

Religiosity and Religious Commitment in the Consistency of Student Worship Practices: An Analysis of Religious Psychology

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Abstract :

The consistency of students' worship practices often fluctuates even though they possess adequate religious understanding. This condition indicates that cognitive understanding of religion alone does not necessarily guarantee stable religious behavior. This study aims to analyze the relationship between religiosity and religious commitment with the consistency of students' worship practices, as well as to examine the simultaneous influence of these variables from the perspective of the psychology of religion. The study employed a quantitative approach using an explanatory research design. The sample consisted of 50 students selected through purposive sampling. Data were collected using a Likert-scale questionnaire and multiple linear regression with the assistance of SPSS software. The results show that religiosity and religious commitment have a strong relationship with the consistency of students' worship practices and simultaneously have a significant influence with a contribution of 48.3%. These findings indicate that the consistency of students' worship practices is not only influenced by the level of religiosity but also by religious commitment that encourages the internalization of religious values in daily life.

Keywords : *Religiosity, Religious Commitment, Consistency of Worship Practices, Students, Psychology of Religion.*

Abstrak :

Konsistensi praktik ibadah mahasiswa sering mengalami fluktuasi meskipun mereka memiliki pemahaman agama yang baik. Hal ini menunjukkan bahwa pemahaman kognitif terhadap agama belum tentu menjamin stabilitas perilaku religius. Penelitian ini bertujuan untuk menganalisis hubungan antara religiusitas dan *religious commitment* dengan konsistensi praktik ibadah mahasiswa, serta menguji pengaruh kedua variabel tersebut secara simultan dalam perspektif psikologi agama. Penelitian menggunakan pendekatan kuantitatif dengan desain *explanatory research*. Sampel penelitian berjumlah 50 mahasiswa yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan menggunakan kuesioner skala Likert dan dianalisis menggunakan regresi linear berganda dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa religiusitas dan *religious commitment* memiliki hubungan yang kuat dengan konsistensi praktik ibadah mahasiswa dan secara simultan berpengaruh signifikan dengan kontribusi sebesar 48,3%. Temuan ini menunjukkan bahwa konsistensi praktik ibadah mahasiswa tidak hanya dipengaruhi oleh tingkat religiusitas, tetapi juga oleh komitmen keagamaan yang mendorong internalisasi nilai-nilai agama dalam kehidupan sehari-hari.

Kata Kunci: *Religiusitas, Religious Commitment, Konsistensi Praktik Ibadah, Mahasiswa, Psikologi Agama.*

INTRODUCTION

Students are a group of young intellectuals who are in the early adult development phase, which is a time when individuals begin to form their own identity, value systems, and life principles that will be the guidelines in their lives. At this stage of development, students not only experience intellectual development, but also moral and spiritual development that play an important role in shaping daily behavior (Anisa et al., 2025). The process of forming these values greatly determines how individuals understand and

practice religious teachings in real life.

In the context of religious life, students are expected to be able to internalize religious values so that they are reflected in consistent religious behavior, including in carrying out worship practices. Consistency of worship practices is an important indicator that shows the extent to which individuals really make religious teachings as a guideline for life. But in reality, the consistency of student worship practices often fluctuates. Various factors such as academic demands, organizational activities, social environment, and the development of digital technology can affect the regularity of students in carrying out worship (Arrazin & Surawan, 2025). This condition suggests that a cognitively good understanding of religion does not necessarily automatically guarantee the consistency of religious behavior in daily life.

In the study of religious psychology, religious behavior is not only influenced by the level of religious knowledge, but also by the level of appreciation and involvement of individuals with religious values. One of the concepts that explains this is religiosity (Mardhotillah, 2025). Religiosity is understood as a multidimensional concept that includes aspects of belief, religious practice, religious experience, religious knowledge, and behavioral consequences in daily life (Sayyidah et al., 2022). Thus, religiosity is not only concerned with what the individual believes, but also how those beliefs are reflected in real actions, including in the practice of worship.

