ANALYSIS OF FACTORS INFLUENCING CONSUMPTIVE BEHAVIOR OF SHOPEE USERS IN FSEI IAIN SYEKH NURJATI CIREBON STUDENTS

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Abstract

Islamic Religious Education (PAI) in tertiary institutions is seen as a basis for building social foundations, academic and professional foundations. The implementation of Islamic Religious Education in tertiary institutions has a very urgent position for several rational reasons as follows: first, the influence of foreign culture, the impact of the digitalization era, frequent access to the internet students are trapped in things that are not good, such as pornography, online games, free lifestyle, very individualistic and less concerned with others. Second, general subjects (general science) are seen as more promising, because of the ease in finding a job. They see that the end of lectures is getting a decent job as expected. Third, the learning orientation is only towards material things, production and consumption. This study uses a theoretical basis that integrates management theory, Islamic religious education theory and social piety theory. Al-Qur'an and Al-Hadith as theological basis. While the philosophy of idealism as a philosophical basis. This research uses descriptive analytic method with a qualitative approach. Data collection techniques were carried out using the triangulation method through three approaches, namely in-depth interviews, observation and documentation. The purpose of this study is to describe and analyze the process of planning, organizing, implementing, and evaluating the management of Islamic religious education to form social piety at the Faculty of Islamic Religion, Universitas Islam Nusantara, Faculty of Tarbiyah and Teacher Training, Islamic University of Bandung. The results of this study draw the following conclusions: first, planning for Islamic Religious Education to form social piety; second, making arrangements for determining administrative and financial tasks; third, implementing the implementation of learning with two approaches, namely the theoretical approach and the practical approach; fourth:, evaluating the management process of Islamic Religious Education regarding the principles and objectives of Islamic Religious Education to form social piety effectively and efficiently. The learning model in this study went through several stages, starting from the selection of student admissions (input), the long and integrated process of Islamic learning (process). In order to produce students who have adequate academic, spiritual, and emotional-based social piety (output), so that they can become citizens who have social piety (outcome).

Keywords : Management, Islamic Religious Education, Social Piety

INTRODUCTION

Islamic religious education in tertiary institutions is very important. Education without noble religious values will be empty, and is seen as a failure in education. This is because it is not in line with the characteristics and culture of Indonesia which always puts forward the values of noble character, politeness and generosity (Chambert-Loir, 2019).

The implementation of Islamic religious education in tertiary institutions has a very important position for several rational reasons as follows:

1. The influence of foreign culture, the impact of the digitalization era, the frequent access to the internet, students are trapped in things that are not good, such as pornography, online games, free lifestyle, very individualistic and less concerned about others.
2. General courses (general science) are seen as more promising, because of the ease in

finding a job. They see that the end of lectures is getting a decent job as expected.
3. The learning orientation is only to material things, production and consumption (Muslimin & Ruswandi, 2022).

Along with the development of science and technology (science and technology) and the presence of the digitalization era, besides bringing things that are positive and good for education, it turns out to have a negative impact on prospective intellectual youth (students) in the future. For example, there are several cases as below:

1. Unicef data for 2016 shows that violence against fellow adolescents in Indonesia is estimated at 50% (Syukriani et al., 2022). Meanwhile, according to data from the Ministry of Health of R.I. In 2017, there were 3.8% of students who stated that they had abused narcotics and other illegal drugs.
2. In addition, there were cases of clashes between students from 2 schools in Bandung. Namely students of SMK 3 Baleendah. The brawl was allegedly triggered by mutual ridicule on social media. The action started with a post on social media circulating among the Pasundan Vocational High School environment so that there was a movement from them to find out who made the post from SMK 3 Baleendah.
3. Next, in January 2020, NW reported a case of sexual harassment that she experienced in 2017 to the FIB Brawijaya University functionaries. The perpetrator of the sexual harassment reported by NW was a senior in his level who was also a student of the English study program at FIB Universitas Brawijaya with the initials RAW.

Seeing some of the cases above, it is thus important that Islamic religious education (PAI) as a basis for building social foundations, academic and professional foundations (ANANDA, 2022). It is still found that the management of Islamic religious education is not optimal so that it has an impact on the loss of the attractiveness of PAI at several levels of education. Accirding to Azwardi et al., (2021) Therefore it is felt important to strengthen PAI governance based on management principles so that PAI can be presented in an orderly manner that is attractive and effective in strengthening the construction of social piety (Budiman, 2017).

