Attitude Scale Approach to Measuring Religious Attitudes in Islamic Religious Education Learning

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ABSTRACT

Background. Measuring religious attitudes in Islamic Religious Education has its own challenges. To understand the level of students' attitudes towards religious material, appropriate and relevant instruments are needed.

Purpose. This study aims to identify and evaluate the types of attitude scales used in Islamic religious education and to provide recommendations for their use in Islamic religious education.

Method. This article was compiled using a library research method. In data collection, sorting and selection were carried out on the concepts and definitions found. The analysis method used involves two main approaches, namely deductive and inductive. The deductive approach is used by drawing conclusions from general facts that have been known to produce more specific conclusions. The inductive approach is applied to draw conclusions from concrete phenomena or situations towards a more abstract understanding.

Results. The results of the study of the types of attitude scales are the Likert scale, Guttman scale, semantic differential, and rating scale.

Conclusion. The use of various types of measurement scales provides an effective tool for measuring students' attitudes, perceptions, and understanding of religious teachings. This study provides a basis for developing more effective and accurate instruments to improve the quality of Islamic Religious Education learning at various levels of education.

KEYWORDS

Attitude Scale, Likert Scale, Guttman Scale

INTRODUCTION

Education is a conscious and planned effort to change human behavior in the process of self-maturation through formal, informal, and non-formal teaching activities (Fatoni & Rokhimah, 2024). Islamic Religious Education has an important role in shaping the attitudes, character, and behavior of students in accordance with Islamic values. One of the aspects that is prioritized in Islamic Religious Education is forming a positive religious attitude in students, so that they are able to apply these values in their daily lives. A positive attitude towards religious education is the basis for children's spiritual and moral development, especially in a world that continues to experience rapid social change. Therefore, an

understanding of students' religious attitudes is important to develop in Islamic Religious Education (Fatoni et al., 2024).

Measuring religious attitudes in Islamic Religious Education has its own challenges. To understand the level of students' attitudes towards religious material, appropriate and relevant instruments are needed (Rohmat et al., 2023). One method that is often used in measuring attitudes is the attitude scale, which includes various approaches and types to obtain accurate data. This attitude scale allows educators and researchers to better understand the perceptions and tendencies of students' attitudes, which can ultimately be the basis for developing more effective curricula and learning methods.

Research on attitude scales in religious education has been widely conducted by experts. For example, research from Tamjidnoor shows that the application of the Likert attitude scale is very useful in identifying the level of student tendencies towards the cognitive and affective aspects of religious education (Tamjidnoor, 2019). In addition, Huda emphasized the importance of using a semantic scale in measuring students' feelings towards certain materials in religious education (Huda, 2016). These various studies show that each type of attitude scale has unique characteristics that can be adjusted to the objectives and needs of the research.

This research is important to conduct because there are not many studies that specifically review the types of attitude scales in Islamic religious education, especially in Indonesia. Although previous research has identified various attitude scales, there has been no comprehensive effort to compare these types of scales in Islamic religious education. Thus, this study will fill the gap in the literature and provide guidance for Islamic religious educators in selecting and implementing the most appropriate attitude scale for learning needs.

This study aims to identify and evaluate the types of attitude scales used in Islamic religious education, and provide recommendations for their use in Islamic religious education. The implication of this study is to provide a basis for the development of more effective and accurate instruments in measuring students' religious attitudes, which will ultimately help improve the quality of Islamic Religious Education learning at various levels of education.

RESEARCH METHODOLOGY

This article is compiled using a library research method, with the aim of collecting data from various relevant literature (Zed, 2014). The literature referred to includes books and scientific journals that specifically discuss attitude scales. This method allows researchers to obtain theoretical foundations and insights from academically tested sources, so that analysis can be carried out in depth and accurately.

In data collection, sorting and selection are carried out on the concepts and definitions found, resulting in a comprehensive understanding of the study topic. This process is carried out to identify differences and similarities between the various existing points of view, which then become the basis for further analysis.

The analysis method used involves two main approaches, namely deductive and inductive. The deductive approach is used by drawing conclusions from general facts that are already known, to produce more specific conclusions. In this way, general theories can be applied to more specific contexts.

Furthermore, the inductive approach is applied to draw conclusions from concrete phenomena or situations towards a more abstract understanding. With this approach, research attempts to formulate general concepts based on more specific facts or data, thus producing a more comprehensive understanding that can be applied in a broader context.

