

Examining religiosity to determine student ethical behavior intention

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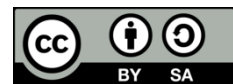
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ABSTRACT

Religiosity remains a black box in educational research; only a few studies conducted regarding religiosity. Therefore, this study was conducted to examine some variables on students' religiosity. This article attempts to determine the influence of attitude, injunctive norm, moral norm, and perceived behavioral control on student's ethical behavioral intention through religiosity. There were 273 education students from several higher education in Indonesia participated in this study. Questionnaire was used to collect data, while path analysis was used to analyze the data. The results found that injunctive norm, perceived behavioral control, and religiosity directly affected the intention of ethical behavioral. Besides, there was no direct effect between attitude and moral norms and the intention of ethical behavioral. Then, religiosity competent to become the intervening variable of attitude, injunctive norm, moral norm, perceived behavioral control on ethical behavioral intention. The paper can explain the black box that found attitude of a student was influenced by their religiosity or faith and belief. Other than attitude and moral norms, the stronger the religiosity could help students to create a good behavior.

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1. INTRODUCTION

Several factors which cause students to behave negative are lack of parental care, no socialization at the school, television program that are not appropriate for the age of audience, and the education of ethics that uncertain. Individual or group hold ethics as their values, norms, and morals to lead their live; ethics also explain as a set of moral fundamentals and full of codes of ethics; and the science of differences in good and bad behavior in human race [1]. Indonesian cultural variations have an important role in the formation of existing ethical traditions and practices, so they need to be considered when conducting ethics education. In order to produce the intention of good ethical behavior, ethics education need to create programs that contains about the value and local culture of each individual character.

Indonesia has a university that aims to produce teachers. To equip the formation of ethical behavior, students learn ethics and teacher professionalism. It is hoped that when students graduate, they can implement knowledge and ethical conduct in society; no exception when they are becoming a teacher at senior high schools and vocational high schools. Teachers must be able to provide good role models for students. Teacher ethics and professionalism provide an essential foundation for students to provide a comprehensive picture of how a teacher behaves in the school environment and in the community. Therefore, it is crucial to analyze the ethical behavior of students before they become teachers.

Students' ethical behavioral intentions are affected by religiosity, attitude, injunctive norm, moral norm, and perceived behavioral control [2]–[4]. The students' religiosity influenced the ethical behavior of students [2]. The study involved students from Christian University and Non-Christian University as the respondent. It revealed that student who had a better religiosity and ethical behavior came from Christian university. This is because every Christian University implements Christian values in each course during the implementation of teaching and learning activities. Moreover, religiosity can strengthen the effect of attitude on the intention of student ethical behavioral [5]. To know someone has a good religiosity is figure out on their invocations, sincerity, honor, self-confidence, and cooperation for well-being. In Muslim groups, religiosity affects the attitude of individual decision-making and behavior [6].

Attitudes affect ethical behavior [7], [8]. Attitudes also can be used as evaluations for each individuals, either good or bad, on specific objects, people, foundations, occasions, behavior, or readabilities [9]. Based on theory of planned behavior, an individual that making a decision actually is influenced by its attitude. Decision-making ethics can create behavior and creates satisfaction well. Attitude play a role to give an indirect effect on ethical behavioral intention by means of religiosity [10]. Although attitude give positive effect or negative effect to an event, it can affect their behavior.

Several aspects impressing individual behavior are explained in the theory of planned behavior [11]. Ajzen also revealed that injunctive norm plays a role as variable that can affect individual on their decision-making ethics. An injunctive norm or well known as subjective norms that come from outside an individual, these norms help to understand how a person's perception of the agree or disagree of other people towards a behavior. The things that can measure subjective norms is a belief that tends to be normative and there is a motivation to follow orders. Through subjective norm, a person's ethical behavior can be predicted in the future [12]. These norms can be impersonal, for example pressure on the social extreme factors. The real example of individual personal values is self-identity and ideology can affect individual ethical intention [13]. Religiosity can also strengthen the influence between the injunctive norms on the intention of ethical behavioral. In addition, an individual who have a strong religiosity will have good ethical behavior intentions than individual who have not [14].

