

THE EFFECT OF INTRAPERSONAL COMMUNICATION, RELIGIOUS CONTENT, AND UNDERSTANDING OF RELIGIOUS MODERATION VALUES ON THE SPIRITUAL BEHAVIOR OF VIRGO FIDELIS SENIOR HIGH SCHOOL STUDENTS IN BAWEN

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Abstract

This study aims to analyze the influence of interpersonal communication, religious content, and understanding of religious moderation values on students' spiritual behavior. This study was conducted using a quantitative research method. The subjects of this study were students of SMA Virgo Fidelis Bawen with a sample of 99 students. Data were collected through a questionnaire with a Likert scale of 1-5. The results of the validity and reliability tests of the instrument showed that the instruments used in this study were valid and reliable. Data were analyzed using descriptive statistical analysis and regression analysis. The normality test showed that the data on the four research variables were normally distributed. The multicollinearity test showed that there were no symptoms of multicollinearity in the independent variables. The heteroscedasticity test showed that the distribution of points on the scatter plot did not have a clear pattern so that it could be interpreted that there was no heteroscedasticity. Thus, all the requirements for regression analysis were met. The results showed that intrapersonal communication had a significant effect on students' spiritual behavior with a coefficient of determination (R^2) of 0.488 (sig. 0.000). Religious content has a significant effect on students' spiritual behavior with a coefficient of determination (R^2) of 0.585 (sig. 0.000). Understanding of religious moderation has a significant effect on students' spiritual behavior with a coefficient of determination (R^2) of 0.821 (sig. 0.000). Intrapersonal communication, religious content, and understanding of religious moderation are proven to have a significant simultaneous effect on students' spiritual behavior. This is indicated by the results of the F-test of 194.393 with a significance of 0.000. Intrapersonal communication has an effective contribution (SE) of 4% and a relative contribution (SR) of 5%, religious content has an effective contribution (SE) of 15% and a relative contribution (SR) of 17%, while understanding of religious moderation has an effective contribution (SE) of 55% and a relative contribution (SR) of 64%. The equation of the regression line formed is $Y = 0.080X_1 + 0.948X_2 + 0.700X_3 - 25.547$.

Keywords: Intrapersonal Communication, Religious Content, Religious Moderation, Spiritual Behavior

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh komunikasi intrapersonal, konten religi, dan pemahaman nilai-nilai moderasi beragama terhadap perilaku spiritual siswa. Penelitian ini dilakukan dengan jenis metode penelitian kuantitatif. Subjek penelitian ini adalah siswa SMA Virgo Fidelis Bawen dengan sampel sejumlah 99 siswa. Data dikumpulkan melalui kuesioner dengan skala likert 1-5. Hasil uji validitas dan reliabilitas instrumen menunjukkan bahwa instrumen yang digunakan dalam penelitian ini valid dan reliabel. Data dianalisis menggunakan analisis statistik deskriptif dan analisis regresi. Uji normalitas menunjukkan bahwa data pada keempat variabel penelitian terdistribusi normal. Uji multikolinieritas menunjukkan bahwa tidak terdapat gejala multikolinieritas pada variabel bebas. Uji heteroskedastisitas menunjukkan sebaran titik pada scatter plot tidak terdapat pola yang jelas sehingga dapat diartikan tidak terjadi heteroskedastisitas. Dengan demikian, seluruh persyaratan analisis regresi terpenuhi. Hasil penelitian menunjukkan bahwa komunikasi intrapersonal berpengaruh secara signifikan terhadap perilaku spiritual siswa dengan koefisien determinasi (R^2) sebesar 0,488 (sig. 0,000). Konten religi

