGPA b. Predictors: (Constant), Religious Value

Table 4.16 above shows that the religious subjects significantly affect students' CGPA for academic year 2014/2015 with a significance level of .000 that is much smaller than the significance level of .005.

5.3. Exploratory Factor Analysis (EFA)

Exploratory factor analysis in this study used Eigen value criteria >1 (de Vaus, 2002 in Ma'ruf, 2005: 75). In the first stage, exploratory factor analysis was conducted for the independent variable. Samples of Combined Banda Aceh and Pidie are as below.

5.3.1. Ideological Dimension

The results of exploratory factor analysis with rotation varimax demonstrates construct eigenvalues greater than 1 that is equal to 4.242. Variance can be explained (variance explained) by a construct of 84.835. The value of KMO measure of sampling adequacy for the whole sample is equal to .913, far greater than the requirements. The Bartlett's Test of Sphericity exam results show a significance of 0.000. The factor load for ID1 is 933, ID2 is 923, ID3 is 941, ID4 is 906 and ID5 is ID5, 902. More details are explained in the table below.

Table 4.17 Matrix Principal Component Analysis of Ideological Dimension Factor

Indicator	Factor Loading
ID3	.941
ID1	.933
ID2	.923
ID4	.906

ID5	.902
Eigen Value	4.242
Variance Explained	84.835
KMO Measure of Sampling Adequacy	.913
Bartlett's Test of Sphericity	.000

Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

5.3.2. Ritualistic Dimension

The results of exploratory factor analysis with varimax rotation show that the charge of RD2 factor has a cross factor load so that it is removed from the data. Then, re-analysis and producing the value of the load factor is feasible. The value of KMO measure of sampling adequacy for the whole sample is equal to 697, far greater than the requirements proposed by Hair et al. (2006). Bartlett's test of sphericity exam results show a significance of 0.000. The factor load for RD1 is 0.661, RD3 is 0.733, RD4 is 0.703, RD5 is 0.759, RD6 is 0.779, RD7 is 0.734 and RD8 is 0.620 (RD2 factor load is removed due to cross loading). More details are explained in the table below:

Table 4.18. Matrix Principal Component analysis of ritualistic dimension factor

	Factor Loading	
Indicator	1	2
RD7	.734	
RD4	.703	
RD1	.661	
RD8	.620	
RD6		.779
RD5		.759
RD3		.733
Eigen Value	2.170	1.479
Variance Explained (%)	31.001	21.123
KMO Measure of Sampling Adequacy		.697
Bartlett's Test of Sphericity		.000

Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

5.3.3. Intellectual Dimension

The results of exploratory factor analysis with rotation varimaks demonstrates construct eigenvalues greater than 1 that is equal to 1.731. The variance that can be explained (variance explained) is a construct of 57,691. The value of KMO measure of sampling adequacy for the whole sample is equal to 635, far greater than the requirements. Bartlett's test of sphericity exam results show a significance of 0.000. The load factor for InD1 is 804, InD2 is 724, and InD3 is equal to 748. More details care explained in the table below.

Table 4.19 Matrix Principal Component Analysis of Intellectual Dimension factor

Indicator	Factor Loading
InD1	.804
InD3	.748
InD2	.724
Eigen Value	1.731
Variance Explained	57.691
KMO Measure of Sampling Adequacy	.635
Bartlett's Test of Sphericity	.000

Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

5.3.4. Experiential Dimension

The results of the exploratory factor analysis with the varimax cycle show that the construct has an eigenvalue greater than 1 that is equal to 3.790. The variance can be explained (variance explained) by a construct of 63,159. The value of KMO measure of sampling adequacy for the whole sample is equal to 875, far greater than the requirements. Bartlett's Test of Sphericity exam results show a significance of 0.000. Load factors for ED1 amounted to 0.833, ED2 of 815, ED3 of 0.750, ED4 of 0.819 ED5 of 0.734 and ED6 of 812. More details are explained in the table below.

Table 4.20 Matrix Principal Component Analysis of Experiential Dimension Factor

Indicator	Factor Loading
ED1	.833
ED4	.819
ED2	.815
ED6	.812
ED3	.750
ED5	.734
Eigen Value	3.790
Variance Explained	63.159
KMO Measure of Sampling Adequacy	.875
Bartlett's Test of Sphericity	.000

Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

5.3.5. Consequential Dimension

The results of exploratory factor analysis with rotation varimaks demonstrates construct eigenvalues greater than 1 is equal Consequential Dimension 1 Dimension 4.295 and Consequential-2 at 1.524. The KMO value for measure of sampling adequacy for the entire sample is equal to 852, much larger than the terms. Bartlett's test of sphericity exam results show a significance of 0.000. The factor load for CD1 was 0.893,

CD2 was 0.909, CD3 was 0.839, CD4 was 0.886, CD5 was 0.808, CD6 was 0.785, CD7 was 0.756 and CD8 was 0.886. More details are explained in the table below.