In previous studies, there were similarities in the problem which showed that the management of character education based on Islamic values at Al-Ma'soem High School and Nuruzzaman High School was implemented through a pattern of integrating management functions into an integrated learning component that resulted in the following steps: (1) Planning is carried out through the formulation of character values in the vision, mission, school programs at the beginning, middle and end of the academic year and in integrated learning components; (2) Organizing through division of tasks for school administrators and stakeholders, and integrating Islamic values-based character values into class, culture and community-based learning components; (3) Implementation through briefings, regular meetings, student and teacher competitions through achievement standards, homeroom autonomy, interactive teaching, student self-development; (4) Supervision through class supervision, integrated monitoring, assessment of teacher performance and attendance, learning achievement and student attendance; and (5) Supporting factors: vision, mission based on Islamic values, innovation and competition through measurable rewards and punishments, student entrepreneurship, one-door supervision, exemplary teacher, adequate media, comfortable environment. Inhibiting factors namely; it is necessary to optimize character education in: class-based learning, school and community culture, commitment, administration of student development, firmness of task executors, Islamic character education evaluation tools, student mapping, and optimization of management implementation according to function indicators.

METHOD RESEARCH

In this study, the research method used is a qualitative method with a descriptive

approach because it is to present an overview of the relationship between the variables studied (Hardani et al., 2020).

According to Bogdan and Taylor Moleong, (2012) that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to them, this approach is directed at the background and the individual holistically (whole).

Descriptive research according to Sugiyono, (2017) is a descriptive research method. This is done to find out the existence of independent variables, either only on one variable or more (stand-alone variable or independent variable) without making comparisons of the variables themselves and looking for relationships with other variables.

Data Collection Technique

The data collection technique was carried out using the triangulation method. Triangulation in testing credibility as checking data from various sources, methods, and time. According to Sugiyono, (2017) triangulation is divided into three, including the following:

1. Triangulation of sources, testing the credibility of the data is done by checking the data that has been obtained through various sources.
2. Triangulation technique, testing the credibility of the data is done by checking the data to the same source with different techniques.
3. Time triangulation, testing the credibility of the data is done by collecting data at different times.

In this study, the authors used the theory of triangulation with three approaches, including:

1) Interviews, namely conducting interviews with related parties:
   a) Dean of the Faculty of Islamic Studies (FAI) Uninus, Dean of the Faculty of Tarbiyah and Teacher Training Unisba.
   b) Head of the PAI Study Program, Faculty of Islamic Religion (FAI) Uninus, Head of the PAI Study Program, Faculty of Tarbiyah and Teacher Training, Unisba
   c) Head of Uninus Islamic Banking Study Program.
   d) Secretary of the PAI Study Program, Faculty of Islamic Religion, Uninus.
   e) Lecturer at the Faculty of Islamic Studies, Uninus, lecturer at the Faculty of Tarbiyah and Teacher Training, Unisba.
   f) Uninus Faculty of Islamic Studies students and Unisba Tarbiyah and Teacher Training Faculty students.

2) Documents, researchers collect various documents related to activities in an effort to instill values to form social piety, both documents in the Uninus graduate school foundation, faculties, study programs and others.

3) Observation, namely observing the behavior of all elements of the campus institution studied. The aspects studied are as follows:
   a) Classroom with lecture activities
   b) Campus hall during religious activities
   c) Places of worship (mosques and prayer rooms)
   d) Various rides (student activity center)

Before the research was carried out, an ethical test was carried out by the Ethics Committee of the Poltekkes of the Ministry of Health, Maluku. Data analysis included univariate analysis (age, education, occupation, delivery history, breastfeeding self-efficacy and mother's breastfeeding behavior); bivariate analysis using Chysquare to determine the effect of BSE on breastfeeding behavior of mothers.