berpengaruh secara signifikan terhadap perilaku spiritual siswa dengan koefisien determinasi (R²) sebesar 0,585 (sig. 0,000). Pemahaman moderasi beragama berpengaruh secara signifikan terhadap perilaku spiritual siswa dengan koefisien determinasi (R²) sebesar 0,821 (sig. 0,000). Komunikasi intrapersonal, konten religi, dan pemahaman moderasi beragama terbukti memiliki pengaruh simultan yang signifikan terhadap perilaku spiritual siswa. Hal ini ditunjukkan oleh hasil uji-F sebesar 194,393 dengan signifikansi 0,000. Komunikasi intrapersonal memiliki sumbangan efektif (SE) sebesar 4% dan sumbangan relatif (SR) sebesar 5%, konten religi memiliki sumbangan efektif (SE) sebesar 15% dan sumbangan relatif (SR) sebesar 17%, sedangkan pemahaman moderasi beragama memiliki sumbangan efektif (SE) sebesar 55% dan sumbangan relatif (SR) sebesar 64%. Persamaan garis regresi yang terbentuk adalah $Y = 0,080X_1 + 0,948X_2 + 0,700X_3 - 25,547$.

Kata Kunci: Komunikasi Intrapersonal, Konten Religi, Moderasi Beragama, Perilaku Spiritual



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INTRODUCTION

Spiritual behavior refers to an individual's actions or attitudes related to aspects of spirituality that involve the search for meaning, connection with something greater than oneself, and efforts to expand awareness and understanding of deeper aspects of human existence. Spiritual behavior can include various things, such as meditation, prayer, reflection, religious practices, self-development, devotion to others, and nature experiences. Spirituality is a desire and capacity from within a person or a potential from within humans to find a meaning and purpose in life, so that spiritual behavior can be used as a solid foundation in dealing with various influences from the surrounding environment.¹

According to Johnson², spiritual behavior and intrapersonal communication can influence each other in various ways. Spiritual behavior often involves self-reflection and the search for meaning in life. Intrapersonal communication helps individuals go through this process more deeply, allowing for a better understanding of spiritual values and life purpose. Individuals who have a spiritual orientation tend to seek meaning in every life experience. Intrapersonal communication plays an important role in interpreting events, helping individuals understand the spiritual impact of these experiences.

Good intrapersonal communication can help individuals maintain emotional and spiritual balance. Engaging in spiritual behaviors, such as meditation or prayer, can be a profound and beneficial form of self-communication. Spiritual development is often closely linked to personal

¹ W. Astutik, D. Indriyani, and S. Kholifah, "Hubungan Perilaku Spiritual dengan Perilaku Berpacaran pada Remaja di SMAN 1 Jenggawah Kabupaten Jember," *The Indonesian Journal of Health Science* 8, no. 2 (2017): 183–90.

² Johnson, "Intrapersonal Communication as a Catalyst for Spiritual Growth," *Spirituality and Psychology Journal* 12, no. 4 (2018): 567–84.

growth. Intrapersonal communication helps individuals identify the spiritual values that underlie their personal growth.

Individuals who hold certain spiritual values may use intrapersonal communication to detail and integrate those values into their daily lives. Changes in spiritual behavior may create changes in how individuals communicate with themselves. For example, a profound religious experience may stimulate deep self-reflection and changes in thought patterns. The relationship between spiritual behavior and intrapersonal communication may vary between individuals and depends on their cultural context, religion, and philosophy of life.³

Efforts to strengthen spirituality can be done by utilizing social media. Social media can be used as an attractive alternative in developing religious education in the digital era. By using social media, students can access various religious information and content. Social media can broaden students' understanding of religion. With the YouTube, Twitter, Facebook platforms, religious education messages quickly reach a wide audience. Social media allows teachers and students to share thoughts, collaborate, discuss, in understanding religious teachings interactively and dynamically.⁴ In the research of Luthfi et al.,⁵ the use of religious content on social media through video lectures on YouTube to facilitate the understanding of Muslim teenagers at the Al Jihad Mosque in Medan. The results that can be achieved are an increase in personal behavioral values.

Strengthening spiritual values in students is in line with the values of religious moderation echoed by the Ministry of Religion. Moderation is the reduction of violence and the avoidance of extremes. A moderate person can be defined as someone who reduces and avoids violent and extreme attitudes and behaviors. The person always acts and behaves in the middle and fairly. The values of religious moderation include attitudes of mutual respect and respect, compassion, cooperation and mutual assistance, fairness, peace, tolerance, living in harmony, caring and sympathy for others.⁶

Students who study at schools organized by foundations or religious organizations are certainly accustomed to a religious environment. This is also the case with students of SMA Virgo Fidelis Bawen who carry out routine religious activities with a Catholic nuance. SMA Virgo Fidelis is under the auspices of the Marsudirini Foundation, fostered by the Sisters of the Order of St.

