

Parental Involvement in Islamic Religious Education and its Effect on Students' Religious Discipline in Junior High School

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Abstract

This study aims to analyze the effect of parental involvement in Islamic religious education on students' religious discipline at YASPEN Cerdas Bangsa Junior High School, Sudi Rejo, Namorambe District, Deli Serdang Regency, North Sumatra. This research uses a quantitative approach with a correlational method. The research sample amounted to 40 students who were selected by total sampling. Data were collected through a closed questionnaire which was arranged based on indicators of parental involvement and indicators of student religious discipline. The results of the analysis show that the level of parental involvement in Islamic Religious Education is in the good category, while students' religious discipline is classified as very good. The correlation coefficient (r_{xy}) obtained is 0.425, which is higher than the r_t value at the 5% (0.312) and 1% (0.403) significance levels. Thus, there is a positive and significant relationship between parental involvement in Islamic education and students' religious discipline. This study confirms the importance of the active role of parents in fostering children's religious education as a foundation for the formation of religious character and disciplinary attitudes in the school environment.

Keywords: *Parents; PAI; Discipline; Students; Junior High School*

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh keterlibatan orang tua dalam pendidikan Agama Islam terhadap kedisiplinan beragama siswa di SMP YASPEN Cerdas Bangsa, Sudi Rejo, Kecamatan Namorambe, Kabupaten Deli Serdang, Sumatera Utara. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Sampel penelitian berjumlah 40 orang siswa yang dipilih secara total sampling. Data dikumpulkan melalui angket tertutup yang disusun berdasarkan indikator keterlibatan orang tua dan indikator kedisiplinan beragama siswa. Hasil analisis menunjukkan bahwa tingkat keterlibatan orang tua dalam pendidikan Agama Islam berada pada kategori baik, sementara kedisiplinan beragama siswa tergolong sangat baik. Nilai koefisien korelasi (r_{xy}) yang diperoleh sebesar 0,425, yang lebih tinggi dibandingkan nilai r_t pada taraf signifikansi 5% (0,312) dan 1% (0,403). Dengan demikian, terdapat hubungan yang positif dan signifikan antara keterlibatan orang tua dalam pendidikan Agama Islam dan kedisiplinan beragama siswa. Penelitian ini menegaskan pentingnya

peran aktif orang tua dalam membina pendidikan keagamaan anak sebagai fondasi pembentukan karakter religius dan sikap disiplin di lingkungan sekolah.

Kata Kunci: *Orang Tua; PAI; Disiplin; Siswa; Sekolah Menengah Pertama*

Introduction

Education has a fundamental role in shaping the personality and character of students as a whole, both in intellectual, emotional and spiritual aspects. In the context of a religious Indonesian society, religious education not only functions as a means of transmitting Islamic knowledge, but also as the main instrument in internalizing moral, social, and spiritual values that become the foundation of social life (Purwandari et al., 2022). Islamic Religious Education (PAI) plays an important role in shaping students' individual and social piety, as well as directing them to a lifestyle that is in accordance with religious teachings. Therefore, the success of religious education is not solely determined by school institutions, but is highly dependent on the contribution of the family environment, especially parents as the first and main educators for children (Wijaya & Miyanto, 2022).

The involvement of parents in children's education, especially in the religious dimension, is a crucial aspect that supports the growth and development of religious values from an early age (Hou et al., 2021). The example, guidance, and supervision provided by parents have a strong influence in shaping children's religious attitudes and behaviors, including in terms of religious discipline. Religious education that is carried out consistently in the family environment will strengthen the values taught in schools, and ultimately encourage the formation of disciplined character in worship, speaking, being honest, and complying with applicable religious norms. Thus, parental involvement is not only complementary, but integral to the success of Islamic religious education as a whole (Sanusi & Owoyale-Abdulganiy, 2024).

However, not all families are able to carry out the function of religious education optimally. Various factors such as the busyness of parents, low religious literacy, and the influence of modern culture are often obstacles in the process of religious education at home. This phenomenon has a direct impact on the low level of religious discipline among students, which can be seen from the lack of awareness in carrying out worship, lack of participation in religious activities, and weak compliance with rules based on Islamic values (Chen et al., 2024). This reality shows that there is an urgent need to examine more deeply the role and influence of parental involvement in Islamic religious education on the formation of students' religious discipline character in schools (Erhansyah, 2018).