The stronger the religiosity not only affect the cultivation of moral identity (moral norm) but also increase individuals' intention about ethical decision-making [15]. Moral norms describe how an individual react to the fundamental and affect the outlook of something, whether it is good or bad. Moral norm explains an internalization of subjective external effects on the factor of individual intrinsic. Moral norm affected the intention of ethical behavioral. Besides, perceived behavioral control also affected the intentions of individual ethical behavioral [16]. Perceived behavioral control described the sense of affection to their self or the power to carry out the behavior on each individual. Perceived behavioral control was a good link in communication to form a positive behavior. Moreover, perceived behavioral control also affected religiosity (religion and culture) [17]. The higher one's religiosity describe how high perceived behavior control [5].

This research contributes to the learning of ethics that underlies individual behavior. Besides, reinforced by individual religiosity should be able to behave well. Every religion has good teachings so that an individual should be able to behave properly. However, the environment and their peers can also influence the process of shaping behavior. As mentioned earlier, theoretically, behavioral intention can be influenced by many factors, including student religiosity, which has a direct and indirect effect. However, previous studies have not been examined essential role of religiosity in determining ethical behavioral intention previous. Therefore, this study aimed to investigate the direct and indirect effects of attitude, injunctive norm, moral norm, and perceived behavioral control on students' ethical behavioral intention through religiosity.

2. LITERATURE REVIEW

The theory of planned behavior is a further cultivation of the theory of reasoned action that consider all available information to act mindful manner according to belief that human beings behave. Ajzen explained the array of perceived behavioral control to the theory of reasoned action [16]. The benefit of this developed construct is to comprehend the limitation of individual to perform a specific behavior. Besides, the practice of behavior is determined by the attitude and subjective norm and the individual's perception of control depend on his belief in the control (control beliefs).

A theoretical model of the theory of planned behavior has nine theoretical models. First, factors related to individuals' background such as age, sex, ethnicity, status of socioeconomic, mood condition, selfhood characters, and awareness affect the attitudes and behavior of an individual against something. Second, a behavioral belief is all things believed by the individual about behavior in terms of positive and negative, attitudes toward behavior or tendency to react affectively to behavior, and behavior. Third, social environment and individuals' decision is affected by normative beliefs related directly. Fourth, the subjective norm is to the broadness a person has the motivation to follow the views of others toward behavior he/she is

going to implement (normative belief). Fifth, control beliefs are derived by the experience of doing the same behavior in the past or experience gained because seeing how other people did (e.g., friends, family) implement that behavior, and then he can perform a behavior. Sixth, perceived behavioral control is the belief (beliefs) that individuals have conducted or never carry out a particular behavior. However, the individual has the facilities and time to do a behavior. Then he estimated his ability if he is able or unable to execute behavior. Ninth, individuals' intention is the trend of a person to choose whether he will or will not do any activities. Last, attitudes, subjective norms, and perceived behavioral control affect the influencing of behavior intention.

There are some antecedent of ethical behavior, one of them is religious background [18]. The research results show that there are difference between religious and nonreligious study background regarding behavior [19]. Besides that, religiosity has critical factors on many attitudes and behaviors [3]. The acting prayers, honesty, respecting confidences, and operating on each different welfare replicate degree of individual religiosity [18]. Based on the idea, the researcher formulates the hypothesis as: Religiosity influences ethical behavioral intention (H_1).

Concept of deliberate conduct postulates that character attitude impacts moral selection-making inside the future. Then moral decision-making can enhance exact conduct. Attitude has an indirect impact on moral behavioral purpose via religiosity [20]. Moreover, ethical lifestyle found out by an man or woman can create precise decision-making attitudes [21], [22]. Based on the idea, the researcher formulates the hypothesis as: Attitude influences ethical behavioral intention (H_2); Attitude influences ethical behavioral intention through religiosity (H_3).