³ Johnson.

⁴ S. Shodikun, M. Hufon, and M. R. Subhi, "Penggunaan Media Sosial sebagai Alat Strategis dalam Pendidikan Agama Islam," *Al-Mikraj: Jurnal Studi Islam dan Humaniora* 4, no. 1 (2023): 524–35, <https://doi.org/10.37680/almikraj.v4i1.3982>.

⁵ M. Luthfi et al., "The Utilization of Religious Content in Social Media for the Alteration Adolescent's Islamic Behaviour," *Dialogia* 20, no. 2 (2022): 460–82, <https://doi.org/10.21154/dialogia.v20i2.4838>.

⁶ A.Z. Abidin, "Nilai-Nilai Moderasi Beragama dalam Permendikbud No. 37 Tahun 2018," *JIRA: Jurnal Inovasi dan Riset Akademik* 2, no. 5 (2021): 729–36, <https://doi.org/10.47387/jira.v2i5.135>.

Francis.⁷ The meaning of the name Virgo Fidelis is Faithful Virgin. The vision of SMA Marsudirini Virgo Fidelis Bawen is to develop intelligent individuals, who believe in God, love others and His creation.

SMA Virgo Fidelis Bawen educates students who come from various regions with diverse cultures and religions. Students are educated to have four qualities, namely: Fidelity (Faith in God Almighty), Intelligence (Intelligence both academically and non-academically), Fraternity (Spirit of brotherhood towards others and nature) and Discipline (Ability to be an independent and responsible person). The implementation of education at SMA Virgo Fidelis Bawen certainly emphasizes the values of tolerance and brotherhood so that students are able to accept differences in the school environment so that bullying can be prevented.

Students' spiritual behavior is very important to study because problems related to bullying, violence, mental disorders, and juvenile delinquency arise as a result of a lack of understanding of life values and social values. Spiritual behavior can be influenced by internal factors related to intrapersonal communication and understanding of religious moderation values as well as external factors related to religious content on social media. Researchers are interested in studying the influence of intrapersonal communication, religious content, and understanding of religious moderation values on students' spiritual behavior.

RESEARCH METHODS

Types of research

This research was conducted using a quantitative approach, which is a type of research based on the philosophy of positivism, used to research a certain population or sample, data collection using research instruments, statistical data analysis, with the aim of testing the established hypothesis. The quantitative research design used is causal associative research, which is research that aims to determine the relationship between two or more variables.⁸ With this research, a theory can be built that functions to explain, predict and control a symptom. A causal relationship is a relationship that is cause and effect in nature, namely independent variables affect the dependent variable.

⁷ U.I. Mufida, *Implementasi Google Classroom dalam Pembelajaran Sejarah Jarak Jauh di SMA Virgo Fidelis Bawen* (Salatiga: Universitas Kristen Satya Wacana, 2020).

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2021).

Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn.⁹ The population in this study were SMA Virgo Fidelis Bawen students in the 2023/2024 academic year totaling 264 students. The sampling technique used was non-probability sampling. The sample was determined based on an agreement between the researcher and the school so that the sample was determined as many as 99 class XI students.

Data Collection Instruments

The data collection instrument that will be used in this study is a questionnaire. A questionnaire is a data collection technique carried out by giving written questions and statements to respondents and asking them to answer.¹⁰ The questionnaire in this study used a Likert scale with the following assessment categories: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

Validity and Reliability of Instruments

Validity shows the degree of accuracy between the actual data that occurs on the object and the data collected by the researcher. Instrument validity testing is carried out using the SPSS Statistics 25 program. Instrument validity testing will be carried out using Pearson product moment correlation analysis.

