

The Effect of Digital Learning and Teaching Style to The Student Prosocial and Religiosity at Higher Education

Abd. Aziz¹, Dede Nurrohman², Ahmad Tanzeh¹, Annas Ribab Sibilana¹, and Nadia Roosmalita Sari²

¹Faculty of Tarbiyah and Teacher Training, IAIN Tulungagung, Tulungagung, Indonesia

²Faculty of Economics and Islamic Business, IAIN Tulungagung, Tulungagung, Indonesia

Copyright © 2021 ISSR Journals. This is an open access article distributed under the *Creative Commons Attribution License*, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

ABSTRACT: Education continues to change along with the times and technological sophistication. Digital learning is a learning activity that utilizes the internet network as a medium for conveying information in digital form. This is the right strategy to use at the time of the Covid-19 epidemic considering that the government has launched a health protocol that requires physical and social distancing. Learning in networks (online) ultimately forces lecturers to adapt to a teaching style that is suitable for online learning. This style of teaching for some professors in delivering learning via online become another problem as an obstacle in providing character education. The introduction of student prosocial abilities and religiosity is one of the important aspects of online learning. There are many aspects that require lecturers to adapt so that religiosity and prosocial behavior can still be taught to students even though learning is carried out virtually. However, to ensure success in internalizing religiosity and prosocial behavior towards students, it is necessary to know in advance how much influence digital learning has in changing student behavior. In addition, it is also necessary to study more deeply about the right teaching style with digital learning so that student morale remains religious and has prosocial behavior. This study proposes quantitative as a research approach using the test subjects of IAIN Tulungagung students. The results showed that (1) there was a positive influence on the e-learning variable and teaching style on the prosocial behavior of the students of IAIN Tulungagung with a value (sig. 0.000); (2) there is a positive influence on the e-learning variable and teaching style on the religiosity of IAIN Tulungagung students with a value (sig. 0.000).

KEYWORDS: E-learning, teaching style, prosocial, religiosity.

1 INTRODUCTION

The era of globalization has made a country considered to be advanced, not judged by the amount or the minimum existing natural resources, but by the human resources it has. If the human resources are good — in this case the people are knowledgeable and learn a lot — then, there will be many initiatives to advance the country, even though the natural resources are not abundant. Therefore, efforts to improve human resources are always the main concern of every country, one of which is by improving the existing education system.

Education according to Nurkholis (2013) is a process to determine the nature, attitude, and shape of an individual's character in the community [1]. In addition, an educational philosopher, Hildigardis M. I. Nahak (2019), states that education is the most effective way to preserve a culture, because in education it includes the process of transferring knowledge and transferring values [2]. This means that education is not only about knowledge, but also about values. Education is not only to make someone smart cognitively, but also to have a good character. The equality between cognitive, affective, and psychomotor aspects will make a human who understands the nature of his existence, a human who is able to humanize a human being who is then called a human perfect.

Education continues to change along with the times and technological sophistication. This can be seen in the curriculum changes from time to time. The educational curriculum can be effectively implemented at one time, but not necessarily

effective in the next, as well as the existence of learning methods and media. Before technology developed so rapidly, learning was only carried out in the classroom with the face-to-face between teachers and students. However, currently learning can be carried out in a very varied way. Some of the method used are digital learning, blended learning, and some are still consistently using conventional learning. Digital learning or electronic learning (e-learning) is a learning activity that utilizes the internet network as a medium for conveying information in digital form (for example text or images) to students [3].

Apart from a negative impact, especially on health and economy, the Covid-19 also had a positive impact on the advancement of education in Indonesia. Educational institutions that were initially still reluctant to do digital-based learning are now aggressively doing digital-based learning. This is done for the sake of continuing learning in the midst of a pandemic by adhering to health protocols that require physical and social distancing. The implementation of digital-based learning during this pandemic, of course, also follows government policies. For example, replacing conventional (face-to-face) learning with online learning (Zoom Meeting, Google Classroom) or other platforms. In addition, learning can take advantage of the TVRI channel program for elementary to high school levels.

The advantages of digital programs in the learning process have been felt by several agencies, there is even research that examines digital learning. One of the previous studies, namely at Universitas Islam Negeri Ar-Raniry, shows that it turns out that teachers are interested in using digital tools that are more comfortable in their classrooms if it supports training and assign educational technology consultants to help them set up virtual classrooms and help overcome their technical problems [4]. It means that the research shows that there is a desire from educators to optimize digitalization in learning because it is considered more comfortable and more effective. So, it does not rule out the digitization of education is also needed and is likely to have an influence on learning in tertiary institutions, especially at IAIN Tulungagung.

Based on field analysis, some institution in Tulungagung have actually implemented digital learning before the Covid-19 pandemic emerged, as well as IAIN Tulungagung has implemented e-learning as digital learning before the pandemic by combining conventional learning in class and virtual. However, since the Covid-19 pandemic, e-learning has been fully implemented until the end of the semester. Of course, this has reaped its own reactions from both lecturers and students. Students are faced with the problem of wasteful internet quotas, poor networks, and other digital infrastructure. Lecturers are also faced with the problem of making effective online learning methods to continue intellectual, moral, and skills students' improved such as face to face in class.

E-learning ultimately forces lecturers to adapt a teaching style that is suitable for online learning. style of learning for some professors in delivering learning via online become another problem as an obstacle in providing character education. It takes lecturers who are able to adapt to online education and determine learning styles that suit the situation. This is because teaching style is an important aspect for educators, in the era of digital learning because teaching styles have an influence on student enthusiasm in participating in learning [5]. The teaching style referred to here is a way that lecturers convey information to students [6].