Table 4.21 Matrix Principal Component Analysis of Consequential Dimension factor

	Factor Loading	
Indicator	1	2
CD4	.886	
CD8	.886	
CD3	.839	
CD5	.808	
CD6	.785	
CD7	.756	
CD2		.909
CD1		.893
Eigen Value	4.295	1.524
Variance Explained (%)	53.690	19.051
KMO Measure of Sampling Adequacy		.852
Bartlett's Test of Sphericity		.000

Extraction Method: Principal Component Analysis Rotation Method: Varimax with Kaiser Normalization

5.3.5.1. Reliability Analysis

From the results of the exploratory analysis factor, we continue the reliability analysis. The following is submitted per sub-sample. The sub-sample of Banda Aceh and Pidie district has seven factors, namely: Ideological Dimension, Ritualistic Dimension-1, Ritualistic Dimension-2, Intellectual Dimension, Experiential Dimension, Consequential Dimension-1 and Consequential Dimension-2. A complete analysis of the reliability of these seven factors is as follows:

Table 4.22 Reliability Test of Exploratory Factor Analysis

No.	Factors	Number of Indicators	Reliability Value	Critical Value	Remarks
1	Ideological Dimension	5	.954	.50	Reliable
2	Ritualistic Dimension				
	Factor 1	4	.616	.50	Reliable
	Factor 2	3	.640	.50	Reliable
3	Intellectual Dimension	3	.619	.50	Reliable
4	Experiential Dimension	6	.878	.50	Reliable
5	Consequential Dimension				
	Factor 1	6	.905	.50	Reliable
	Factor 2	2	.783	.50	Reliable

Source: Primary Data (processed), 2018

5.3.5.2. Confirmatory Factor Analysis (CFA) via Individual Measurement Model

Here is the confirmatory factor analysis.

Ideological Dimension Factor

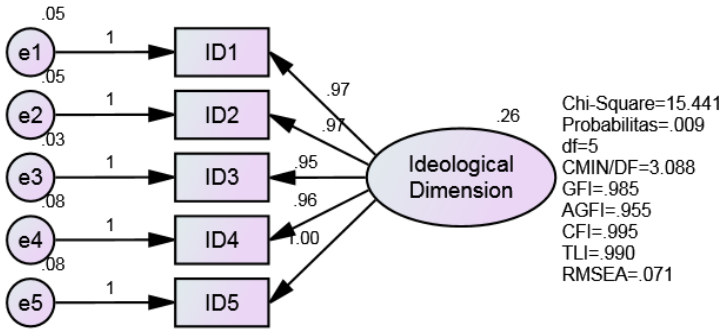

Figure 4.3 Confirmatory Factor Analysis Ideological Dimension Factor

From the Confirmatory Factor Analysis construct, Ideological Dimension chi-square value (df = 5) = 15.441> 11.07 on probability = .009 9 .05; with $\chi 2$ / df = 3.088> 2.00; still shows marginal fit. The RMSEA = .071<.08, GFI value = .985; AGFI = .955; TLI = .990; and CFI = .995 indicates that it fit because >.90. The factor loading value is all in its entirety. The next step is to carry out respecification analysis by looking at Modification Indices (M.I.). It is obtained that e2 (ID2 indicator) has a value of M.I. high (M.I. = 6.0) so that the indicator must be removed from the model. The results of confirmatory factor analysis of the Ideological Dimension construct show that all related items have met feasibility. Namely: chi-square value = 1.499 (df2) <5.99. p = .473 5 .05. $\chi 2$ / df = .749 ≤ 2.00 RMSEA .000 ≤ .08. GFI = .998 ≥ .90. AGFI = .991 ≥ .9. TLI = 1.001 ≥ .90 and CFI = 1.000 ≥ .9. More details are presented in the figure below:

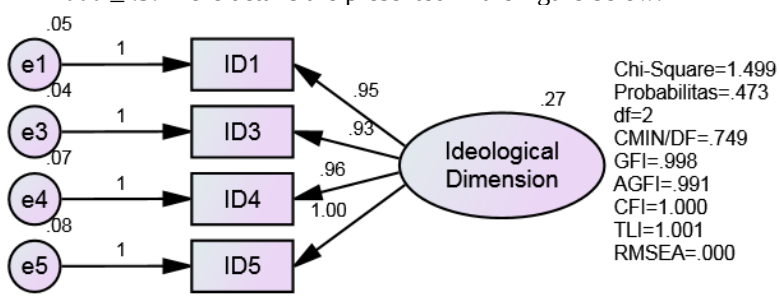

Figure 4.4 Confirmatory Factor Analysis Ideological Dimension Factor final

Ritualistic Dimension Factor

1) From the Confirmatory Factor Analysis construct of Ritualistic Dimension 1 the chi-square value (df = 2) = 2.446 <5.99 on probability = .294 ≥ .05; with $\chi 2$ / df = 1.223 ≤ 2.00; and RMSEA = .023 ≤ .08 indicates the data fit. The GFI value = .997; AGFI = .985; TLI = .992; and CFI = .997 all ≥ .90 so that it meets the data criteria that fit.