RESEARCH RESULT

Regression Analysis Results

1. The Influence of Intrapersonal Communication on Spiritual Behavior

The correlation between the intrapersonal communication variable and the spiritual behavior variable is shown in table 4.44. The correlation value (R) between the intrapersonal communication variable (X1) and the spiritual behavior variable (Y) is 0.699. This value can be interpreted that the relationship between the two variables tested is in the strong category. The R Square value or coefficient of determination shows how good the regression model is formed by the interaction of the independent and dependent variables. The coefficient of determination value obtained is 0.488 so it can be interpreted that the intrapersonal communication variable (X1) has a contribution of 48.8% influence on the spiritual behavior variable (Y).

⁹ Sugiyono.

¹⁰ Sugiyono.

Table 1
Correlation Coefficient of X1 and Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.699 ^a	0.488	0.483	4,631

a. Predictors: (Constant), Intrapersonal Communication

b. Dependent Variable: Spiritual Behavior

Source: OutputSPSS 25

ResultsAnova is used to determine the level of significance or linearity of regression. Criteria can be determined based on the significance value test (Sig), with the provision that the Sig value is <0.05. The Sig. value obtained is 0.000 so that the regression equation model based on the research data is significant or meets the criteria.

Table 2
Anova Regression X1 and Y

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1985,897	1	1985,897	92,603	.000b
	Residual	2080,184	97	21,445		
	Total	4066,081	98			

a. Dependent Variable: Spiritual Behavior

b. Predictors: (Constant), Intrapersonal Communication

Source: SPSS 25 Output

Table 3
Regression Coefficients X1 and Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,196	5,489		1,129	0.262
Intrapersonal Communication	0.683	0.071	0.699	9,623	0,000

a. Dependent Variable: Spiritual Behavior

Resultssimple regression coefficient calculation shows the constant value is 6.196 and the independent variable coefficient (X) is 0.683. So that the regression equation $Y = 0.683X + 6.196$ is obtained. Table 4.39 shows the constant value of 6.196. The constant value states that when the intrapersonal communication value is 0, spiritual behavior has a value of 6.196. The positive value of 0.683 contained in the independent variable regression coefficient illustrates that the direction of the relationship between the independent variable and the dependent variable is in the same direction, where each increase in one unit of the independent variable will cause an increase in the dependent variable by 0.683.

2. The Influence of Religious Content on Spiritual Behavior

MarkThe correlation between the religious content variable and the spiritual behavior variable is shown in table 4.40. The correlation value (R) between the religious content variable (X2) and the spiritual behavior variable (Y) is 0.765. This value can be interpreted that the relationship between the two variables tested is in the strong category. The R Square value or coefficient of determination shows how good the regression model is formed by the interaction of the independent and dependent variables. The coefficient of determination value obtained is 0.585 so it can be interpreted that the religious content variable (X2) has a contribution of 58.5% influence on the spiritual behavior variable (Y).

Table 4
Correlation Coefficient of X2 and Y

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765a	0.585	0.581	4,169

a. Predictors: (Constant), Religious Content

b. Dependent Variable: Spiritual Behavior

Source: Output SPSS 25

Results Anova is used to determine the level of significance or linearity of regression. Criteria can be determined based on the significance value test (Sig), with the provision that the Sig value is <0.05. The Sig. value obtained is 0.000 so that the regression equation model based on the research data is significant or meets the criteria.

Table 4
Anova Regression X2 and Y

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2379,894	1	2379,894	136,906	.000b
	Residual	1686,187	97	17,383		
	Total	4066,081	98			

a. Dependent Variable: Spiritual Behavior

b. Predictors: (Constant), Religious Content

Source: SPSS 25 Output

Table 5
Regression Coefficients X2 and Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-0.455	5,084		-0.090	0.929
Religious Content	2,907	0.248	0.765	11,701	0,000

a. Dependent Variable: Spiritual Behavior

Resultssimple regression coefficient calculation shows the constant value is -0.455 and the independent variable coefficient (X) is 2.907. So that the regression equation $Y = 2.907X - 0.455$ is obtained. Table 4.42 shows the constant value of -0.455. The constant value states that when the religious content value is 0, spiritual behavior has a value of -0.455. The positive value of 2.907 contained in the independent variable regression coefficient illustrates that the direction of the relationship between the independent variable and the dependent variable is unidirectional, where each increase in one unit of the independent variable will cause an increase in the dependent variable by 2.907.