In addition to religiosity, another factor that plays an important role in shaping religious behavior is *Religious Commitment*. *Religious commitment* refers to the level of attachment and seriousness of individuals in making religion a guideline for life (Madani & Asna, 2025). Individuals who have a strong religious commitment tend to integrate religious values in various aspects of their lives so that the religious behaviors that emerge become more consistent and sustainable (Shodiq & Kuswanto, 2024).

From the perspective of religious psychology, religious behavior is the result of a process of internalization of religious values that takes place gradually in individuals. When religious values have been firmly embedded in a person's personality system, religious behavior will appear more stable and not easily influenced by external pressures (Febriansyah & Hariry, 2025). Therefore, religiosity and religious commitment can be understood as two important factors that play a role in shaping the consistency of one's worship practices.

Several previous studies have shown a relationship between religiosity and various forms of individual religious behavior. Research conducted by Arvianna, Mashabi, and Hasanah (2021) shows that religiosity has a positive and significant relationship with prosocial behavior in adolescents. The results of the study explained that the higher the level of religiosity of a person, the higher the individual's tendency to show prosocial behaviors such as helping, sharing, and caring for others. Religiosity contributes to forming moral values and social concern that encourage individuals to act in accordance with religious teachings in daily life. In addition, Prihartanto (2021) explained that religious commitment is a form of individual seriousness in believing, living and practicing religious teachings in life. This commitment is reflected in a person's consistency in carrying out religious values and making it a guideline in behavior. Thus, religiosity and religious commitment have an important role in shaping individual behavior, including in encouraging the emergence of religious behavior in daily life.

Nonetheless, most previous studies have still examined religiosity or religious commitment separately. Research that simultaneously analyzes the relationship between religiosity and *religious commitment* to the consistency of student worship practices is still relatively limited. In fact, in real life, worship behavior is not only influenced by the level of religious understanding alone, but also by the level of individual commitment to

practicing religious teachings consistently in daily life (Jazilah & Suniarti, 2025).

Based on this description, there is a research *gap*, namely there are still limited studies that integrate religiosity and religious commitment simultaneously in explaining the consistency of student worship practices from the perspective of religious psychology. Therefore, this study has *novelty* by jointly analyzing the relationship between religiosity and *religious commitment* to the consistency of student worship practices.

This study aims to analyze the influence of religiosity and *religious commitment* on the consistency of student worship practices. The results of this study are expected to provide a more comprehensive understanding of the psychological factors that affect the consistency of student worship behavior and contribute to the development of the study of religious psychology.

RESEARCH METHOD

This study uses a quantitative approach with *an explanatory research design*. A quantitative approach was used to examine the relationship and influence between religiosity and *religious commitment* on the consistency of students' worship practices statistically (Hirose & Creswell, 2023; Sugiyono, 2019). Through *an explanatory design*, this study aims to explain the relationship between variables and test the hypotheses that have been formulated.

The variables in this study consist of two independent variables and one bound variable. The independent variables include religiosity (X1) and *religious commitment* (X2), while the bound variable is the consistency of worship practices (Y). The population of this study is students of the State Islamic University of Palangka Raya. The research sample amounted to 50 respondents who were selected using the purposive sampling technique, which is the selection of respondents based on certain criteria that are relevant to the research objectives (Sugiyono, 2019).

The data collection technique was carried out using a questionnaire (questionnaire) which was compiled based on the indicators of each research variable. The religiosity variable is measured through several dimensions, namely *belief*, practice, religious experience, religious knowledge, and consequences of religious behavior (Suryadi & Hayat, 2021). The religious commitment variable is measured based on the level of individual attachment to religious teachings and the extent to which religious values are used as a guideline in daily life (Muqtadir et al., 2025). Meanwhile, the consistency variable of worship practices is measured through the regularity, discipline, and sustainability of individuals in carrying out worship.

The research instrument uses a four-level Likert scale, namely: (1) Strongly Disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree. The Likert Scale is a measurement technique commonly used in social research to measure respondents' attitudes, perceptions, and opinions of a phenomenon (Alkharusi, 2022). Before being used in research, the questionnaire instrument is first tested through validity and reliability tests to ensure that each statement item is able to measure research variables appropriately and consistently.