RESULT AND DISCUSSION

Understanding Attitude Scales

According to Soesilo and Sumardjono, attitudes describe a person's tendency to respond or react to objects or stimuli that they face. This attitude can be interpreted as an expression of feelings, either favorable or unfavorable, towards a particular object. Soesilo and Sumardjono also stated that the tool used to measure attitudes is known as an attitude scale. Attitude scales resemble questionnaires, but differ in the variables asked. Attitude scales only assess respondents' attitudes towards one particular variable or object, while questionnaires can measure many variables. Answers on the attitude scale range from very positive to very negative, such as "strongly agree (SS)," "agree (S)," "neutral (N)," "disagree (TS)," and "strongly disagree (STS)" (Soesilo & Padmomartono, 2014). According to Schartzer and Stone, an assessment scale is a list of words or phrases that describe certain characteristics, where the assessor simply marks the appropriate part (Nursalim, 2002). Winkel added that the assessment scale consists of a list of traits or attitudes presented in the form of items (Amanta, 2019).

The attitude scale is designed to reveal statements of attitudes, both those that support and those that reject, positive and negative, towards a social object. With this attitude scale, Islamic Religious Education (PAI) teachers can understand students' responses to something, both in terms of feelings, knowledge, and behavioral tendencies. In addition to measuring attitudes, this scale can also evaluate a person's values, interests, and concerns about something.

Soesilo and Sumardjono stated that attitude scales are often used in educational environments to understand students' attitudes and feelings towards a particular object. Based on this data, schools can take appropriate steps to improve student quality. In addition, attitude scales are often used by PAI teachers to determine the most appropriate services or approaches for students' needs. With this information, Islamic Religious Education teachers can understand the problems faced by students and provide the most appropriate services. (Soesilo & Padmomartono, 2014)

Use of Attitude Scale

The use of attitude scale in Islamic religious education has an important role, especially to understand and evaluate students' attitudes towards religious values (Rohmah, 2019). With attitude scale, Islamic Religious Education teachers can get an in-depth picture of students' attitudes, habits, and behavior in interpreting religious teachings. This includes how students respond to learning materials, their level of interest in religious values, and their readiness to apply these teachings in everyday life.

Data obtained from attitude scale can be used by Islamic Religious Education teachers to develop more effective and relevant policies or learning programs (Fujani, 2019). For example, if the scale results show that students have a less enthusiastic attitude towards a particular topic, teachers can design a new approach to increase their interest. Thus, the data collected through attitude scale is not only information, but also a basis for actions that can help improve students' understanding and application of religious teachings.

According to Gibson and Higgins, attitude scale is also useful to help teachers understand specific aspects of students' character that may not be visible in academic records, including in religious education. By understanding students' attitudes and habits, Islamic Religious Education teachers can more easily recognize students' religious development patterns, prepare appropriate recommendations, and provide appropriate direction to strengthen positive aspects and overcome existing deficiencies (Soesilo & Padmomartono, 2014).

The application of attitude scales in Islamic religious education helps Islamic Religious Education teachers to be more responsive to students' needs. This allows teachers to create a

learning environment that not only increases religious knowledge, but also supports the development of positive attitudes towards religious values, so that students can more easily internalize religious teachings in their lives.

Types of Attitude Scales and Their Application in Islamic Religious Education

1. Likert Scale

The Likert scale is generally used to measure the attitudes, opinions, and perceptions of individuals or groups regarding certain social phenomena that are specifically determined by researchers in the study as research variables (Santika et al., 2023).

On the Likert scale, each answer in the research instrument is given a gradation from very positive to very negative (Joshi et al., 2019). Examples are as follows:

- Strongly Agree / Always / Very Positive
- Agree / Often / Positive
- Undecided / Sometimes / Neutral
- Disagree / Almost Never / Negative
- Strongly Disagree / Never / Very Negative

For quantitative analysis, each category is scored as follows:

- Strongly Agree / Always / Very Positive is scored 5
- Agree / Often / Positive is scored 4
- Undecided / Sometimes / Neutral is scored 3
- Disagree / Almost Never / Negative is scored 2
- Strongly Disagree / Never / Strongly Negative is scored 1

An example of its application in Islamic religious education is in measuring students' attitudes towards worship or religious values. For example, to assess how much interest students have in congregational prayer, a statement such as: "*I enjoy performing congregational prayer at the mosque.*" Students are then asked to answer by choosing their level of agreement using the scale above. The results can be analyzed to understand students' attitudes and tendencies in certain aspects, so that Islamic Religious Education teachers can design appropriate coaching programs, such as providing coaching on the importance of congregational prayer for those who have low scores on this attitude.

2. Guttman Scale

The Guttman scale is used to obtain clear and firm answers, such as "yes-no," "true-false," "ever-never," or "positive-negative." Data collected with this scale is dichotomous and can be interval or ratio data. In the Guttman scale, the answer choices are limited to two options, namely "agree" or "disagree." Research using the Guttman scale aims to obtain definite answers to the issues raised (Sari et al., 2024).