Teaching styles contain several important things including word choice, language style, motivation, including digital writing, which are important variables in determining the teaching style of lecturers to students. If these variables are interesting, students' enthusiasm for learning, of course it will increase, thus provoking student activity in e-learning. This is confirmed by the results of research from Zangeneh Nejad & Hajiheydari (in Ulfah Rulli Hastuti, 2019) [7] which show that e-learning is able to increase student activity in the learning process. This activeness is influenced by three factors, such as the first is motivation, the second its usefulness can be felt directly, and the last is perception of the ease of using e-learning as a medium and the formation of moral behavior of students.

Moral and religiosity are very important to be taught, because morality and religiosity can prevent a person from immoral behavior. In the midst of the structure and social interactions of this globalization era, moral intelligence and religiosity can prevent themselves from negative actions. For the example is when students work on assignments by utilizing technological sophistication, the assignments are easily completed. However, if this convenience is not accompanied by good morality of religiosity, it will lead to acts of plagiarism, which are very contrary to student intellect. Thus, it is clear that the importance of lecturers in shaping student morality of religiosity can be represented through their teaching style. So that ensuring the internalization of prosocial concepts to students can be a challenge for the academic community of IAIN Tulungagung. The purpose of this prosocial is caring for others, mutual respect, and cooperation [8].

The introduction of student prosocial abilities and religiosity is one of the important aspects of online learning that IAIN Tulungagung must pay attention to. There are many aspects that require lecturers to adapt so that religiosity and prosocial behavior can still be taught to students even though learning is carried out virtually. However, to ensure success in internalizing religiosity and prosocial behavior towards students, it is necessary to know in advance how much influence e-learning has in

changing student behavior. In addition, it is also necessary to study more deeply about learning styles that are compatible with digital learning so that the morale of students remains religious and prosocial.

The importance of religiosity and prosocial behavior for students makes this research important to do. Researchers will try to study and analyze the effect of learning styles with e-learning on students' religiosity and prosocial behavior. So that in this study will try to answer several problems including analyzing and studying the effect of e-learning and teaching styles on religiosity and prosocial behavior of students at IAIN Tulungagung. With this study, it is hoped that this research will be able to reveal how much impact e-learning and teaching styles of lecturers have on student morality at IAIN Tulungagung.

2 LITERATUR REVIEW

Digital learning (E-Learning) was first introduced by Jay Cross in 1999. The term digital learning is often referred to as web-based learning, network learning, distance learning and internet-based learning. Digital learning described by learning content in the form of digital media (for example text or images) via the Internet and learning content and teaching methods are provided to improve student learning and aim to improve teaching effectiveness or increase students' personal knowledge and skills [9].

The success of digital learning certainly needs to be balanced with the way a teacher teaches knowledge, guides, develops students' abilities in achieving the goals of the learning process which is often known as Teaching Style. Teaching style is not a method, but something bigger that is related to all teaching and learning activities.

Religiosity is a form of someone's religious behavior with a more reflective and personal religious drive and movement. So it can be concluded that religiosity is the level of one's faith in religion which is reflected in the actions, attitudes and behavior both visible and in the heart. Religiosity shows a person's level of diversity in practicing, implementing, and living religious teachings continuously, being able to obey religious orders and stay away from God's prohibitions. This theory is supported by Warsiyah's research which discusses the level of adolescent religiosity which includes 4 indicators, namely faith, intellectual, ritual and social. The results showed that Muslim adolescents in Simo have high religiosity. The results of the t-test analysis show that there is a difference in the level of religiosity between adolescents studying in heterogeneous institutions and adolescents studying in homogeneous institutions [10].

Prosocial behavior is all actions that benefit others. This means helping others without having to provide direct benefits to the helper, and may even involve risks for those who help them [11]. Prosocial behavior is a positive social action that aims to help others physically and psychologically because self-motivation is selfless in accordance with applicable norms and is full of responsibility. Yunanto's research has proven that prosocial behavior affects gratitude [11]. Prosocial behavior can make a person have a positive evaluation in his life.

3 METHOD

This study uses a quantitative approach. A quantitative approach chosen in this study as a scientific approach for having met the scientific principles that measurable, rational, empirical, objective, research data and figures using statistical analysis [12]. This research was obtained to examine the effect of independent variable such as E-learning (X1) and Teaching Style (X2) on dependent variable Prosocial (Y1) and Religiosity (Y2). Meanwhile, to analyze the effect of each variable using simple linear regression analysis techniques and multiple linear regression.

The population in this study were students of the Faculty of Tarbiyah and Teacher Training (Batch 2019) at IAIN Tulungagung. While the sample used in this study were 200 students who referred to the study [13]. The sample was determined by random sampling technique. This technique was carried out because of several considerations, such as limited time, energy, and funds so that it could not take a large sample.

Sources of data in research are the subjects from which data can be obtained. This study uses a questionnaire in data collection. The questionnaire used in this study was a closed questionnaire, where respondents were asked to choose one answer according to their characteristics. The questionnaire was made using alternative answers which contained items of positive attitude statements with measurements using the *Likert Scale* [14].

Prior to the data analysis, the hypothesis testing is carried out before the requirements analysis includes data normality test, data linearity test, data multicollinearity test, and hypothesis testing using multiple linear regression tests.

3.1 DATA NORMALITY TEST

This study used the Kolmogorov Smirnov technique in the data normality test [15]. This data normality technique was chosen because the sample size was classified as a large sample, which was above 100, referring to Novianty’s research [16].