3. The Influence of Understanding Religious Moderation on Spiritual Behavior

MarkThe correlation between the variables of understanding religious moderation and the variables of spiritual behavior is shown in table 4.43. The correlation value (R) between the variables of understanding religious moderation (X3) and the variables of spiritual behavior (Y) is 0.906. This value can be interpreted that the relationship between the two variables tested is in the very strong category. The R Square value or coefficient of determination shows how good the regression model is formed by the interaction of the independent variables and the dependent variables. The coefficient of determination value obtained is 0.821 so that it can be interpreted that the variable of understanding religious moderation (X3) has a contribution of 82.1% influence on the variables of spiritual behavior (Y).

Table 6
Correlation Coefficient of X3 and Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.906a	0.821	0.819	2,738

a. Predictors: (Constant), Understanding of Religious Moderation

b. Dependent Variable: Spiritual Behavior

Source: Output SPSS 25

Results Anova is used to determine the level of significance or linearity of regression. Criteria can be determined based on the significance value test (Sig), with the provision that the Sig value is <0.05. The Sig. value obtained is 0.000 so that the regression equation model based on the research data is significant or meets the criteria.

Table 7
Anova Regression X3 and Y

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3338,835	1	3338,835	445,334	.000b
	Residual	727,246	97	7,497		
	Total	4066,081	98			

a. Dependent Variable: Spiritual Behavior

b. Predictors: (Constant), Understanding of Religious Moderation

Source: SPSS 25 Output

Table 8
Regression Coefficients X3 and Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-20,188	3,754		-5,377	0,000
Understanding Religious Moderation	0.939	0.045	0.906	21,103	0,000

a. Dependent Variable: Spiritual Behavior

Resultssimple regression coefficient calculation shows the constant value is -20.188 and the independent variable coefficient (X) is 0.939. So that the regression equation $Y = 0.939X - 20.188$ is obtained. Table 4.45 shows the constant value of -20.188. The constant value states that when the value of religious moderation understanding is 0, spiritual behavior has a value of -20.188. The positive value of 0.939 contained in the independent variable regression coefficient illustrates that the direction of the relationship between the independent variable and the dependent variable is in the same direction, where each increase in one unit of the independent variable will cause an increase in the dependent variable by 0.939.

4. Influence Intrapersonal Communication, Religious Content, and Understanding of Religious Moderation towards Spiritual Behavior

MarkThe correlation between the variables of intrapersonal communication, religious content, and understanding of religious moderation with the variable of spiritual behavior is shown in table 4.46.

Table 9. Multiple Correlation Coefficient

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 ^a	0.860	0.855	2,449

a. Predictors: (Constant), Intrapersonal Communication, Religious Content, Understanding of Religious Moderation

b. Dependent Variable: Spiritual Behavior

Source: SPSS 25 Output

MarkThe correlation (R) between the variables of intrapersonal communication (X1), religious content (X2), and understanding of religious moderation (X3) with the variable of spiritual behavior (Y) is 0.927. This value can be interpreted that the relationship between the variables tested is in the very strong category. The R Square value or coefficient of determination obtained is 0.860 so that it can be interpreted that the variables of intrapersonal communication (X1), religious content (X2), and understanding of religious moderation (X3) have an 86% contribution to the variable of spiritual behavior (Y).

Table 10
Multiple Regression Anova
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3496,500	3	1165,500	194,393	.000b
	Residual	569,580	95	5,996		
	Total	4066,081	98			

a. Dependent Variable: Spiritual Behavior

b. Predictors: (Constant), Intrapersonal Communication, Religious Content, Understanding of Religious Moderation

Source: SPSS 25 Output

Mark The obtained Sig. is 0.000 so that the multiple regression equation model based on the research data is significant or meets the criteria.