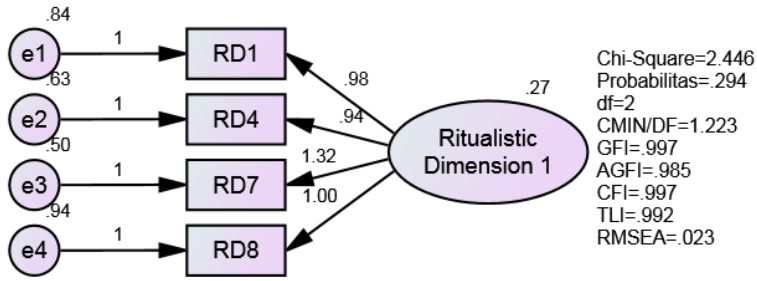

Figure 4.5 Confirmatory Factor Analysis Ritualistic Dimension 1 Factor Final

From the Confirmatory Factor Analysis construct of Ritualistic Dimension 1, the chi-square value (df = 2) = 2.446 <5.99 on probability = .294 ≥ .05; with $\chi 2$ / df = 1.223 ≤ 2.00; and RMSEA = .023 ≤ .08 indicates the data fit. The GFI value = .997; AGFI = .985; TLI = .992; and CFI = .997 all ≥ .90 so that it meets the data criteria that fit.

2) The results of the model suitability test with the Confirmatory Factor Analysis construct of Ritualistic Dimension factor-2 can be described in the following figure:

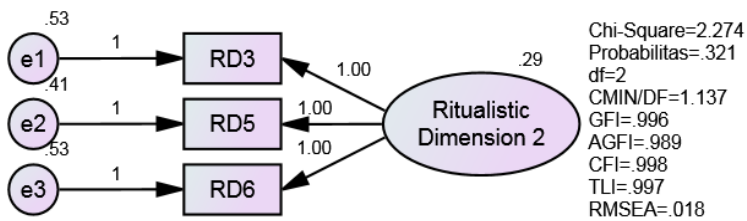

Figure 4.6 Confirmatory Factor Analysis Ritualistic Dimension 2 Factor final

From the Confirmatory Factor Analysis construct of Ritualistic Dimension 2 the chi-square value (df = 2) = 2.274 <5.99 on probability = .321 ≥ .05; with $\chi 2$ / df = 1.137 ≤ 2.00; and RMSEA = .018 ≤ .08 indicates the data fit. The GFI value = .996; AGFI = .989; TLI = .997; and CFI = .998 all ≥ .90 so that it meets the data criteria that fit.

Intellectual Dimension Factor

The results of the model suitability test with the Confirmatory Factor Analysis construct of Intellectual Dimension can be described in the following figure:

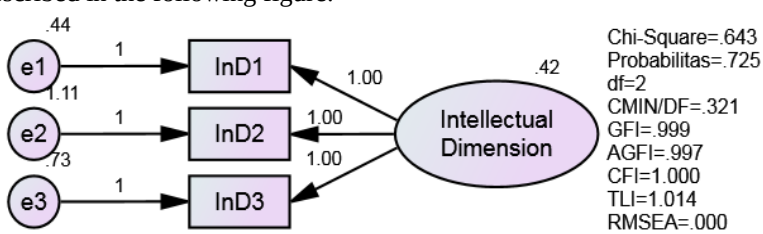

Figure 4.7. Confirmatory Factor Analysis Intellectual Dimension factor final

From the Confirmatory Factor Analysis construct of Intellectual Dimension chi-square value (df = 2) = .643 <5.99 on probability = .725 ≥ .05; with $\chi 2$ / df = .321 ≤ 2.00; and RMSEA = .000 ≤ .08 indicates the data

fit. The GFI value = .999; AGFI = .997; TLI = 1.014; and CFI = 1.000 all ≥ .90 so that it meets the data criteria that fit.

Experiential Dimension Factor

The results of the model suitability test with Confirmatory Factor Analysis construct for Experiential Dimension can be described in the following figure:

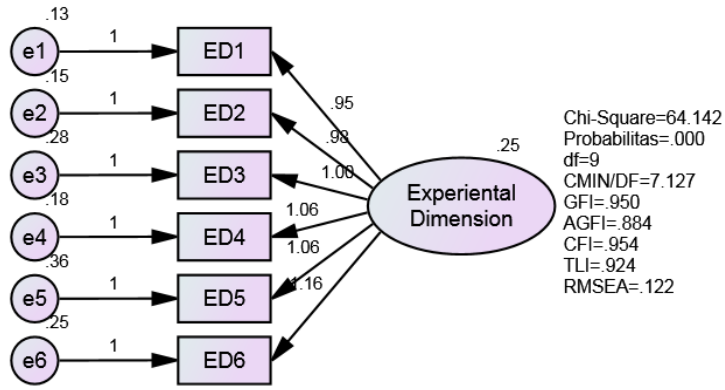

Figure 4.8 Confirmatory Factor Analysis Experiential Dimension Factor

From the Confirmatory Factor Analysis construct, Experiential Dimension obtained chi-square value (df = 9) = 64.142> 16.92 on probability = .000 <.05; with $\chi 2$ / df = 7.127> 2.00; and RMSEA = .122>.08 indicates the data is not fit yet. The GFI value = .950; AGFI = .884; TLI = .924; and CFI = 9.54 not all ≥ .90 so that it does not meet the data criteria that fit. In the first respiration, e2 was eliminated (ED2 indicator) which had an MI value of 16.7. The results of the respecification analysis by eliminating e2 indicate that there are data that is not fit, namely the chi-square value (df = 5) = 22.645> 11.07. and the p value of .000 <.05 so that further respisification analysis is needed by eliminating e3 (ED3 indicator) with an MI value of 13.4. The e3 elimination shows all related items have met the feasibility standard, namely: chi-square value (df = 2) = .753 <5.99 on probability = .686 ≥ .05; with $\chi 2$ / df = .376 ≤ 2.00; and RMSEA = .000 ≤ .08 indicates the data has been fit. The GFI value = .999; AGFI = .995; TLI = 1.006; and CFI = 1.000 all ≥ .90 so that it meets the data criteria that fit. More details can be observed in the figure below:

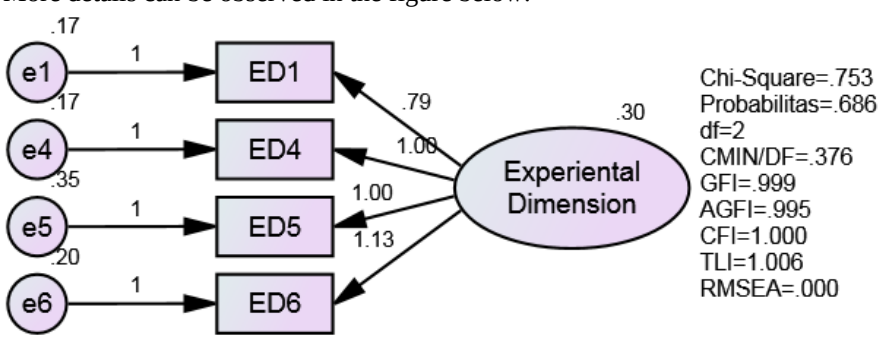

Figure 4.9 Confirmatory Factor Analysis of Experiential Dimension factor final

Consequential Dimension 1 Factor

1) The results of the model suitability test with the Confirmatory Factor Analysis construct of the Consequential Dimension 1 can be described in the following figure:

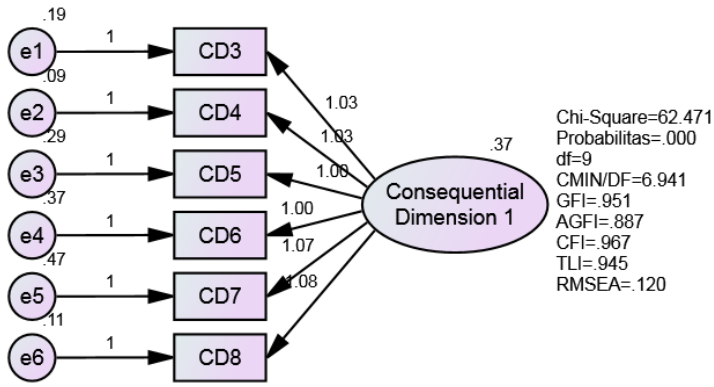

Figure 4.10 Confirmatory Factor Analysis of Consequential Dimension 1 Factor

From the Confirmatory Factor Analysis construct of Intellectual Dimension, the chi-square value (df = 9) = 62.471> 16.92 on probability = .000 5 .05; with $\chi 2$ / df = 6.941 ≤ 2.00; and RMSEA = .120>.08 indicates the data is not fit yet. The GFI value = .951; AGFI = .887; TLI = .945; and CFI = .967 not all ≥ .90 so that it does not meet the data criteria that fit. At the first respecification, e5 (CD7 indicator) is eliminated which has an MI value of 25.8.