Data analysis was carried out using the assistance of *the Statistical Package for the Social Sciences* (SPSS) program. Next, multiple linear regression analysis was carried out to determine the influence of the two independent variables on the bound variables. Hypothesis testing was carried out using the t-test to see the partial influence of each independent variable and the F test to determine the influence of the two variables simultaneously (Ghozali, 2018).

The decision-making criteria in this study were based on a significance value (Sig.) with an error level of 5% (0.05). If the Sig. value < 0.05, the hypothesis is accepted and declared significant, while if the Sig. value is > 0.05, then the hypothesis is rejected. In

addition, the determination coefficient (R Square) is used to determine the amount of contribution of religiosity and *religious commitment* in explaining the variation in the consistency of student worship practices.

FINDINGS AND DISCUSSION

Simultaneous Influence Analysis (F Test)

This study involved 50 students as respondents. Data analysis was carried out using multiple linear regression to test the influence of religiosity and *religious commitment* on the consistency of worship practices.

Table 1. F Test Results

Model	F Calculate	Sig.	Remarks
Regresi Berganda	21,936	0,000	Signifikan

Based on the results of the F test in the table above, a significance value of 0.000 was obtained which was smaller than 0.05. This shows that religiosity and *religious commitment* together have a significant influence on the consistency of student worship practices.

These findings show that students' worship behavior is not only influenced by one factor, but by a combination of various interrelated psychological factors. In the perspective of religious psychology, religious behavior is the result of the interaction between cognitive, affective, and conative aspects in individuals. The cognitive aspect is related to the understanding of religious teachings, the affective aspect is related to religious appreciation and feelings, while the conative aspect is related to commitment and real actions in carrying out religious teachings (Fatmawati et al., 2025).

Paloutzian and Park (2013) explain that religiosity has an important role in shaping the system of meaning in individual lives. Religion provides an interpretive framework for various life experiences so that individuals can understand and direct their behavior in accordance with the spiritual values they believe in.

In addition, the *Self-Determination Theory* developed by Edward Deci and Richard Ryan can also explain the findings of this study. The theory states that human behavior can be influenced by two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from within the individual, while extrinsic motivation is influenced by external factors such as social pressure or formal obligations (Susanti et al., 2025).

In the context of religiosity, when worship practices are driven by intrinsic motivations derived from spiritual awareness and personal commitment to religion, then those behaviors tend to be more consistent and sustainable. On the other hand, if the practice of worship is only carried out due to social pressure or formal obligations, then the consistency tends to be lower (Ramadhan et al., 2025).

Coefficient of Determination (R Square)

Table 2. Determination Coefficient Results

R	R Square	Adjusted R Square	Interpretasi
0,695	0,483	0,461	Kontribusi 48,3%

The R Square value of 0.483 shows that 48.3% variation in the consistency of student worship practices can be explained by the variables of religiosity and *religious commitment*. Meanwhile, the remaining 51.7% were influenced by other factors not

studied in this study. Statistically, this figure is classified as a moderate to strong category in social research, because almost half of the variance of worship behavior can be explained by these two psychological constructs.

In the perspective of religious psychology, religiosity is understood as the level of an individual's appreciation, beliefs, practices, experiences, and knowledge of his or her religion (Glock & Stark, 1965). Individuals with a high level of religiosity tend to have a life orientation that is directed at transcendental values so that they are more consistent in carrying out worship practices. This is in line with the theory of the dimension of religiosity which includes ideological, ritualistic, experiential, intellectual, and consequential aspects (Sugianto et al., 2025).

Meanwhile, *religious commitment* refers to the extent to which individuals make religion the center of decision-making and guidelines for daily life (Worthington Jr. et al., 2003). A strong commitment to religion is not only reflected in belief, but also in the consistency of worship behavior. This means that the higher the religious commitment of students, the more stable and internalized their worship practices are in daily life (Sofia et al., 2025).