3.2 DATA LINEARITY TEST

This test is to determine between two variables have linear relationship [17]. If the result of data linearity testing indicates that is linear, it can be continue to next testing, such as multicollinearity test.

3.3 DATA MULTICOLLINEARITY TEST

It aims to test whether there is a correlation (strong relationship) between the dependent variable and the independent variable. Good regression should not occur multicollinearity [18]. The basis for making decisions is to look at the values *tolerance* and *VIP*.

3.4 HYPOTHESIS TEST

In this study, researchers used a simple linear regression analysis test to measure the influence of the variable Y1 and Y2 as independent on the variable X1 and X2 as dependent. On this case, this study used multiple regression analysis. In this study, which examined by this test was to determine the effect of *E-learning* and *Style Teaching* on students' Prosocial behavior and Religiosity. The basis for decision making is by looking at the significance value (Sig.) [19].

- If the *significant level* <0.05 then Ho is rejected and Ha is accepted.
There is a significant effect of the independent variable (X) on the dependent variable (Y).
- If the *significant level* > 0.05 then Ho is accepted and Ha is rejected.
There is no significant effect of the independent variable (X) on the dependent variable (Y).

4 RESULT AND DISCUSSION

4.1 NORMALITY TEST

This study used Kolmogorov Smirnov as a normality test technique [20]. This technique was chosen because the number of samples used is more than 50. The basis for decision making in this normality test is if the significance value is more than 0.05, then the data is normal. Conversely, if the significance value is less than 0.05, then the data is not normally distributed [21].

Table 1. One-Sample Kolmogorov-Smirnov Test X1-Y1

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 220 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 6.96898964 |
| Most Extreme Differences | Absolute | .269 |
| | Positive | .167 |
| | Negative | -.269 |
| Kolmogorov-Smirnov Z | | 3.990 |
| Asymp. Sig. (2-tailed) | | .070 |

a. Test distribution is Normal.

In Table 1, the results of the normality test on the variable E-learning (X1) against Prosocial (Y1) are shown. Table 1 shows that the significance value of E-learning (X1) to Prosocial (Y1) variables is 0.07. Based on the basis of decision making, the significance value of 0.07 is more than 0.05, so the data is classified as normally distributed.

Table 2. One-Sample Kolmogorov-Smirnov Test X2 – Y1

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 220 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 7.23611269 |
| Most Extreme Differences | Absolute | .296 |
| | Positive | .184 |
| | Negative | -.296 |
| Kolmogorov-Smirnov Z | | 4.395 |
| Asymp. Sig. (2-tailed) | | .090 |

a. Test distribution is Normal.

Table 2 shows that the significance value of the Teaching Style variable (X2) on Prosocial (Y1) is 0.09. Based on the basis of decision making, the significance value of 0.09 is more than 0.05, so the data is classified as normally distributed.

Table 3. One-Sample Kolmogorov-Smirnov Test X1-Y2

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 220 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 8.08756624 |
| Most Extreme Differences | Absolute | .230 |
| | Positive | .145 |
| | Negative | -.230 |
| Kolmogorov-Smirnov Z | | 3.416 |
| Asymp. Sig. (2-tailed) | | .090 |

a. Test distribution is Normal.

Table 3 shows that the significance value of E-learning (X1) to Religiosity (Y2) is 0.09. Based on the basis of decision making, the significance value of 0.09 is more than 0.05, so the data is classified as normally distributed.

Table 4. One-Sample Kolmogorov-Smirnov Test X2 – Y2

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 220 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 7.42485501 |
| Most Extreme Differences | Absolute | .168 |
| | Positive | .102 |
| | Negative | -.168 |
| Kolmogorov-Smirnov Z | | 2.485 |
| Asymp. Sig. (2-tailed) | | .080 |

a. Test distribution is Normal.

Table 4 shows that the significance value of the Teaching Style variable (X2) on Religiosity (Y2) is 0.08. Based on the basis of decision making, the significance value of 0.08 is more than 0.05, so the data is classified as normally distributed.

Table 5. One-Sample Kolmogorov-Smirnov Test X1X2-Y1

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 220 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 6.95022966 |
| Most Extreme Differences | Absolute | .259 |
| | Positive | .161 |
| | Negative | -.259 |
| Kolmogorov-Smirnov Z | | 3.841 |
| Asymp. Sig. (2-tailed) | | .058 |

a. Test distribution is Normal.

Table 5 shows that the significance value of E-learning (X1) and Teaching Style (X2) on Religiosity (Y1) is 0.58. Based on the basis of decision making, the significance value of 0.58 is more than 0.05, so the data is classified as normally distributed.

Table 6. One-Sample Kolmogorov-Smirnov Test X1X2-Y2

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 220 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 7.42328237 |
| Most Extreme Differences | Absolute | .164 |
| | Positive | .100 |
| | Negative | -.164 |
| Kolmogorov-Smirnov Z | | 2.428 |
| Asymp. Sig. (2-tailed) | | .076 |

a. Test distribution is Normal.

Table 6 shows that the significance value of E-learning (X1) and Teaching Style (X2) on Religiosity (Y1) is 0.76. Based on the basis of decision making, the significance value is 0.76 more than 0.05, so the data is classified as normally distributed.

4.2 LINEARITY TESTING

Linearity test aims to determine the linearity relationship between variables [22]. The basis for the decision is if the value of Deviation from Linearity Sig. more than 0.05 (Sig.> 0.05), then there is a significant linear relationship between the independent variable and the dependent variable. Otherwise, if the significance value is less than 0.05 (Sig. <0.05), then the data is not linear.