RESULT AND DISCUSSION
Nusantara Islamic University (UNINUS) Bandung
a. Planning

Leadership Planning in the Management of Islamic Religious Education to Form Social Piety at the Faculty of Islamic Religion, Islamic Nusantara University (UNINUS) Bandung through several programs, namely:

a) Tata Pamong

Policies in the governance aspect are directed at revitalizing institutional structures and systems, as well as effective, efficient, and accountable faculty management.

b) Students and Graduates

Policies in the aspects of students and graduates are directed at improving the quality of students and graduates, which will be realized in the form of strategic programs

c) Human Resources

The human resource aspect policy is focused on increasing the number and regeneration of education staff and lecturers, as well as improving the qualifications/quality of human resources and work effectiveness

d) Curriculum, Learning, and Academic Facilities

e) Related to educational issues, is to maintain learning patterns that have been considered good based on the results of questionnaires distributed to students. Meanwhile, the preparation of RPS (Semester Learning Plan) and RTM (Student Task Plan) is the obligation of every lecturer which they must prepare before learning takes place (Greene et al., 2012).

f) Financing, Facilities and Infrastructure, and Information Systems

g) Policy in this aspect is focused on the availability of sustainable sources of funding to improve the quality of campus facilities and infrastructure as well as the development of ICT-based academic and management information system infrastructure.

h) Research and Community Service

Policies in the research aspect are directed at supporting the development of excellence in the fields of research, science and creativity, improving innovation capabilities, and research objects are focused on key areas of institutional strengthening and societal needs, so as to produce quality, superior, up-to-date, published research and innovation works. widely, and gain recognition nationally or internationally. In the field of community service, the focus is on giving birth to activities and outcomes related to education and research, empowering communities, strengthening partnerships with local governments and the private sector.

b. Organizing

Seeing from the Tri Dharma function of Higher Education, Islamic University of Nusantara Bandung in developing organization has several fields, namely:

1) University Senate
2) Uninus leadership
3) Internal Oversight Unit
4) Bureau
5) Faculty and Graduate School
6) Technical Implementation Unit

The coordination system is carried out between equal work units, namely between the chancellor and the academic senate, between the chancellor and the supervisor, the chancellor and the supervisor, between the chancellor and the quality assurance office, between bureaus, between faculties and faculty senate, between study programs and quality assurance units fields of study, as well as between laboratories.

The workings of the organizational system at the Islamic University of Nusantara Bandung are carried out in a number of rules, namely: the statute of the Islamic University of Nusantara Bandung, foundation regulations/decisions, academic senate ordinances, rector

regulations/decisions, and dean's or director's decisions.

c. Implementation

The implementation of Islamic Religious Education (PAI) learning at the Faculty of Islamic Religion at Nusantara Islam University has been going well, this is in accordance with the National Education guidelines (DIKNAS) and the Ministry of Religion. In relation to education and learning, the faculty has maintained a learning pattern that has so far been considered good based on the results of a questionnaire distributed to students. Preparation of Semester Learning Plans (RPS) and Face-to-Face Plans (RTM) is the obligation of every lecturer which they must prepare before the learning process takes place. In addition, academic meetings once a month. The new values are following developments in the educational curriculum, both at the university level and at the faculty level.

While its relation to religious amaliyah is as stated in the university's motto, the faculty of Islamic religion always participates in religious activities carried out by the university such as tawasulan, tahlilan, yasinan, istigosah, religious studies conducted by the university and collaborates with all faculties to maintain good old values the. According to the secretary of the Islamic Religious Education Study Program, Faculty of Islamic Religion, UNINUS Bandung, the steps to form social piety are through two approaches, namely:

a. Theoretical Approach
   1. An-Nahdiyah Aqidah
      Namely the ideology taught by the expert sunnah waljamaah which refers to the two great imams, namely Abu Hasan Al Asy'ari and Imam Abu Mansur Al Maturidi (Dinul Islam 'ala tariqotiexpert sunnah wal jama'ah anhdiyah).
   2. An-Nahdiyah/fiqih an nahdiyah course
      That is, the delivery of material departs from 4 schools of thought, namely the Hanafi, Maliki, Syafii and Hambali schools.
   3. An Nahdiyah morals
      Namely teaching morals to God (hablum minallah) and morals to others (hablum minannas).

b. Practical Approach
   1. Hold a written idea contest
   2. Make scientific work, such as writing papers or bulletins and scientific journals.
   3. Conducting mubalagh training (preaching training)
   4. Training in the art of reading the Koran (Qiraat) which includes: tartil, tahsin and recitations.

d. Evaluation

The evaluation carried out by the Faculty of Islamic Religion, Universitas Islam Nusantara in the management of Islamic religious education to form social piety, namely through the assessment of Islamic Religious Education (PAI) in forming social piety for students, which includes:

1. Islamic Education Objectives (PAI)
2. Principles of Islamic Education, namely making individuals who are dominant, pious, have noble character, have Muslim personality, and become pious individuals
3. Assessment aspects include:
   a) Cognitive aspects, which reveal about mental activities from the level of knowledge to the level of evaluation
   b) The affective aspect, namely the realm related to attitudes and values
   c) Psychomotor aspects, namely the domain that includes movement behavior and physical coordination, motor skills and physical abilities of a person.
4. Student understanding of belief/aqidah, sharia/worship, and morals based on the An-Nahdiyah version of the Expert Sunnah Wal Jamaah which refers to the understanding of the beliefs of Abu Hasan Al-'Asy'ari and Abu Mansyur Al-Maturidi.