Table 11
Multiple Regression Coefficient

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-25,547	3,532		-7,233	0,000
Intrapersonal Communication	0.080	0.053	0.082	1,500	0.137
Religious Content	0.948	0.205	0.250	4,619	0,000
Understanding Religious Moderation	0.700	0.065	0.675	10,769	0,000

a. Dependent Variable: Spiritual Behavior

Source: SPSS Output

Results multiple regression coefficient calculation shows a constant value of -25.547, the regression coefficient of the intrapersonal communication variable (X1) is 0.080, religious content (X2) is 0.948, and understanding of religious moderation (X3) is 0.700 so that the regression equation $Y = 0.080X_1 + 0.948X_2 + 0.700X_3 - 25.547$ is obtained. There is a unidirectional relationship between variables X1, X2, X3 to Y so that the increase in the value of spiritual behavior is due to an increase in the value of intrapersonal communication, religious content, and understanding of religious moderation.

DISCUSSION

1. The Influence of Intrapersonal Communication on Spiritual Behavior

An important finding related to intrapersonal communication in Virgo Fidelis High School students is that all students are able to communicate with themselves in terms of self-reflection, personal assessment, and emotional management. There are a small number of students who still find it difficult to manage their emotions through intrapersonal communication. This is an interesting finding because basically grade XI students are included in the category of adolescents who are still in the psychological development phase towards

adulthood so that there are fluctuations in emotional conditions. This shows that the involvement of good emotional intelligence in the intrapersonal communication process will cause adolescents to have stable emotions. This finding is supported by the results of research by Yunalia and Etika¹¹ which states that stable emotions are manifested by the ability of adolescents to overcome problems by waiting for the right time to express emotions.

Intrapersonal communication is an inner dialogue involving a person's thoughts, emotions, and self-reflection. In the context of students, intrapersonal communication plays an important role in shaping their spiritual behavior. This process allows students to understand and internalize spiritual values taught in the family, school, or religious environment. By reflecting on the meaning of these values, students can relate them to their daily lives and improve their spiritual quality.

Inner dialogue also serves as a means of motivation to improve the quality of spiritual behavior. When students reflect on the benefits of worship, doing good, or helping others, they will be motivated to apply these values. This reflection strengthens their commitment to positive spiritual practices, such as maintaining good relationships with others and practicing worship consistently.

An important finding about the influence of intrapersonal communication on the spiritual behavior of Virgo Fidelis High School students is that intrapersonal communication has an effect of 48.8%, as seen from the coefficient of determination produced through regression analysis. Spiritual behavior can be influenced by several communication factors outside of intrapersonal communication. The results of Tibo and Sembiring's¹² study stated that adolescent spirituality can be influenced by effective parental communication in the context of character education in the family. Febri et al.'s¹³ study showed that the communication patterns of religious or spiritual figures greatly influence the formation of adolescent spirituality.

2. The Influence of Religious Content on Spiritual Behavior

An important finding related to religious content among Virgo Fidelis High School students is that most students do not listen to, or watch religious content on various platforms very often. The majority of students prefer religious content that is entertaining, such as music and movies. In addition, the most frequently used platform is Instagram. This is supported by

¹¹ E.M. Yunalia and A. N. Etika, "Analisa Kecerdasan Emosional Remaja Tahap Akhir Berdasarkan Jenis Kelamin," *Jurnal Keperawatan Jiwa* 8, no. 4 (2020): 477–84.

¹² P. Tibo and N. A. B. Sembiring, "Komunikasi Efektif Orang Tua dan Kaum Remaja di Era Digital dalam Rangka Pendidikan Moral," *Jurnal Darma Agung* 32, no. 5 (2024): 34–42.

¹³ H. Febri et al., "Peran Gembala dalam Membentuk Karakter Spiritualitas Remaja Kristen," *Jurnal Budi Pekerti Agama Kristen dan Katolik* 2, no. 3 (2024): 17–34, <https://doi.org/10.61132/jbpakk.v2i3.564>.

the research results of Ferlitasari et al.¹⁴ which states that Instagram social media has an influence on adolescent religious behavior.

Religious content on social media has a major influence on adolescents' spiritual behavior. Through platforms such as YouTube, Instagram, or TikTok, adolescents can easily access various content that inspires them to better understand and deepen religious values. Video lectures, inspirational quotes, and other creative content often help adolescents reflect on the importance of spirituality in everyday life, thus encouraging them to improve the quality of their worship and improve their behavior.