Table 7. Linearity Test Result of X1-Y1

| ANOVA Table | | | Sum of Squares | df | Mean Square | F | Sig. |
|------------------------|----------------|--------------------------|----------------|--------|-------------|---------|------|
| prosocial * e-learning | Between Groups | (Combined) | 1496.773 | 15 | 99.785 | 8.524 | .000 |
| | | Linearity | 1311.395 | 1 | 1311.395 | 112.022 | .000 |
| | | Deviation from Linearity | 185.378 | 14 | 13.241 | 1.131 | .332 |
| | Within Groups | 2388.154 | 204 | 11.707 | | | |
| | Total | 3884.927 | 219 | | | | |

Based on Table 7, it is known that the Deviation from Linearity Sig. amounting to 0.332. The significance value is more than 0.05, then the X1-Y1 variable data has a linear relationship.

Table 8. Linearity Test Result of X2-Y1

ANOVA Table

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---------------------------------|-------------------|--------------------------|----------------|-----|-------------|-------|------|
| prosocal * teaching style | Between Groups | (Combined) | 1710.334 | 19 | 90.018 | 1.836 | .021 |
| | | Linearity | 158.387 | 1 | 158.387 | 3.230 | .074 |
| | | Deviation from Linearity | 1551.947 | 18 | 86.219 | 1.758 | .053 |
| | Within Groups | | 9807.593 | 200 | 49.038 | | |
| | Total | | 11517.927 | 219 | | | |

Based on Table 8, it is known that the Deviation from Linearity Sig. amounting to 0.053. The significance value is more than 0.05, then the X2-Y1 variable data has a linear relationship.

Table 9. Linearity Test Result of X1-Y2

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|-----------------------------|----------------|--------------------------|----------------|-----|-------------|--------|------|
| religiosity * e-learning | Between Groups | (Combined) | 2369.663 | 15 | 157.978 | 2.535 | .002 |
| | | Linearity | 758.084 | 1 | 758.084 | 12.165 | .001 |
| | | Deviation from Linearity | 1611.579 | 14 | 115.113 | 1.847 | .064 |
| | Within Groups | | 12712.933 | 204 | 62.318 | | |
| | Total | | 15082.595 | 219 | | | |

Based on Table 9, it is known that the Deviation from Linearity Sig. amounting to 0.064. The significance value is more than 0.05, then the X1-Y2 variable data has a linear relationship.

Table 10. Linearity Test Result of X2-Y2

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|------------------------------------|----------------|--------------------------|----------------|-----|-------------|--------|------|
| religiosity * teaching style | Between Groups | (Combined) | 5237.906 | 24 | 218.246 | 4.323 | .000 |
| | | Linearity | 3009.460 | 1 | 3009.460 | 59.610 | .000 |
| | | Deviation from Linearity | 2228.446 | 23 | 96.889 | 1.919 | .076 |
| | Within Groups | | 9844.689 | 195 | 50.486 | | |
| | Total | | 15082.595 | 219 | | | |

Based on Table 10, it is known that the Deviation from Linearity Sig. of 0.076. The significance value is more than 0.05, then the X2-Y2 variable data has a linear relationship.

4.3 MULTICOLLINEARITY TEST

The multicollinearity test aims to test whether there is a relationship between the dependent variable and the independent variable [23]. A good regression should not occur multicollinearity between variables. The basis for making decisions is to look at the tolerance and VIF (*Variance Inflation Factor*) values. Based on the value *Tolerance* if it is greater than 0.10 then multicollinearity does not occur. Otherwise, there is multicollinearity. Meanwhile, decisions based on the VIF *value* if it is less than 10.00 means that there is no multicollinearity, otherwise there will be multicollinearity.

Table 11. Multicollinearity Testing Result of X1X2–Y1

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Collinearity Statistics | |
|-------|----------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 54.970 | 4.326 | | 12.706 | .000 | | |
| | e-learning | .491 | .049 | .635 | 10.014 | .000 | .750 | 1.334 |
| | teaching style | -.072 | .042 | -.108 | -1.697 | .091 | .750 | 1.334 |

a. Dependent Variable: prosocial

Based on Table 11, the *Tolerance values* of X1X2–Y1 are 0.750 and 0.750. Meanwhile, the decisions made are based on the *Tolerance value* X1X2–Y1 are greater than 0.10. It means that there is no multicollinearity. If we use VIF as a decision making technique, the value shown in Table 10 is 1.334. The VIF value is certainly less than 10, so it can be concluded that there is no multicollinearity.

Table 12. Multicollinearity Testing Result of X1X2–Y2

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|----------------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 30.046 | 5.764 | | 5.213 | .000 | | |
| | e-learning | .016 | .065 | .014 | .243 | .808 | .750 | 1.334 |
| | teaching style | .666 | .056 | .676 | 11.797 | .000 | .750 | 1.334 |

a. Dependent Variable: religiosity

Based on Table 12, the *Tolerance values* of X1X2–Y2 are 0.750 and 0.750. Meanwhile, the decisions made are based on the *Tolerance value* X1X2–Y2 are greater than 0.10. It means that there is no multicollinearity. If we use VIF as a decision making technique, the value shown in Table 10 is 1.334. The VIF value is certainly less than 10, so it can be concluded that there is no multicollinearity.