5. Maintain good old values such as shalawatan, tahlilan, marhabaan, yasinan, etc. Meanwhile, new values that are better are keeping up with the times, such as holding seminars, workshops, webinars, general studies on current issues/regarding Islam and Indonesianness.

e. Obstacle

The obstacles faced by the Faculty of Islamic Religion, Universitas Islam Nusantara in the management of Islamic religious education to form social piety, namely:

1. There are different student backgrounds in terms of aspects of previous education
2. The understanding of students is different about Islamic Religious Education due to environmental influences
3. There is online learning which is difficult to control by lecturers

f. Solution

The solutions carried out by the Faculty of Islamic Religion, Universitas Islam Nusantara in the management of Islamic religious education to form social piety.

2. Bandung Islamic University (UNISBA)

a. Planning

Planning for education and learning programs at the Faculty of Tarbiyah and Teacher Training at the Islamic University of Bandung (UNISBA) refers to the Tri Dharma Strategic Plan (Renstra) for Higher Education Faculty of Tarbiyah and Teacher Training at the Islamic University of Bandung (UNISBA) which includes:

1. Teaching
2. Research
3. Devotion
4. Publication

The planning of the Faculty of Tarbiyah and Teacher Training at the Islamic University of Bandung (UNISBA) includes the following indicators:

1. RPS (Semester Learning Plan)
2. SAP (Lecture Program Unit)
3. CPLMK (Learning Outcomes of Course Graduates)
4. CPLPS (Learning Outcomes of Study Program Graduates)

b. Organizing

In organizing the Tarbiyah and Teacher Training Faculty of Bandung Islamic University (UNISBA), namely by determining the main tasks and functions as follows:

1. Manage academic and student administration
2. Manage finances through Deputy Dean II which is centralized in the foundation
3. Providing the necessary equipment and manpower facilities for the preparation of an efficient framework
4. Grouping work components into the organizational structure on a regular basis
5. Establish an authority structure and coordination mechanism
6. Decide and determine the methods and procedures for selecting, holding training and education for the workforce and seeking other necessary sources

c. Implementation

The learning program for the Islamic Religious Education course consists of seven semesters, namely:

1. Semester 1, contains knowledge of Islamic Religious Education (PAI) in general which includes faith, sharia, morals, Al-Qur'an, hadith, and ijtihad
2. Semester 2, contains Islamic Religious Education through the pesantren system which includes the development of religious jurisprudence and the practice of religious jurisprudence. This pesantren education is located at Campus II Ciburial Bandung.
3. Semester 3, contains fiqh muamalah, namely knowledge about legal provisions,

efforts to acquire and develop assets, buying and selling, accounts payable and goods safekeeping services

4. Semester 4, contains about how to behave towards Allah, how to behave towards the Prophet, how to behave towards teachers/lecturers, how to behave towards both parents, how to behave towards friends and how to behave towards the environment.
5. Semester 5, this semester is focused on the historical civilization of the Islamic Religion
6. Semester 6, contains Islamic thought which includes 4 schools of thought, namely the Imam Hanafi school, the Imam Syafi'i school, the Imam Hambali school, and the Imam Maliki school
7. Semester 7, devoted to Islamic subject matter which includes Islam and the environment, Islam and economics, Islam and Medicine, Islam and health, etc.

Specifically for semesters 6 and 7 students are given special activities such as religious studies. This is intended to provide students with knowledge about society so that they have the attitude and nature of social piety.

CONCLUSION

The results of the study show that advertising variables have a positive and significant effect on consumptive behavior of students who use Shopee at FSEI. The conformity variable has a positive and significant effect on consumptive behavior of students who use Shopee at FSEI. The social class variable has a positive and significant effect on consumptive behavior of students who use Shopee at FSEI. Then advertising, conformity and social class jointly influence consumptive behavior of students who use Shopee at FSEI.

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