The results of the elimination of e5 produced items related where the chi-square value (df = 5) = 21.675> 11.07 on probability = .001 5 .05. so that further respecification analysis is needed by eliminating e2 (CD4 indicator) which has MI of 6.3. The results of respecification analysis of e5 shows that all related items have been declared fit, namely chi-square value (df = 2) = .044 <5.99 on probability = .978 ≥ .05; with $\chi 2$ / df = .022 ≤ 2.00; and RMSEA = .000 ≤ .08 indicates the data fit. The value of GFI = 1.000; AGFI = 1.000; TLI = 1.007; and CFI = 1.000 all ≥ .90 so that it meets the data criteria that fit. More details can be observed in the figure below:

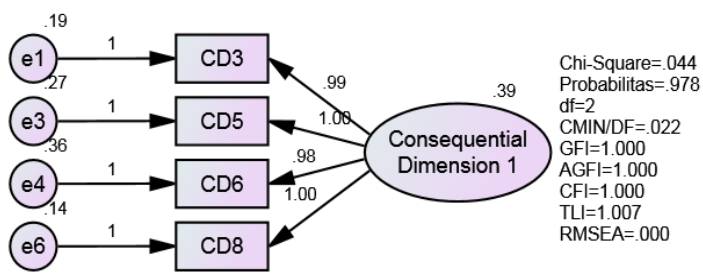

Figure 4.11 Confirmatory Factor Analysis of Consequential Dimension 1 factor final

2) The results of the model suitability test with the Confirmatory Factor Analysis construct of the Consequential Dimension 2 can be described in the following figure:

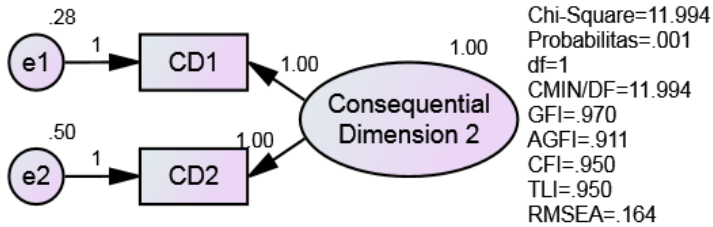

Figure 4.12 Confirmatory Factor Analysis of Consequential Dimension 2 factor Final

From the Confirmatory Factor Analysis construct of Intellectual Dimension, the chi-square value (df = 1) = 11.994> 3.84 on probability = .001 ≥ .05; with $\chi 2$ / df = 11.994 ≤ 2.00; and RMSEA = .164>.08 indicates the data is not fit yet. The GFI value = .970; AGFI = .911; TLI = .950; and CFI = .950 all ≥ .90 so that it meets the data criteria that fit. There is a Consequential Dimension-2 that is not fit yet.

5.3.5.3. Confirmatory Factor Analysis (CFA) via Overall Measurement Model

The overall measurement model is described in the figure below:

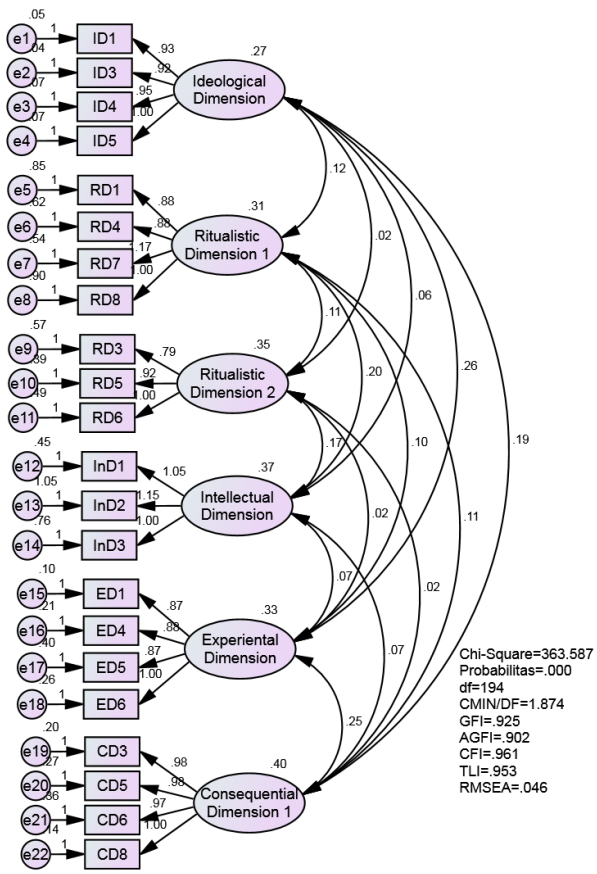

Figure 4.13 Confirmatory Factor Analysis via Overall Measurement Model

From the Confirmatory Factor Analysis construct of Experiential Dimension, chi-square value (df = 194) = 363.587> 227.49 on probability = .000 <.05; with $\chi 2$ / df = 1.874 <2.00; and RMSEA = .046 <.08 indicates that the data is not fit yet. The GFI value = .925; AGFI = .902; TLI = .953; and CFI = .961 all ≥ .90 so that it meets the data criteria that are fit. In the first respecification analysis, e15 was eliminated (ED1 indicator) which has an MI value of 31. The results of the respecification analysis by eliminating e15 indicate that the chi-square value (df = 174) = 263.898> 205.77 and the p value of .000 <.05 so further respecification analysis is needed by eliminating e21 CD6) with an MI value of 1.1.