Moreover, the concept of planned behavior additionally defined subjective norms [16]. One a part of the subjective norm is the injunctive norm; it is an aspect from outdoor the person; it's far an individual notion of whether or not others will approve or disapprove of his/ her conduct achieved. The injunctive norm may want to be expecting individual ethical conduct. Injunctive norms may be impersonal elements consisting of social stress religiosity may also mediate injunctive norms on ethical behavioral purpose. as a result, an person with high ranges of religiosity can carry out better ethical behavioral purpose [23]. Based on the previous idea, the researcher formulates the hypothesis as: Injunctive norm influences ethical behavioral intention (H_4); Injunctive norm influences ethical behavioral intention through religiosity (H_5).

Moral norm replicates an individual reaction to the ideas of looking at something proper and incorrect; it is miles a form of internalization of the effect of the external subjective norm at character intrinsic factors. Moral norm influences ethical behavioral intention [10]. Also, it may affect religiosity that could mediate ethical conduct [8]. Based on the idea, the researcher formulates the hypothesis as: Moral norm influences ethical behavioral intention (H_6); Moral norms influences ethical behavioral intention through religiosity (H_7).

The extent of perceived behavioral manipulate have large influences to religiosity, together with religion and culture [24]–[26]. Individuals with an excessive stage of religiosity also confirmed a excessive perceived behavioral manipulate [5]. Some other studies also suggests that people with a perceived stage of behavioral manage will affect spiritual learning and practice [27]. Then, perceived behavioral manage influences the moral behavioral intention through religiosity after which determines the moral behavioral intention of an man or woman [9], [21], [28], [29]. Based on the explanation, the research hypotheses are: Perceived behavioral control influences ethical behavioral intention (H_8); Perceived behavioral control influences ethical behavioral intention through religiosity (H_9). Based on the previous explanation, the research design is presented in Figure 1.

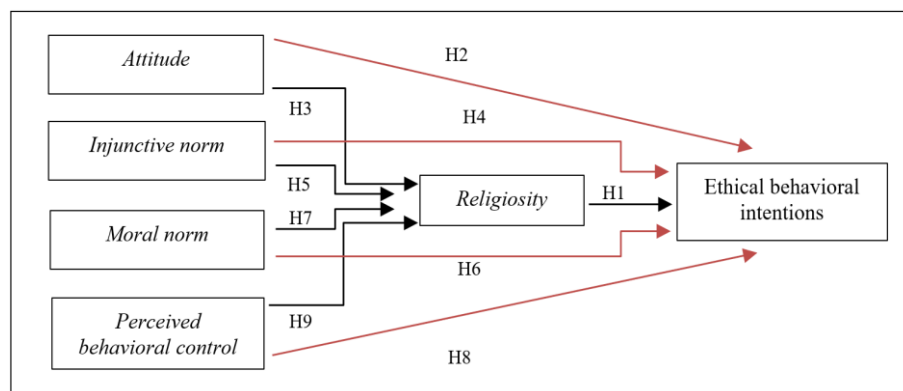


Figure 1. The research design

3. RESEARCH METHOD

3.1. The type of research and the sample

The research was conducted using a quantitative design. Respondents were undergraduate students of an instructor schooling college in Indonesia. The respondents have been equipped with teachers' professional ethics to provide perception and accurate ethical conduct. There had been 273 respondents selected purposively as the research pattern from several instructor schooling universities in Indonesia that constitute the variety of respondent region. The wide variety of samples which can be described in Table 1.

Table 1. Research sample

University	Sample size
Universitas Negeri Padang	43
Universitas Negeri Malang	74
Universitas Negeri Surabaya	76
Universitas Negeri Semarang	80
Total	273

3.2. Research variable

The dependent variable of this study is ethical behavioral intention. Ethical behavioral intention refers to a person's desire or intention to behave ethically. The study's dependent variables were measured using two indicators adopted from Kashif [3]. Meanwhile, there are four independent variables in the study: attitude, injunctive norms, moral norm, and perceived behavioral control. Attitude is a reaction to events both positive and negative. There are two indicators of attitude measurement: favorable and unfavorable attitudes adopted from Martin and Ertzberger [30]. The injunction norm is support of classmates, boarding friends, and close friends to perform certain behaviors. There are two indicators of measurement of the injunction norms, namely approved and disapproved [31]. Moral norms are rules of morality that a person believes and follows. There are two indicators of measuring moral norms: kindness and moral obligation [15]. Perceived behavioral control is a person's perception with regard to his ability to perform certain behaviors. There are two indicators of perceived behavioral control measurement, namely confidence and self-esteem [22]. Meanwhile, the intervening variable in this study is religious. Indicators of religious variable measurement include activity, devotion to rituals, and belief in doctrine [32]. Religious variables are measured using a 5-point Likert scale (strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5).