4.4 HYPOTHESIS TESTING

4.4.1 THE EFFECT OF E-LEARNING (X1) MEDIA ON PROSOCIAL (Y1) BEHAVIOR

Table 13. The Hypothesis Result Testing on X1–Y1

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 1311.395 | 1 | 1311.395 | 111.086 | .000 ^a |
| | Residual | 2573.532 | 218 | 11.805 | | |
| | Total | 3884.927 | 219 | | | |

a. Predictors: (Constant), e-learning

b. Dependent Variable: prosocial

Table 14. R Square Result of X1–Y1

Model Abstract

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .581 ^a | .338 | .335 | 3.436 |

a. Predictors: (Constant), e-learning

Based on the table of linear regression test results (Table 13), it is known that the significance value of X1-Y1 is $0.000 < 0.05$ then H_0 is accepted. From this significance value, it can be concluded that there is a positive and significant effect between e-learning media (X1) and prosocial behavior (Y1). The amount of influence can be seen from the table R Square X1-Y1 of 33.8%.

In Retno Indayati (2014) it is explained that babies have shown the ability to learn, habituation, conditioning, instrumental learning, and social learning [24]. So ofcourse when adolescents are embedded in their minds attitudes and behavior habits in everyday life, especially the application of prosocial behavior which is one of social behavior which means a person's physical activity towards their environment in order to fulfill themselves or others in accordance with the demands social (environment). In the learning process as well as in the industrial era 4.0, students are required to be able to communicate or socialize with other students or lecturers using technology. Therefore, by using current learning technology (e-learning) students or lecturers can still communicate with each other relatively easily without being limited by protocol matters [25], [26].

4.4.2 THE EFFECT OF TEACHING STYLE (X2) ON PROSOCIAL (Y1) BEHAVIOR

Table 15. The Hypothesis Result Testing on X2-Y1

ANOVA^b

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 171.397 | 1 | 171.397 | 10.062 | .002 ^a |
| | Residual | 3713.530 | 218 | 17.035 | | |
| | Total | 3884.927 | 219 | | | |

a. Predictors: (Constant), teaching style

b. Dependent Variable: prosocial

Table 16. R Square Result of X2-Y1

Model Abstract

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .210 ^a | .044 | .040 | 4.127 |

a. Predictors: (Constant), teaching style

Based on the table of linear regression test results (Table 15), it is known that the significance value of X2-Y1 is $0.002 < 0.05$ then H_0 is accepted. This significance value indicates that there is a positive and significant influence between Teaching Styles (X2) Prosocial behavior (Y1). The amount of influence can be seen from the table R Square X2-Y1 of 4.4%.

So, the teaching style carried out by the lecturer during the learning process can affect the behavior, attitudes, and actions of students towards others or their environment. The teaching skills or styles of the lecturers are closely related to the formation of attitudes and behavior of students. Lecturers are the key to success and key holders of educational success and occupy a very important and decisive position. A lecturer is required to be more professional in forming the character and behavior of his students, so that students can have the soft skills needed in the work environment later.

Teaching style is certainly an important factor in the forming the students' character. This can be analogous to how the communicative and open-minded teaching styles implemented by the teacher are responded to by students. students must follow, imitate or experience directly during the teaching and learning process. Students follow when making the teacher a role model for prosocial behavior by students. But students sometimes just imitate what the teacher does based on their teaching style. On the other hand, students also experience prosocial behavior that has been practiced by teachers to form characters or knowledge about prosocial behavior so that later these characters are carried out when socializing with other individuals.

4.4.3 THE EFFECT OF E-LEARNING (X1) MEDIA ON RELIGIOSITY (Y2)

Table 17. The Hypothesis Result Testing on X1-Y2

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1046.474 | 1 | 1046.474 | 30.835 | .000 ^a |
| | Residual | 7398.435 | 218 | 33.938 | | |
| | Total | 8444.909 | 219 | | | |

a. Predictors: (Constant), e-learning

b. Dependent Variable: religiosity

Table 18. R Square Result of X1-Y2

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .352 ^a | .124 | .120 | 5.826 |

a. Predictors: (Constant), e-learning

Based on the table of linear regression test results (Table 17), it is known that the significance value of X1-Y2 is 0.000 < 0.05, then H_a is accepted. This significance value shows that there is a positive and significant influence between E-learning (X1) media on Religiosity (Y2). The amount of influence can be seen from the table R Square X1-Y2 of 12.4%.

With the ease in using the internet as a learning media, it certainly makes students able to get information quickly and without problems. With easy access to information, the internet as a source of digital learning can be used as a da'wah media for students in this digital era [27]. On the other hand, the use of digital learning as a learning medium has a downside. Among them, learning activities on the internet can cause addiction, it can be seen from the time spent surfing the internet which can take a very long time [28]. This causes students to forget about prayer. In addition, the ease of information obtained by students from the internet requires filtering of information. In addition, the ease of information obtained by students from the internet requires filtering of information. Currently, many radical groups spread intolerance on the internet and on social media. They easily influence youth, especially higher education students with digital content that attracts students' attention [29].