Social media also helps teens build communities that support their spiritual journey. Discussion groups or online forums provide a space for teens to share experiences, ask questions, and motivate each other in practicing religious teachings. With this community, teens feel more connected and encouraged to practice behavior that is in accordance with spiritual values, such as strengthening social relationships and showing empathy for others.

However, the influence of religious content on social media is not always positive. Some content can spread inaccurate or extreme information, which has the potential to negatively influence teenagers. When teenagers do not have enough critical thinking skills to filter information, they are at risk of being exposed to wrong views or even becoming intolerant of different views. Therefore, guidance from parents or religious teachers is very important to ensure that the content consumed by teenagers remains in accordance with the correct teachings.

In conclusion, religious content on social media plays an important role in shaping adolescents' spiritual behavior, both by providing inspiration and strengthening their understanding of religion. However, its impact depends on how adolescents utilize the content and the extent to which they receive adequate guidance. With wise use and support from the surrounding environment, social media can be an effective tool for fostering positive spiritual behavior in adolescents.

3. The Influence of Understanding Religious Moderation on Spiritual Behavior

An important finding related to the understanding of religious moderation in SMA Virgo Fidelis students is that all students have a good understanding of religious moderation. This arises because the school environment supports interaction between cultures and religions through academic programs and strengthening the Pancasila student profile. Understanding religious moderation greatly contributes to the formation of student spirituality. This is evidenced by the determinant coefficient value of 82.1% which shows that students'

¹⁴ R. Ferlitasari and dan E.Rosana Suhandi, "Pengaruh Media Sosial Istagram terhadap Prilaku Keagamaan Remaja," *Sosio Religia: Jurnal Sosiologi Islam* 1, no. 2 (2020): 2–3.

understanding of moderation greatly influences spiritual behavior. This finding is supported by the results of research by Azhari et al.¹⁵ which states that the Pancasila student profile strengthening program (P5) has a positive impact on students' religious moderation attitudes.

Understanding religious moderation has a great influence on the formation of students' spiritual behavior. Religious moderation refers to an attitude that prioritizes balance, tolerance, and respect for diversity in practicing religious teachings. When students understand this concept, they tend to develop spiritual behavior that is inclusive, peaceful, and reflects the universal values taught by religion.

First, understanding religious moderation helps students practice religious teachings in a non-extreme way. They understand that religion teaches goodness, compassion, and balance in life. With a moderate attitude, students can practice their religion consistently without feeling burdened by excessive demands, while avoiding narrow views that can trigger intolerant behavior.

Second, religious moderation encourages students to respect differences in beliefs. By understanding the importance of living side by side in harmony, students who have an understanding of moderation tend to respect friends from different religious backgrounds more. This is reflected in their tolerant attitudes, such as avoiding conflicts based on religious differences and supporting cooperation in activities involving diversity.

Third, this understanding also improves students' ability to manage emotions and deal with differences of opinion. Religious moderation teaches students to think critically, but remain wise in expressing opinions. For example, when faced with differences in religious interpretation, moderate students will choose constructive dialogue rather than confrontational attitudes, thus creating more harmonious relationships.

Finally, understanding religious moderation strengthens students' spiritual behavior that is oriented towards universal good. Students understand that practicing religion is not only about ritual worship, but also about implementing moral values such as honesty, empathy, and caring for others. Thus, they are able to become individuals who are not only religious but also useful to society.

In conclusion, understanding religious moderation has a significant positive impact on students' spiritual behavior. By internalizing the values of moderation, students are able to practice religious teachings with a balanced, tolerant, and wise attitude. This helps them not only

¹⁵ P. Azhari et al., "Konsep Penguatan Profil Pelajar Pancasila (Analisis Dampaknya terhadap Sikap Moderasi Beragama Peserta Didik di Sekolah)," *Jurnal Pendidikan Agama Islam* 7, no. 2 (2024): 55, <https://doi.org/10.52434/jpai.v1i2.2691>.

become spiritual individuals, but also agents of peace who bring harmony to their social environment.