3.3. Data analysis technique

Data were collected through the questionnaires using google forms and booklets. An online questionnaire using Google Forms was sent to universities far away from the researchers' location, the booklets were distributed to respondents in Semarang. After the facts was collected, the researchers tabulated and analyzed the information the usage of path evaluation for quantitative interpretation to measure the relationship amongst numerous variables and models. Direction analysis ambitions to determine direct and oblique affects many of the wide variety of variables. For testing the hypothesis, it can be seen from the p-value (probability value). If the p-value is less than 0.05, it means that the hypothesis is accepted. If the p-value is more than 0.05, it means that the hypothesis is rejected.

4. RESULTS AND DISCUSSION

4.1. Results

Based on the preliminary examination result, the value of multivariate represent kurtosis <2.58, the result indicate data is distributed normally as shown in Table 2. Further examination is Mahalanobis distance; it shows <36.000. The result indicates no outlier issue found as presented in Table 3. Furthermore, based on singularity and multicollinearity (22.910), the research result found no issue, therefore, further examination is needed. This value is far from the number 0; it can be concluded that this model is free from multicollinearity and singularity problems.

The result of hypothesis testing based on standardize weights, represented in Table 4. There were seven hypotheses supported based on p-value significance, which show p-value<0.05. Two of the hypotheses were rejected because the significance value is more than 0.05. Perceived behavioral control indicates direct effect on religiosity 0.375; ethical behavioral intention was 0.215. Table 4 also represented moral norm have direct effect on religiosity 0.182, whereas; on ethical behavioral intention was 0.000. Hence, it can be concluded that moral norms did not directly affect ethical behavioral intention as presented in Table 5.

Table 2. Normality test result

Variable	Min	Max	Skew	C.R.	Kurtosis	C.R.
PBC	12.000	19.000	-.258	-1.493	.352	1.018
Moral_Norm	10.000	15.000	1.104	6.393	3.953	11.441
Injunctive_norm	13.000	19.000	.548	3.174	.203	.588
Attitude	25.000	36.000	-.142	-.819	.134	.386
Religiosity	18.000	25.000	.540	3.123	-.865	-2.505
Ethical_Behavioal_intension	20.000	30.000	.755	4.370	2.011	5.820
Multivariate					3.268	2.365

Table 3. Multicollinearity test

	PBC	Moral norms	Injunctive_norm	Attitude	Religiosity	Ethical_Behavioal_intension
PBC	1.324					
Moral_norms	.147	3.921				
Injunctive_norm	.348	.650	1.529			
Attitude	-.216	-.840	-.270	5.000		
Religiosity	.402	.459	.379	-.457	.584	
Ethical_Behavioal_intension	.903	.967	.977	-.287	.759	3.210

Table 4. Result from standardized regression weights

Correlation between variable	Estimate	S.E.	C.R.	P	Conclusions
Religiosity <--- Attitude	-.061	.019	-3.127	.002	Significance
Religiosity <--- Injunctive_norm	.152	.037	4.105	***	Significance
Religiosity <--- Moral_norms	.070	.023	3.055	.002	Significance
Religiosity <--- PBC	.246	.038	6.403	***	Significance
Ethical_Behavioal_intension <--- Injunctive_norm	.326	.087	3.749	***	Significance
Ethical_Behavioal_intension <--- PBC	.346	.095	3.626	***	Significance
Ethical_Behavioal_intension <--- Religiosity	.827	.160	5.177	***	Significance
Ethical_Behavioal_intension <--- Attitude	.067	.045	1.490	.136	Not significance
Ethical_Behavioal_intension <--- Moral_norms	.097	.053	1.848	.065	Not significance

The injunctive norm directly effects of on religiosity (0.140), and ethical behavioral intention was 0.246. The direct effect of attitude on religiosity (0.180). The research depict attitude directly affect ethical behavioral intention (0.000). Therefore, it can be stated that attitude indirectly affect ethical behavioral intention. Religiosity directly affect ethical behavioral intention (0.356).