The results of the respecification analysis by eliminating e21 indicate that the data namely the chi-square value (df = 155) = 239.514> 185.05 and p value of .000 <.05 so that further respecification analysis is needed by eliminating e6 (indicator RD4) with an MI value of 12.2. E19 elimination shows all related items still do not meet the feasibility standard, namely chi-square value (df = 137) = 195.505 <165.31 on probability = .001 <.05 so that further respecification analysis needs to be done by eliminating e18 (ED6 indicator) which has an MI value of 1. The result of e18 elimination shows the chi-square value (df = 120) = 161.901 <146.56 on probability = .007 <.05, so it is necessary to do further respecification analysis by eliminating e20 (CD5 indicator) which has an MI value of 4.5.

E18 elimination shows all related items have met the feasibility standard, namely chi-square value (df = 104) = 128.397 <128.80 on probability = .053 5 .05; with $\chi 2$ / df = 1.235 ≤ 2.00; and RMSEA = .024 ≤ .08 indicates the data fit. The GFI value = .965; AGFI = .949; TLI = .989; and CFI = .992 all ≥ .9. The factor loading of the indicator shows that there is an indicator <.5. The results of RD1 elimination show the chi-square value (d=89)= 116.154>112.02 on probability = .028 <.05 so it is necessary to do further respecification analysis by eliminating e9 (RD3 indicator) which has an MI value of 8.1. The e9 elimination shows all items related to the eligibility standard. The Factor Loading value of the indicator shows that all indicators have a Loading Factor ≤ .5. chi-square value (df = 75) = 86.368 <96.21 on probability = .174 ≥ .05; with $\chi 2$ / df = 1.152 ≤ 2.00; and RMSEA = .019 ≤ .08 indicates the data has been fit. The GFI value = .973; AGFI = .957; TLI = .994; and CFI = .996 all ≥ .9. More details can be explained below:

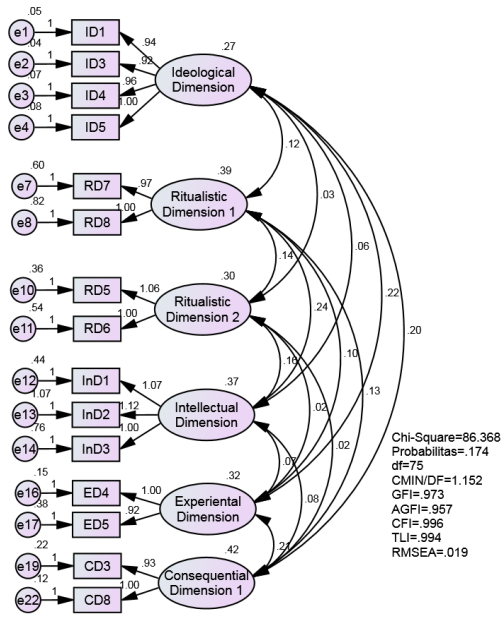

Figure 4.14 Confirmatory Factor Analysis (CFA) Final via overall Measurement Model

Reliability

Reliability of Structural Equation Model (SEM) is shown as in the table below:

Table 4.25 Reliability of Structural Equation Model (SEM)

No.	Factor	Number of Indicator	Reliability Value	Remark
1.	Experiential Dimension	2	.690	Reliable
2.	Intellectual Dimension	3	.619	Reliable
3.	Consequential Dimension	2	.821	Reliable
4.	Ideological Dimension	4	.943	Reliable
5.	Ritualistic Dimension Factor 1	2	.513	Reliable
	Factor 2	2	.583	Reliable

Source: Primary Data (processed), 2018

From the table above, we may conclude that all indicators have a minimum reliability value that is ≤ .5.

5.3.5.4. Structural Model

Structural Equation Model analysis is intended to test and see causal relationships between constructs. In this case, there are 6 (six) constructs to be tested. The full analysis of the Combined SEM model (Banda Aceh and Pidie) can be described below:

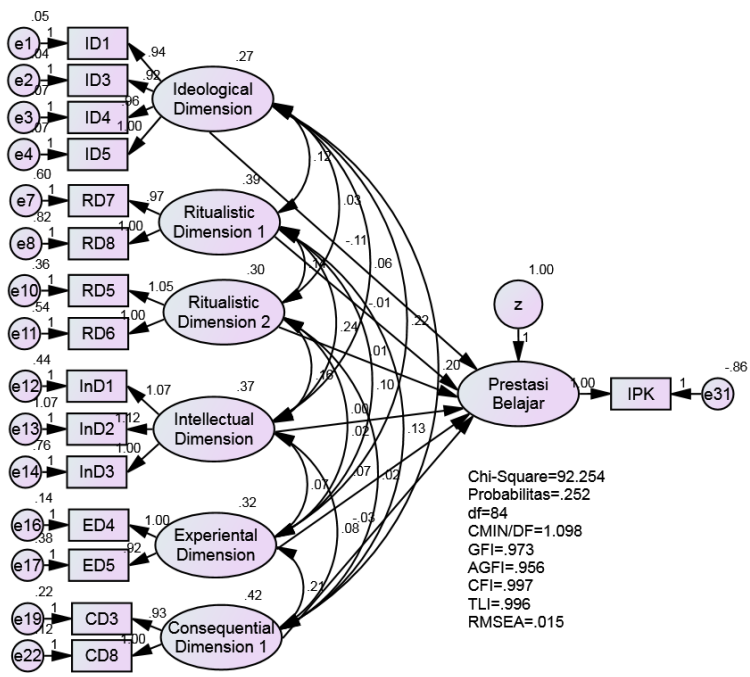

Figure 4.15 Structural Equation Modelling (SEM)

From the figure, the influence of each variable can be explained, namely Ideological Dimension, Ritualistic Dimension 1, Ritualistic Dimension 2, Intellectual Dimension. Experiential Dimension and Consequential Dimension 1 on Variable Learning Learning achievement. Based on the results of the feasibility testing in the analysis of structural equation model, it was found that this research model met the criteria of goodness of fit. It can be specified that the chi-square value (df = 84) 92.254 <106.39 on probability = .252 5 .05; $\chi 2$ / df = 1.098 ≤ 2.00; RMSEA = .015 ≤ .08 indicates the data has been fit. GFI = .973; AGFI = .956; TLI = .996; and CFI = .997 ≥ .90 all have met the criteria of goodness of fit. More details can be presented in the following table:

Table 4.26 Feasibility Analysis Result of Structural Equation Model (SEM)

Goodness of Fit Index	Cut off Value	Result	Remark
Chi-Square (df=84)	<106.39	92.254	fit
Probability	≥ .05	.252	fit
RMSEA	≤ .08	.015	fit
GFI	≥ .90	.973	fit
AGFI	≥ .90	.956	fit
CMIN/DF	≤ 2.00	1.098	fit
TLI	≥ .90	.996	fit
CFI	≥ .90	.997	fit

Sources: Primary Data (processed). 2018

5.3.5.5. Comparison of the Revised model with Initial Model

There are six variables namely Ideological Dimension, Ritualistic Dimension-1. Ritualistic Dimension-2, Intellectual Dimension, Experimental Dimension and Consequential Dimension-1 and one variable on endogenous learning achievement. This is different with previous research which has five exogenous variable and one endogenous variable.

5.3.6. Hypothesis Testing

Hypothesis testing is data analysis confirmation. The decisions of hypothesis testing are almost always made based on testing the null hypothesis. This test is to answer a question that assumes the null hypothesis is true. In this study, the hypothesis test was done by using SEM analysis to see the influence of the Ideological Dimension construct, Ritualistic Dimension 1, Ritualistic Dimension 2, Intellectual Dimension, Experimental Dimension and Consequential Dimension 1 on learning achievement. Hypothesis testing was done by looking at the estimated value of the effect of one variable on the other based on the probability value and the Critical Ratio (C.R) value. For more details, the results of the hypothesis testing can be seen in the following table:

Table 4.27 Hypothesis testing of Direct Effect Structural Equation Model (SEM)

			Estimate	S.E.	C.R.	P
Learning Achievement	<---	Ideological Dimension	-.1	.1	-1.4	.2
Learning Achievement	<---	Ritualistic Dimension 1	.0	.1	-.1	.9
Learning Achievement	<---	Ritualistic Dimension 2	.0	.1	.2	.8
Learning Achievement	<---	Intelectual Dimension	.0	.1	.0	1.0

Learning Achievement	<---	Experiential Dimension	.1	.1	1.0	.3
Learning Achievement	<---	Consequential Dimension	.0	.0	-.7	.5

Sources: Primary Data (processed). 2018

Based on Table 4.22, the result of the hypothesis testing can be explained as follows:

Hypothesis 1

From the results of the analysis, the influence of Ideological Dimension on learning achievement is not significant with a probability value of .2 which indicates > .05 and a CR value of -1.4 <1.96. This meets the requirements to accept the null hypothesis and reject the alternative hypotheses (Ha1). Thus, it can be concluded that there is no effect of Ideological Dimension on learning achievement at Banda Aceh and the Pidie district.

Hypothesis 2

From the analysis results, the effect of Ritualistic Dimension 1 on learning achievement is not significant with a probability value of .9 which shows >.05 and a CR value of -.1 <1.96. This meets the requirements to accept the null hypothesis and reject the alternative hypothesis (Ha2). Thus, it can be concluded that there is no effect of Ritualistic Dimension 1 on learning achievement in Banda Aceh and the Pidie district.