This finding can also be explained through the theory of intrinsic motivation from Edward Deci and Richard Ryan in *Self-Determination Theory*, which states that behaviors driven by intrinsic motivation will be more consistent and sustainable than extrinsic motivations. When religiosity and religious commitment have been internalized as psychological needs, the practice of worship is no longer coercive, but spiritual needs that are carried out consciously and consistently (Nurholis, 2025).

However, the R Square result of 48.3% also shows that worship behavior is complex and multidimensional. There are still 51.7% of other factors that contribute to the consistency of student worship practices.

Some of these factors include:

- a) Social and social environment
According to the social learning theory of Albert Bandura (1977), individual behavior is greatly influenced by social observation and interaction. Students who are in a religious environment tend to have a higher frequency and consistency of worship.
- b) Family parenting
The family is the first socialization agent in the formation of religious values. The internalization of religious values from an early age affects the formation of long-term religious commitments (Sukriyah et al., 2024).
- c) Academic stress
Workload, lecture schedules, and academic stress can affect the stability of students' worship practices, especially if time management and self-regulation are not optimal.
- d) Intrinsic motivation
As described in *Self-Determination Theory*, individuals with strong intrinsic motivations tend to have more stable behavioral consistency (Rohmah & Izzati, 2026).
- e) Spiritual maturity
Spiritual maturity is related to the depth of meaning and religious reflection of the individual. The more spiritually mature, the stronger the integration between beliefs and worship behaviors (Surawan & Mazrur, 2020).

Thus, the results of this determination coefficient confirm that religiosity and *religious commitment* are important factors in explaining the consistency of student worship practices, but not the only determinant. Worship behavior is the result of an

interaction between psychological, social, and spiritual factors that dynamically affect each other.

Partial Influence Analysis (t-test)

Table 3. Test Results t

Variabel	t Calculate	Sig.	Remarks
Religiusitas	1,712	0,093	Insignifcant
Religious Commitment	2,011	0,051	Close to significant

The results of the t-test showed that partially religiosity had a significance value of 0.093 (>0.05) so that it did not have a significant effect on the consistency of worship practices at the significance level of 5%. Meanwhile, religious commitment has a significance value of 0.051 which is very close to the significance limit.

These results show that individual religiosity does not necessarily directly affect the consistency of students' worship practices. This can happen because religiosity is often related to aspects of religious understanding and belief, but it is not necessarily followed by a strong commitment to carry out worship practices consistently (Makaginsar, 2025).

According to Worthington et al. (2003), *religious commitment* is an important indicator that shows the extent to which individuals truly internalize religious values in their lives. Individuals who have a high religious commitment usually make worship an important spiritual need, not just a formal obligation.

Thus, the findings of this study show that religiosity and *religious commitment* have an interrelated relationship in shaping religious behavior. Religiosity can be the basis for religious understanding, while *religious commitment* plays a role as a factor that encourages individuals to practice religious teachings consistently in daily life (Madani & Asna, 2025).

CONCLUSION

Based on the results of the research analysis, it can be concluded that religiosity and *religious commitment* have an important role in explaining the consistency of student worship practices. The results of the simultaneous test showed that the two variables together had a significant effect on the consistency of students' worship practices with a contribution of 48.3%, which showed that almost half of the variation in student worship behavior could be explained by factors of religiosity and religious commitment.

However, the results of the partial test showed that religiosity did not have a significant direct effect on the consistency of worship practices, while *religious commitment* showed a stronger and closer to significant influence. These findings confirm that the understanding and appreciation of religion alone does not necessarily guarantee the consistency of worship practices, but needs to be supported by a strong religious commitment so that religious values can be internalized in daily behavior.

The results of this study also show that the consistency of students' worship practices is a complex phenomenon and is influenced by various other psychological and social factors outside of religiosity and religious commitment. Implicitly, this research contributes to the development of student religiosity coaching programs in higher education. Efforts to strengthen religiosity not only need to be focused on improving religious understanding cognitively, but also on forming spiritual commitment and internalizing religious values through religious coaching activities, spiritual mentoring, and an academic environment that supports worship practices consistently.

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