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

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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 [22] mines digital learning. One of the previous studies, namely at Universitas Islam Negeri Ar-Raniry, shows that it turns out [22] 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. Th [4] 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
	Absolute	.269
Most Extreme Differences	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) variable 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
	Absolute	.296
Most Extreme Differences	Positive	.184
	Negative	-.296
Kolmogorov-Smirnov Z		4.395
Asymp. Sig. (2-tailed)		.090

a. Test distribution is Normal.

5 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
	Absolute	.230
Most Extreme Differences	Positive	.145
	Negative	-.230
Kolmogorov-Smirnov Z		3.416
Asymp. Sig. (2-tailed)		.090

a. Test distribution is Normal.

4 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.

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

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

a. Test distribution is Normal.

4 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
	Absolute	.259
Most Extreme Differences	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
	Absolute	.164
Most Extreme Differences	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.

3 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.
prosocal * e-learning	Between Groups	(Combined)	1496.773	15	99.785	8.524	.000
		Linearity	1311.395	1	1311.395	112.022	.000
	Within Groups	Deviation from Linearity	185.378	14	13.241	1.131	.332
			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

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ANOVA Table

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

9

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.

10

Table 9. Linearity Test Result of X1-Y2

13

ANOVA Table

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

9

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.

10

Table 10. Linearity Test Result of X2-Y2

24

ANOVA Table

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

9

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.

10

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

21

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

14

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 shown that the significance value of X1-Y1 is 0.000 < 0.05 then H_a 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

25

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		
17	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_a 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 H₀ 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 H₀ 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

32

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

14

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). 34.6% 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.

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