A number of previous studies have confirmed the importance of the role of parents in the formation of children's religious character. A study

conducted by Suryani (2020) shows that spiritual support from parents significantly improves students' discipline in worship. Furthermore, Mahfud and Hasanah (2022) found that sustainable religious education in the family environment is able to foster religious attitudes and adherence to religious teachings in students. The findings confirm that the success of religious education is not only determined by the quality of teaching in schools, but also by the extent of parental active involvement in accompanying the child's education process at home.

Based on this background, this paper aims to analyze the influence of parental involvement in Islamic religious education on students' religious discipline at the junior high school level. This research is expected to contribute to the development of a more holistic and collaborative educational approach between family and school, as well as become a conceptual basis for strengthening the role of parents in supporting effective Islamic religious education in shaping the religious and disciplined character of students.

Method

This study uses a quantitative approach with a correlational method, which aims to determine the relationship between parental involvement in Islamic religious education and students' religious discipline. This approach was chosen because it is suitable for testing hypotheses related to the relationship between two variables statistically. The research location was conducted at YASPEN Cerdas Bangsa Junior High School located in Sudi Rejo Village, Namorambe District, Deli Serdang Regency, North Sumatra Province. This study involved 40 students as respondents, who were selected in total sampling because of the relatively small population and allowed for overall research.

Data collection was carried out through a closed questionnaire which was compiled based on indicators of parental involvement in Islamic religious education as well as indicators of students' religious discipline. Each item in the questionnaire is arranged in the form of a Likert scale with five answer choices. Before being used in research, the instrument is tested for validity and reliability to ensure the quality of the data collected. To analyze the data, a hypothesis test with Pearson's Product Moment correlation formula was used, to determine the level of relationship between the two variables. The value of the correlation coefficient obtained was then consulted with the critical value (r_t) at the significance levels of 5% and 1% to determine the significance of the relationship. The entire data processing process is carried out systematically to produce objective findings that can be scientifically accounted for.

Results and Discussion

In the analysis of this data, there will be assessment criteria for the results of the questionnaire on Islamic religious education in the family and the assessment of students' religious discipline. After obtaining raw data in

the field, the author then conducted an assessment of the results of the questionnaire with the following assessment criteria: For answer A with a score of 4 and For answer B with a score of 3. As for answer C with a value of 2, then answer D with a value of 1.

Table 1. Variable Respondents of the influence of Islamic religious education in the family (X)

No Resp.	Answer				Value				Sum
	A	B	C	D	4	3	2	1	
1.	16	2	2	-	64	6	4	0	74
2.	18	2	-	-	72	6	0	0	78
3.	15	2	1	2	60	6	2	2	70
4.	18	1	-	-	72	3	0	0	75
5.	20	-	-	-	76	0	0	1	80
6.	17	-	3	-	68	0	6	0	74
7.	17	1	2	-	68	3	4	0	75
8.	20	-	-	-	80	0	0	0	80
9.	16	2	2	-	64	6	4	0	74
10.	14	-	5	1	56	0	10	1	72
11.	17	-	2	1	68	0	4	1	73
12.	19	-	1	-	76	0	1	0	78
13.	18	2	-	-	72	6	0	0	78
14.	18	-	2	-	72	0	4	0	76
15.	19	1	-	-	76	3	0	0	79
16.	19	-	1	-	76	0	2	0	78
17.	17	1	1	1	68	3	2	1	74
18.	17	-	2	1	68	0	4	1	73
19.	20	-	0	-	80	0	0	0	80
20.	17	-	3	-	68	0	6	0	74
21.	16	-	2	2	64	0	4	2	70
22.	19	-	1	-	76	0	2	0	78
23.	17	2	1	-	68	6	2	0	76
24.	18	-	2	-	72	0	4	0	76
25.	17	-	3	-	68	0	6	0	74
26.	18	-	2	-	72	0	4	0	76

27.	18	1	-	-	72	3	0	0	75
28.	16	1	3	-	64	3	6	0	73
29.	18	-	2	-	72	0	4	0	76
30.	20	-	-	-	80	0	0	0	80
31.	20	-	-	-	80	0	0	0	80
32.	19	1	-	-	76	3	0	0	79
33.	18	-	-	2	72	0	0	2	74
34.	16	-	2	2	64	0	4	2	70
35.	14	-	5	1	56	0	10	1	66
36.	20	-	-	-	80	0	0	0	77
37.	18	2	-	-	72	6	0	0	78
38.	20	-	-	-	80	0	0	0	80
39.	18	-	2	-	72	0	4	0	76
40.	20	-	-	-	80	0	0	0	80