Table 5. The direct effects of model

	PBC	Moral norms	Injunctive_norm	Attitude	Religiosity
Religiosity	.375	.182	.248	.180	.000
Ethical_Behavioal_intension	.215	.000	.246	.000	.356

The indirect effects of the relationship are shown in Table 6. The table indicates that religiosity partially mediate the influences of perceived behavioral control on students' ethical behavioral intention (0.000). Religiosity fully mediate the influences of moral norm on students' ethical behavioral intention (0.000). Religiosity partially mediate the effect of injunctive norm on students' ethical behavioral intention (0.000). Religiosity fully mediate attitude on students' ethical behavioral intention (0.000).

Table 6. The indirect effects of model

	PBC	Moral_norms	Injunctive_norm	Attitude	Religiosity
Religiosity	.000	.000	.000	.000	.000

Table 7 indicates that religiosity is strongly influenced by perceived behavioral control and injunctive norm. The results also prove that ethical behavioral intention is influenced by perceived behavioral control, injunctive norm, and religiosity. Based on the table, to establish religiosity requires robust perceived behavioral control, while to form ethical behavioral intention requires obedient religiosity.

Table 7. The total effects

	PBC	Moral norms	Injunctive norm	Attitude	Religiosity
Religiosity	.375	.182	.248	.180	.000
Ethical Behavioral Intention	.349	.065	.334	.064	.356

4.2. Discussion

4.2.1. Religiosity effect on ethical behavioral intention

The results of this study indicate that religiosity has an important role in influencing ethical behavior intentions. This study has similarities with previous research that religiosity is the main aspect in influencing intentions to take ethical actions. This study shows that religiosity create a major role in establishing students' ethical actions. Previous finding emphasizes that religious students will take actions that are in appropriate with the teachings of their religion so that actions taken in accordance with religious rules have an important role in directing students' actions [27]. In accordance with their ethical behavior, the intention to take an action is based on the teachings and the level of religiosity that students have so that this influence leads to behavior that can be implemented.

4.2.2. Attitude effect on ethical behavioral intention

Theory of planned behavior, elaborate an individual's attitude influence ethical decision-making. Attitude is a belief in behavior; therefore, those attitudes have different roles when influencing the intention to behave ethically. This study proves that there is no direct influence of attitude on the intention to behave ethically. A student's attitude can change when he has a bad attitude, but external forces such as culture will encourage a positive attitude [16], [33]. On the other hand, if students have good intentions but are influenced by external conditions, they can encourage bad ethical behavior. Attitudes do not influence intentions to behave ethically. This research provides confirmation and insight that a person's attitude is still potentially moderated by other variables that can affect ethical preferences.

4.2.3. Religiosity mediate attitude effect on ethical behavioral intention

This study shows that religiosity is a variable that can mediate the role of attitude towards ethical behavior. The previous hypothesis testing shows that the influence of attitude does not directly affect the intention to behave ethically. This study indicates that religiosity has a significant effect in intervening attitudes towards ethical behavior intentions. The results of this study can be considered that religiosity is an essential factor that can increase students' virtuous actions in doing something. A direct role in the intention to behave ethically [27], [34]. This study confirms the importance of religiosity instilled in students to behave ethically following religious teachings. will encourage students to act ethically.

4.2.4. The effect of injunctive norm on ethical behavioral intention

This study shows that the injunctive norm does not directly affect the intention to behave ethically. Ensure that the action is considered something ethical students are a group of people who have an important role in learning an ethical action through religiosity. The injunctive norm still needs other factors such as religiosity to ensure that the action is considered as something. This research is in accordance with previous studies that found that the injunctive values contained in the norm still require other factors [7], [10], [35].