Hypothesis 3

From the results of the analysis, the effect of Ritualistic Dimension 2 on learning achievement is not significant with a probability value of .8 which shows >.05 and a CR value of .2 <1.96. This meets the requirements to accept the null hypothesis and reject the alternative hypothesis. Thus, it can be concluded that there is no effect of Ritualistic Dimension 2 on learning achievement in Banda Aceh and the Pidie district.

Hypothesis 4

From the analysis results, the influence of Intellectual Dimension on learning achievement is not significant with a probability value of 1.0, indicating >.05 and a CR value of .0 <1.96. This meets the requirements to accept the null hypothesis and reject the alternative hypothesis (Ha3). Thus, it can be concluded that there is no effect of Intellectual Dimension on learning achievement in Banda Aceh and the Pidie district.

Hypothesis 5

The results of the analysis of the influence of Experimental Dimension on learning achievement are not significant with a probability value of .3 which indicates >.05 and a CR value of 1.0 <1.96. This qualifies accepting the null hypothesis and rejecting the alternative hypothesis (Ha5). Thus, it can be concluded that there is no effect of Experiential Dimension on learning achievement in Banda Aceh and the Pidie district.

Hypothesis 6

From the results of the analysis, the effect of the Consequential Dimension on learning achievement is not significant with a probability value of .5 which indicates >.05 and a CR value of -.7 <1.96. This meets the requirements to accept the null hypothesis and reject the alternative hypothesis (Ha6). Thus, it can be concluded that there is no effect of the Consequential Dimension on learning achievement at Banda Aceh and the Pidie district.

6. Discussion and Conclusion

Based on the results of the hypothesis of this study, it can be concluded that testing religiosity is a daunting task, especially multi-dimensional Islamic religiosity. Therefore, understanding religiosity and measuring it

only in terms of numerical score requires complex analysis, because religiosity is not only multi-dimensional, but also multi-faceted (Salleh, 2012). In reality, what is stated in Islam can be proven empirically on facts. Faith as a basis for religion will affect various aspects of Muslim life. Obedience, obedience to worship, carrying out religious orders and leaving the prohibited will have an impact on behavior and attitude. Therefore, religiosity on human experience has attracted the attention of many thinkers and philosophers over the years.

As Aftab et al. (2018) in their study revealed, the impact of religiosity on subjective life satisfaction and academic pressure was felt by pharmacy students. The results showed that subjective happiness was positively correlated with unorganized religious activities and intrinsic religiosity ($P < 0.01$). The perceived stress score reports a negative correlation (-) with organized religious activity ($P < 0.05$). In a study by Elias et al. (2005) on 145 respondents consisting of 23 students and 122 undergraduate students at University Utara Malaysia (UUM) in Malaysia, the study examined the relationship between the level of Islamic religiosity and self-control, procrastination and academic achievement. The results of the study show no evidence of a significant relationship between religiosity and academic achievement, but was able to show a strong correlation between religiosity and self-control. The study demonstrates that religiosity plays an important role in self-regulation in the academic field. Hence, religiosity contributes to student academic achievement.

In other words, religiosity shows the quality aspects of religion. The higher the religiosity, the lower the violating behavior. Conversely, the lower the religiosity, the higher the behavior of violating the teachings of the religion. This shows the urgency of religiosity as an inseparable factor in human life. Much research has been done by previous researchers that demonstrate these conditions, both in the fields of psychology, social or education. Scientists have now realized the intervention of religious consciousness in science (Sholeh, 2008).

Likewise, Argyle (2001) suggests that religiosity plays a role in human psychological well-being. He found that religiosity helps individuals maintain their psychological health when facing difficult conditions, namely through social support obtained in the religious community. The close feeling between communities will provide security for individuals, in addition to other psychological benefits such as financial support, assistance with everyday affairs, and mutual advice.

Religiosity as a local issue in this study is to review how it is manifested in the daily lives of students, where religious studies and rules made by the government are legal and institutionalized in Aceh. However, the number of credits of religious subjects in health D-III is still very poor and far from adequate. It is hoped that students will play an active role in the community so that they can get religious knowledge independently outside the campus. Conclusively, while management researches and physical sciences are different in various aspects, there are still ways that management research could learn from physical sciences. It is recommended here that one of the ways to further management inquiry or research is to challenge traditional methodologies and to use the scientific approach in observing, measuring, analyzing, and concluding management phenomena (Ahamat, 2014).

As a suggestion for further research, it is useful for this study to employ qualitative research by embedding systematic thinking to deepen the personal perspectives of religiosity on learning achievement among students. Using structured interviews and personal observations can lead to the discovery of several key emerging themes, which may not have been uncovered as explicitly if only non-qualitative approaches had been applied (Ahamat, 2019). Furthermore, complex phenomena of testing and measuring religiosity among students could be examined via interpretive inquiry. Interpretive inquiry involves the interpretation of meaningful human expressions, be it written, verbal and/or physical, involving human and social actions (Ahamat, 2013).

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