4. The Influence of Intrapersonal Communication, Religious Content, and Understanding of Religious Moderation on Spiritual Behavior

Important findings related to the influence of interpersonal communication, religious content and understanding of religious moderation on the spiritual behavior of SMA Virgo Fidelis students are that the three variables can simultaneously influence spiritual behavior with a determination coefficient of 86%. However, understanding of religious moderation has a greater contribution of influence compared to other variables. This is because understanding of religious moderation is directly related to spiritual attitudes and can influence each other.

Intrapersonal communication, religious content, and understanding of religious moderation have a significant simultaneous influence on students' spiritual behavior. Intrapersonal communication is the basis for students to reflect on the spiritual values they learn. Through inner dialogue, students can evaluate themselves, understand their position in practicing religious teachings, and motivate themselves to be better. This reflection process helps students align their behavior with religious teachings.

Religious content on social media complements this process by providing inspiration and knowledge. Video lectures, motivational quotes, and spiritual stories can inspire students to practice their religion and improve their behavior. When this content is consumed, students tend to use it as material for deeper reflection in their intrapersonal communication. Thus, religious content becomes an important source in enriching students' spiritual insight.

Understanding religious moderation provides balanced guidance in practicing religious teachings. Moderation helps students avoid extremism and promotes tolerance of differences. These values enable students to interpret religious content wisely and freely, and motivate them to apply religious values in an inclusive and peaceful manner. Moderation also strengthens students' ability to establish harmonious relationships with others from different religious backgrounds.

These three elements interact and reinforce each other. Intrapersonal communication helps students internalize the values they encounter through religious content, while religious moderation provides a framework that allows them to apply those values in a balanced and relevant way. This combination creates spiritual behavior that reflects deep reflection, broad insight, and a harmonious attitude.

With the simultaneous influence of intrapersonal communication, religious content, and religious moderation, students are able to form holistic spiritual behavior. They not only perform

their religious duties consistently, but also demonstrate a tolerant attitude, respect diversity, and have a positive impact on the social environment. This shows that these three elements play an important role in creating individuals who are not only religious but also inclusive and contribute to social harmony.

CONCLUSION

Intrapersonal communication is an inner dialogue that involves a person's thoughts, emotions, and self-reflection. Intrapersonal communication has a strong correlation with students' spiritual behavior with a correlation coefficient (r) of 0.669. Intrapersonal communication also has a significant effect on students' spiritual behavior with a determination coefficient (R^2) of 0.488. The equation of the regression line formed is $Y = 0.683X + 6.196$.

Religious content refers to material or information related to aspects of religion, belief, or spirituality that is shared through conventional media or social media. Most students access religious content through Instagram. Religious content has a strong relationship with students' spiritual behavior with a correlation coefficient (r) of 0.765. Religious content also has a significant effect on students' spiritual behavior with a determination coefficient (R^2) of 0.585. The equation of the regression line formed is $Y = 2.907X - 0.455$.

Religious moderation refers to attitudes and behaviors that demonstrate a balance between accepting differences and respecting the beliefs of others, as well as maintaining one's own religious principles without extremism or intolerance. The understanding of religious moderation of Virgo Fidelis High School students is classified as very good. The understanding of religious moderation has a very strong correlation with students' spiritual behavior. This is indicated by the correlation coefficient (r) of 0.906. The understanding of religious moderation also has a significant effect on students' spiritual behavior with a determination coefficient (R^2) of 0.821. The equation of the regression line formed is $Y = 0.939X - 20.188$.

Intrapersonal communication, religious content, and understanding of religious moderation are proven to have a significant simultaneous influence on students' spiritual behavior. This is shown by the results of the F-test of 194.393 with a significance of 0.000. Intrapersonal communication has an effective contribution (SE) of 4% and a relative contribution (SR) of 5%, religious content has an effective contribution (SE) of 15% and a relative contribution (SR) of 17%, while understanding religious moderation has an effective contribution (SE) of 55% and a relative contribution (SR) of 64%. The equation of the regression line formed is $Y = 0.080X_1 + 0.948X_2 + 0.700X_3 - 25.547$.

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