4.4.4 THE EFFECT OF TEACHING STYLE (X2) ON RELIGIOSITY (Y2)

Table 19. The Hypothesis Result Testing on X2-Y2

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 3936.049 | 1 | 3936.049 | 190.305 | .000 ^a |
| | Residual | 4508.860 | 218 | 20.683 | | |
| | Total | 8444.909 | 219 | | | |

a. Predictors: (Constant), teaching style

b. Dependent Variable: religiosity

Table 20. R Square Result of X2-Y2

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .683 ^a | .466 | .464 | 4.548 |

a. Predictors: (Constant), teaching style

Based on the table of linear regression test results, it is known that the significance value of X2-Y2 is 0.000 < 0.05 then H_a is accepted. This significance value shows that there is a positive and significant influence between Teaching Style (X2) on

Religiosity (Y2). The amount of influence can be seen from (Table 20) of 46.6 %. Teachers have a central role in learning. In this case, the teacher's teaching style is of course an important factor in the character of students because students will imitate what is said, done, and taught by the teacher himself [30]. Religiosity is one of the characters formed from the process *imitation* where these characters emerge from how students respond to what they think is good [31]. The teacher's speech is a guideline obtained by students on the actions of words and speech given by the teacher where the teacher plays an active role in forming the character of students. In contrast to the behavior carried out by the teacher where students play an active role in imitating what the teacher does, whether intentional or not. The last factor is teaching, which is a collaborative form of speech and practice in which teachers and students play an active role in forming the character of students, including the religiosity formed from the interaction process.

4.4.5 THE EFFECT OF E-LEARNING (X1) MEDIA AND TEACHING STYLE (X2) ON PROSOCIAL (Y1) BEHAVIOR

Table 21. The Hypothesis Result Testing on X1X2-Y1

ANOVA^b

| | Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1345.117 | 2 | 672.558 | 57.463 | .000 ^a |
| | Residual | 2539.811 | 217 | 11.704 | | |
| | Total | 3884.927 | 219 | | | |

a. Predictors: (Constant), teaching style, e-learning

b. Dependent Variable: prosocial

Table 22. R Square Result of X1X2-Y1

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .588 ^a | .346 | .340 | 3.421 |

a. Predictors: (Constant), teaching style, e-learning

Based on the results of data processing shown in Table 21, it is known that the significance value of X1X2-Y1 is 0.000 <0.05. then H_a is accepted. This significance value indicates that there is a positive and significant influence jointly between E-learning (X1) and Teaching Style (X2) on Prosocial behavior (Y1). The amount of influence can be seen from the table R Square (Table 22) X1X2-Y1 of 34.6%. Meanwhile, the other 66.4% were influenced by other variables which were not examined in this study.

Teaching requires creative teaching methods and creative use of teaching media so that the knowledge conveyed can be well received by students. Teaching media suitable for auditory learning styles are in the form of videos, voice recordings, and storytelling patterns with sounds, rhythms, and tones. One of the teaching styles of lecturers that can be implemented in accordance with the rapid development of today's technology is through e-learning. The teaching style of the lecturer by utilizing e-learning as a learning medium greatly influences current prosocial behavior. The use of e-learning can simultaneously increase the quantity of interaction between lecturers and students because it is not limited by a tight schedule. Through e-learning, students can get tools to communicate, collaborate, and simultaneously utilize multimedia media. In addition, students can use visual, auditory potential, and at the same time can use it to create simulations for students who have a learning style that tends to be spatially-kinesthetic. In addition, for students who have a learning style that tends to be interpersonal, the use of forums, chats, groups will further arouse interest in learning so that what they convey through these media can be useful and become useful information for others [32].

The prosocial character that is formed towards students which in this study tries to describe how the teacher's teaching style and also e-learning or network-based teaching systems (online). As previously explained, the teacher's teaching style indeed affects the character of students, including the prosocial character. The prosocial character is the character of the interaction between students that forms a spirit of caring for others. Teaching and learning styles online or e-learning are also important variables in the formation of prosocial characters because basically these prosocial characters arise from interactions between one individual and another [33]. But when online, of course, it gives a different response from the students themselves because e-learning is learning that does not apply conventional learning, even though there are interactions between one person and another so that it affects the prosocial character of students.

4.4.6 THE EFFECT OF E-LEARNING (X1) MEDIA AND TEACHING STYLE (X2) ON RELIGIOSITY (Y2)

Table 23. The Hypothesis Result Testing on X1X2-Y2

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 3937.272 | 2 | 1968.636 | 94.771 | .000 ^a |
| | Residual | 4507.637 | 217 | 20.773 | | |
| | Total | 8444.909 | 219 | | | |

a. Predictors: (Constant), teaching style, e-learning

b. Dependent Variable: religiosity

Table 24. R Square Result of X1X2-Y2

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .683 ^a | .466 | .461 | 4.558 |

a. Predictors: (Constant), teaching style, religiosity

Based on the results of data processing shown in Table 23, it is known that the significance value of X1X2-Y2 is 0.000 < 0.05, then H_a is accepted. This significance value indicates that there is a positive and significant influence jointly between E-learning (X1) and Teaching Style (X2) on Religiosity (Y2). The amount of influence can be seen from the table R Square X1X2-Y2 (Table 24) of 46.6%.

The formation of religious character or religiosity also occurs because of the interaction between students and teachers. The teaching style of the teacher when providing online learning also forms the religious character of the students. For example, when implementing e-learning through videos given to students or providing material given to students, of course, it forms student character. Another example is when the teacher teaches online by using religious attributes such as a *kopyah* (wearing a headscarf) when a video conference meeting also affects student religiosity and also provides specific rules of politeness that tend to religiosity when online classroom learning will form student character.

5 CONCLUSION

In the learning process at the tertiary education level, this study aims to determine the effect of digital learning and teaching styles on students' prosocial behavior and religiosity through several hypothesis tests that must be verified. The results of hypothesis testing show several evidences including: (1) there is a positive influence between e-learning on prosocial behavior (Sig. 0.000); (2) there is a positive influence between teaching styles on prosocial behavior (Sig. 0.002); (3) there is a positive influence between e-learning on religiosity (Sig. 0.000); (4) there is a positive influence between teaching styles on religiosity (Sig. 0.000); (5) there is a positive influence between e-learning and teaching style on prosocial behavior (Sig. 0.000); and (6) the results showed that there was a positive influence between e-learning and teaching style on religiosity (Sig. 0.000). It can be concluded that the hypothesis in this study is accepted, this is reinforced by the data shown in the hypothesis testing results tables.