An example of its use in Islamic religious education can be applied in evaluating students' views on religious activities. For example, to find out students' attitudes towards the importance of praying before starting a lesson, Islamic Religious Education teachers can ask the question: "*Do you agree that praying before the lesson starts is important?*" with the answer choices:

a. Agree

b. Disagree

This answer helps Islamic Religious Education teachers understand students' views firmly regarding certain religious values and can be used as a basis for developing good habits in the classroom or providing additional emphasis on values that students do not understand.

3. Semantic Differential

This scale was developed by Osgood and is in the form of a continuous line, with very positive or agree answer options placed on one side of the line, while very negative answers are on the other side. Respondents' answers are positioned along this line to indicate their level of attitude towards a statement (Kim & Jung, 2023).

An example of use in Islamic religious education can be applied to determine students' attitudes towards certain activities, such as reading the Qur'an. For example, to measure the extent of students' interest in reading the Qur'an, the question asked could be: "*How interested are you in reading the Qur'an every day?*" and students are asked to answer by marking a continuous line between two options:

Not interested at all --------------------------- Very interested

This scale allows Islamic Religious Education teachers to understand the extent of students' interest, and this data can be used as a basis for providing more encouragement to students who have low interest in reading the Qur'an or designing programs to increase that interest.

4. Rating Scale

The rating scale produces data that is initially qualitative, but is then converted into quantitative data. Unlike other scales, in a rating scale, respondents do not choose qualitative answers, but choose answers in the form of numbers that have been provided. The data collected in the form of numbers is then interpreted in a qualitative context. Instrument compilers use a rating scale to ensure that each number given in the instrument answer has a clear meaning and can be understood properly (Hipi et al., 2022).

An example of application in Islamic religious education, for example, to assess the level of student understanding of fiqh material. Islamic Religious Education   teachers can use a rating scale by providing a quantitative assessment based on student understanding, such as:

How well do you understand the fiqh material that has been taught?

(1)   (2)   (3)   (4)   (5)

In this case, the numbers 1 to 5 represent the level of student understanding of the material taught. By using this scale, Islamic Religious Education teachers can more easily assess the extent to which students understand religious teachings and design more appropriate learning programs to improve their understanding.

In Islamic religious education, various types of measurement scales such as the Likert scale, Guttman scale, Semantic Differential, and rating scale have been widely used to measure students' attitudes, perceptions, and understanding of religious teachings. For example, research by Hilda Lingga Maharani (2022), "The Influence of Student Activeness in Islamic Spiritual Extracurricular Activities on Students' Religious Behavior at SMA Negeri 1 Moyo Utara". uses the Likert scale to measure the level of student satisfaction with religious extracurricular activities, while research by Malisa (2020) uses the Guttman scale to identify students' attitudes towards congregational prayer. Another study conducted by Farida (2017) uses semantic differential to assess students' perceptions of the importance of religious education in shaping their character. The use of these scales in Islamic religious education provides a more measurable and quantitative approach to understanding the various dimensions of students' attitudes and behaviors towards religious teachings. Through the Likert scale, for example, we can find out how much interest or fascination students have in certain topics in religious studies, such as Islamic history or fiqh. Meanwhile, the Guttman scale can be used to get a firm and clear answer about whether students support or do not support certain principles in religious teachings. Semantic Differential allows us to measure how

positive or negative students' perceptions of religious values are, while the rating scale provides a more detailed picture of the level of students' understanding of religious study materials.

The implication of research using various types of scales is to provide more detailed and comprehensive data on students' attitudes, understanding, and perceptions of Islamic religious education. With more measurable results, Islamic Religious Education teachers can design more effective learning strategies that are in accordance with students' needs. For example, if the data shows that many students have negative perceptions of fiqh learning, teachers can evaluate teaching methods and design a more interesting or relevant approach. In addition, these scales also allow teachers to find out which areas in religious education require more attention, such as strengthening the values of worship or character development, which are very important in Islamic religious education.

Overall, the application of various types of scales in Islamic religious education not only helps in assessing students' attitudes and understanding, but also provides a strong basis for decision making in developing better quality learning policies or programs. The proper implementation of this study can contribute to improving the quality of Islamic religious education, by providing deeper insight into the factors that influence students' attitudes and behavior in practicing Islamic teachings in everyday life.

CONCLUSION

The use of various types of measurement scales such as Likert scale, Guttman scale, semantic differential, and rating scale in Islamic religious education provides an effective tool for measuring students' attitudes, perceptions, and understanding of religious teachings. Each type of scale has advantages in providing a clear and measurable picture of students' attitudes or behavior, which is very useful for Islamic Religious Education (PAI) teachers to design more targeted learning strategies. The results of using these scales can be used to assess students' interest, understanding, and commitment to Islamic religious values, as well as to identify areas that need to be improved or developed in the learning process. As a suggestion for future research, it is recommended that further research explore the integration of several types of these scales in one study to obtain more comprehensive and multidimensional results on students' attitudes towards Islamic religious education.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.

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