4.2.5. Religiosity mediate injunctive norm effect on ethical behavioral intention

This study confirms that religiosity is important in linking and intervening injunctive norms to ethical behavior intentions. Religiosity is the level or level of value in religion adopted if a student has a high level of religiosity [36]. It has an important role in increasing the intention to behave ethically. Injunctive is a fact that indicates that a socially adopted norm adapted to the religious norms adopted by a student will lead to an intention to behave ethically, meaning that the norm is socially and religiously acceptable [14]. Social norms on ethically acceptable norms lead to an action that is considered ethical and widely accepted. This research reaffirms that religion and religiosity are the main and important factors in determining students' ethical behavior intentions.

4.2.6. Moral norm effect on ethical behavioral intention

This study shows that moral norms do not directly affect the intention to behave ethically. Norms considered moral values still require other factors that will affect the intention to behave ethically. Moral norms do not always measure effectiveness because each group or every organization has different moral values [15]. Each group will have its value. This study confirms that moral values do not directly affect the intention to behave ethically. The role of moral values is needed to ensure that other factors can confirm this influence on the intention to behave ethically [10], [37].

4.2.7. Religiosity mediate moral norm effect on ethical behavioral intention

Religiosity is proven to mediate the effect of moral values on ethical behavior intentions. This research has proven again that the role of religiosity adopted by students will encourage ethical behavior intentions. Ethical behavior arises from religious values adopted so that it does not only prioritize moral values in a group [8]. Organization but the important role of religion can encourage someone to take ethical actions. This research confirms that there are still inconsistencies in determining whether moral values directly affect or require other factors to influence ethical behavior based on previous research [12]. This study shows that religiosity is a factor that the influence of values can overcome. This research confirms that religiosity needs to be developed and improved in students to take actions that are considered in accordance with moral values and moral values. religious values so that it leads to the intention to behave ethically [38].

4.2.8. Perceived behavioral control effect on ethical behavioral intention

This study shows that perceived behavioral control affects the intention to do act ethically. The results of this study assert perceived behavioral control will lead to ethical actions taken by students. In carrying out these ethical actions, other factors are needed so that there is a need for a more in-depth investigation. The behavioral control process is control over students' daily behavior in carrying out every action that will be taken.[2], [15], [39]. It makes perceived behavior control can affect good behavior.

4.2.9. Religiosity mediate perceived behavioral control on ethical behavioral intention

Perceived behavioral control to ethical behavioral intention through religiosity was 0.133. Therefore, the hypothesis show that perceived behavioral control affects ethical behavioral intention through religiosity is accepted. This study indicates that religiosity mediates the effect of perceived behavioral control on the intention to take action ethically. This study emphasizes the important role of religiosity that a student will behave ethically if he has religious behavior. Control will make a religious action or the teachings adhered to lead to the ethical behavior of students. This research confirms that the teaching level that makes these religious values lead to students' ethical behavior who will have an important role in their lives [17].

5. CONCLUSION

The research revealed that the perceived behavioral control, injunctive norms, and religiosity affect the intention to behave ethically. The results of this study also prove that moral attitudes and values do not directly affect the intention to behave ethically. The results of this study prove that religiosity is a mediating variable that has an important role in affect attitudes in behaving the norms, contained in the behavioral process, including injunctive norms and moral norms, perceived behavioral control, and intentions in perform an action. Moral values of behavior based on religiosity will lead to behavior that encourages excellent abilities and values. The results of this study indicate that there are environmental influences in a primary scope such as a family will directly affect student behavior, emphasizing that behavior is an important part in forming a religiosity that is in the learning process.

The respondents were only limited to public universities in Indonesia, so, extended research that covers private university is needed, therefore can represent in general. In future research, it is possible to increase the sample size to ensure that the research results can represent the population in general. This study could be suffering from the limitations of sampling. In addition, this study cannot explain the level of religiosity based on religion and gender. However, it can be supported that all religions provide good examples in their teachings. Future research should explore by adding variations to the background inherent in students, so that there are variations that will ensure that the results can be generalized. Potential relations of some of the independent variables (background of religion, ethic education, ethic awareness) are factors that should include in future study.

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