REFERENCES

[1] Nurkholis, "Pendidikan dalam Upaya Memajukan Teknologi (Education in Advancing Technology)," Jurnal Kependidikan, vol. 1, no. 2, hlm. 24–44, 2013.

[2] Hildigardis M. I. Nahak, "Upaya Melestarikan Budaya Indonesia di Era Globalisasi (Efforts to Preserve Indonesian Culture in the Era of Globalization)," Jurnal Sosiologi Nusantara, vol. 5, no. 1, hlm. 65–76, 2019.

[3] T. V. Manyike, "Postgraduate supervision at an open distance e-learning institution in South Africa," SAJE, vol. 37, no. 2, hlm. 1–11, Mei 2017, doi: 10.15700/saje.v37n2a1354.

[4] R. Yusny dan G. Ibnu Yasa, "Mengembangkan (Pembelajaran) Blended Learning dengan Sistem Lingkungan Pembelajaran Virtual (VLE) di PTKIN (Developing (Learning) Blended Learning with a Virtual Learning Environment System (VLE) at PTKIN)," JIIF, vol. 19, no. 1, hlm. 103, Okt 2019, doi: 10.22373/jiif.v19i1.3707.

- [5] P.-C. Lin, H.-K. Lu, dan S.-M. Fan, "Exploring the Impact of Perceived Teaching Style on Behavioral Intention toward Moodle Reading System," *Int. J. Emerg. Technol. Learn.*, vol. 9, no. 3, hlm. 64, Mei 2014, doi: 10.3991/ijet.v9i3.3500.
- [6] A. Djauhari, "Pengaruh Gaya Mengajar Guru Dan Kebiasaan Belajar Terhadap Hasil Belajar (Studi Pada Mata Pelajaran IPS Peserta Didik Di SMP Negeri Satu Atap Plakpak Kecamatan Pegantenan Kabupaten Pamekasan) 'The Effect of Teacher Teaching Style and Learning Habits on Learning Outcomes (Studies on Social Studies Subjects of Students at Plakpak One Roof Junior High School, Pegantenan District, Pamekasan Regency),'" vol. 10, no. 3, hlm. 12, 2016.
- [7] N. Zangeneh Nejad dan N. Hajiheydari, "An investigation into factors influencing learners' participation in e-learning," dalam *6Th National And 3Rd International Conference Of E -Learning And E -Teaching*, Tehran, Iran, Feb 2012, hlm. 40–44, doi: 10.1109/ICELET.2012.6333363.
- [8] L. Villardón-Gallego, R. García-Carrión, L. Yáñez-Marquina, dan A. Estévez, "Impact of the Interactive Learning Environments in Children's Prosocial Behavior," *Sustainability*, vol. 10, no. 7, hlm. 2138, Jun 2018, doi: 10.3390/su10072138.
- [9] D. Holzberger, A. Philipp, dan M. Kunter, "How teachers' self-efficacy is related to instructional quality: A longitudinal analysis.," *Journal of Educational Psychology*, vol. 105, no. 3, hlm. 774, 2013.
- [10] Warsiyah, "Muslim Youth Religiosity: With The Refrences of Gender Differences and Educational Environment," *TARBIYA: Journal of Education in Muslim Society*, vol. 5, no. 1, hlm. 19–29, 2018.
- [11] Taufik Akbar Rizqi Yunanto, "The Power Of Positivity: The Roles Of Prosocial Behavior And Social Support Toward Gratitude," *Jurnal Psikologi Ulayat*, hlm. 12, 2020.
- [12] D. Disman, M. Ali, dan M. Syaom Barliana, "The Use of Quantitative Research Method and Statistical Data Analysis in Dissertation: An Evaluation Study," *IJE*, vol. 10, no. 1, hlm. 46, Sep 2017, doi: 10.17509/ije.v10i1.5566.
- [13] J. H. Hatmoko, "Survei Minat dan Motivasi Siswa Putri Terhadap Mata Pelajaran Penjasorkes di SMK se-Kota Salatiga Tahun 2013 ' Survey of Female Students Interest and Motivation of Physical Education Subjects in Vocational High Schools in Salatiga in 2013'," *Journal of Physical Education*, hlm. 8, 2015.
- [14] A. Joshi, S. Kale, S. Chandel, dan D. Pal, "Likert Scale: Explored and Explained," *BJAST*, vol. 7, no. 4, hlm. 396–403, Jan 2015, doi: 10.9734/BJAST/2015/14975.
- [15] Z. Drezner, O. Turel, dan D. Zerom, "A Modified Kolmogorov–Smirnov Test for Normality," *Communications in Statistics - Simulation and Computation*, vol. 39, no. 4, hlm. 693–704, Mar 2010, doi: 10.1080/03610911003615816.
- [16] S. I. Novianty, "Pengaruh Aplikasi Novamin Terhadap Kekuatan Geser Pelekatan Braket Ortodontik 'Effect of Novamin Application on the Shear Strength of Orthodontic Bracket Adhesion,'" vol. 5, no. 4, hlm. 6, 2014.
- [17] N. Li, X. Xu, dan P. Jin, "Testing the linearity in partially linear models," *Journal of Nonparametric Statistics*, vol. 23, no. 1, hlm. 99–114, Mar 2011, doi: 10.1080/10485251003615574.
- [18] J. I. Daoud, "Multicollinearity and Regression Analysis," *J. Phys.: Conf. Ser.*, vol. 949, hlm. 012009, Des 2017, doi: 10.1088/1742-6596/949/1/012009.
- [19] S. S. Rahardjo dan R. Sanusi, "Linear Regression Analysis on the Determinants of Hypertension Prevention Behavior," *J HEALTH PROMOT BEHAV*, vol. 4, no. 1, hlm. 22–31, 2019, doi: 10.26911/thejhp.2019.04.01.03.
- [20] A. Apriyono dan A. Taman, "Analisis Overreaction Pada Saham Perusahaan Manufaktur di Bursa Efek Indonesia (BEI) Periode 2005-2009 'Overreaction Analysis on Manufacturing Company Shares on the Indonesia Stock Exchange (BEI) 2005-2009 Period,'" *Nominal*, vol. 2, no. 2, Sep 2013, doi: 10.21831/nominal.v2i2.1665.
- [21] Mitha Arvira Oktaviani dan Hari Basuki Notobroto, "Perbandingan Tingkat Konsistensi Normalitas Distribusi Metode Kolmogorov-Smirnov, Lilliefors, Shapiro-Wilk, dan Skewness-Kurtosis 'Comparison of the Consistency Levels of Normality Distribution by the Kolmogorov-Smirnov, Lilliefors, Shapiro-Wilk, and Skewness-Kurtosis Methods,'" *Jurnal Biometrika dan Kependudukan*, vol. 3, no. 2, hlm. 127–135, 2014.
- [22] M. Djazari, D. Rahmawati, dan M. A. Nugraha, "Pengaruh Sikap Menghindari Risiko Sharing dan Knowledge Self-Efficacy Terhadap Informal Knowledge Sharing Pada Mahasiswa Fise UNY ' The Effect of Risk-Avoiding Attitude Sharing and Knowledge Self-Efficacy on Informal Knowledge Sharing among Fise UNY Students'," *Nominal*, vol. 2, no. 2, Sep 2013, doi: 10.21831/nominal.v2i2.1671.
- [23] Haslinda dan Jamaluddin M., "Pengaruh Perencanaan Anggaran Dan Evaluasi Anggaran Terhadap Kinerja Organisasi Dengan Standar Biaya Sebagai Variabel Moderating Pada Pemerintah Daerah Kabupaten Wajo 'The Effect of Budget Planning and Budget Evaluation on Organizational Performance with Cost Standards as Moderating Variables in Wajo District Government,'" *Akuntansi Peradaban*, vol. 2, no. 1, hlm. 1–21, 2016.
- [24] Retno Indayati, *Psikologi Perkembangan Peserta Didik dalam Perpektif Islam "Developmental Psychology of Students in an Islamic Perspective."* Tulungagung: IAIN Tulungagung Press, 2014.
- [25] Z.-Y. Liu, N. Lomovtseva, dan E. Korobeynikova, "Online Learning Platforms: Reconstructing Modern Higher Education," *Int. J. Emerg. Technol. Learn.*, vol. 15, no. 13, hlm. 4, Jul 2020, doi: 10.3991/ijet.v15i13.14645.

- [26] Fauziah, "Pengaruh Pembelajaran E-learning Terhadap Perilaku Permisif Penggunaan Internet Siswa SMA Negeri 2 Cibinong 'The Effect of E-learning on Permissive Behavior of Internet Use for Students in SMA Negeri 2 Cibinong,'" Universitas 17 Agustus 1945 Jakarta, vol. 4, no. 2, hlm. 77–99, 2018.
- [27] John L. Esposito, *The Future of Islam*. New York, United States: Oxford University Press, Inc., 2010.
- [28] Asep Wahidin, H.M. Rahmat Effendi, dan Komarudin Shaleh, "Pengaruh Penggunaan Internet terhadap Religiusitas Mahasiswa Universitas Islam Bandung 'Effect of Internet Use on Student Religiosity at the Islamic University of Bandung,'" dalam *Prosiding Komunikasi Penyiaran Islam*, vol. 1.
- [29] I. F. Ghifari, "Radikalisme di Internet," *Relig. J. Agama dan Lintas Budaya*, vol. 1, no. 2, hlm. 123, Okt 2017, doi: 10.15575/rjsalb.v1i2.1391.
- [30] Muhibbin Syah, Anang Solohin Wardan, Miftah Fauzi Rakhmat, dan Muchlis, *Psikologi pendidikan: dengan pendekatan baru "Educational psychology: with a new approach."* Bandung: Penerbit PT Remaja Rosdakarya, 2010.
- [31] H. Kaptein, *Imitation and Analogy*. 2020.
- [32] N. W. N. Prasistayanti, I. W. Santyasa, dan I. W. Sukra Warpala, "Pengaruh Desain E-Learning Terhadap Hasil Belajar dan Keterampilan Berpikir Kreatif Siswa dalam Mata Pelajaran Pemrograman Pada Siswa SMK," *Kwangsan. J. Tek. Pend.*, vol. 7, no. 2, hlm. 138, Des 2019, doi: 10.31800/jtp.kw.v7n2.p138--155.
- [33] J. Prescott, "Teaching style and attitudes towards Facebook as an educational tool," *Active Learning in Higher Education*, vol. 15, no. 2, hlm. 117–128, Jul 2014, doi: 10.1177/1469787414527392.