To determine the assessment criteria from the variables of Islamic religious education in the family into the criteria of very good, good, sufficient and poor, it is necessary to determine the measurement distance first by using the following formula: $R = H - L$. Remarks :R = Range (Measurement distance) H = Highest score L = Lowest score. Judging from the table above, $R = 80 - 66 = 14$. After R is known and the number of class intervals has been determined, the width of the interval (i) can be found by using the following formula:

$$\begin{aligned}
 i &= R / 4 \\
 &= 14 / 4 \\
 &= 3,5 = 4
 \end{aligned}$$

Based on the results of the calculation above, the criteria for the score obtained are as follows:

Table 2. Frequency of Variable Percentage (X) of Islamic Religious Education in the Family

No	Kategori	Interval	Frekuensi	Presentase
1.	Sangat Baik	78 – 81	15	37,5 %
2.	Baik	74 – 77	17	42,5 %
3.	Cukup	70 – 73	7	17,5 %
4.	Kurang	66 – 69	1	2,5 %
			N = 40	100 %

To find out the percentage of the variable (X) of Islamic religious education in the family using the following formula:

$$P = F \times 100 \quad N$$

$$P = 15 \times 100 \quad 37,5 \% = 40$$

$$P = 17 \times 100 \quad 42,5 \% = 40$$

$$P = 7$$

$$40$$

$$\times 100 = 17,5 \%$$

$$P = 1$$

$$40$$

$$\times 100 = 2,5 \%$$

So it can be seen above that Islamic religious education in the family in junior high school students has 4 categories, the first category is very good there is 37.5%, the second category is good there is 42.5%, and the third category is fair at 17.5% and the fourth category is not 2.5%.

Table 3. Respondents of Religious Discipline Variables of Junior High School Students Yaspen Cerdas Bangsa Namorambe (Y)

No Resp.	Answer				Value				Amount
	A	B	C	D	4	3	2	1	
1.	18	2	-	-	72	6	0	0	78
2.	20	-	-	-	80	0	0	0	80
3.	18	-	2	-	72	0	4	0	76
4.	18	2	-	-	72	6	0	0	78
5.	20	0	0	0	80	0	0	0	80
6.	18	1	1	-	72	3	2	0	77
7.	18	-	2	-	72	0	4	0	76
8.	19	-	1	-	76	0	2	0	78
9.	18	2	-	-	72	6	0	0	78
10.	14	-	3	3	56	0	6	3	65
11.	18	2	-	-	72	6	0	0	78
12.	18	2	-	-	72	6	0	0	78
13.	19	-	1	-	76	0	2	0	78
14.	19	-	1	-	76	0	2	0	78
15.	20	-	-	-	80	0	0	0	80
16.	20	-	-	-	80	0	0	0	80
17.	17	-	2	1	68	0	4	1	73
18.	17	-	3	-	68	0	6	0	74
19.	20	-	-	-	80	0	0	0	80
20.	18	-	2	-	72	0	4	0	76

21.	19	1	-	-	76	3	0	0	79
22.	17	-	3	-	68	0	6	0	74
23.	18	-	2	-	72	0	4	0	76
24.	20	-	-	-	80	0	0	0	80
25.	19	1	-	-	76	3	0	0	79
26.	18	2	-	-	72	6	0	0	78
27.	17	-	3	-	68	0	6	0	74
28.	18	-	2	-	72	0	4	0	76
29.	19	-	1	-	76	0	2	0	78
30.	20	-	-	-	80	0	0	0	80
31.	19	1	-	-	76	3	0	0	79
32.	80	-	-	-	80	0	0	0	80
33.	19	-	1	-	76	0	2	0	78
34.	17	3	-	-	68	9	0	0	77
35.	17	3	-	1	68	9	0	1	78
36.	18	2	-	-	72	6	0	0	78
37.	19	-	1	-	76	0	2	0	78
38.	20	-	-	-	80	0	0	0	80
39.	19	-	-	1	76	0	0	1	78
40.	80	-	-	-	80	0	0	0	80

To find out the assessment criteria from the variables of Islamic education in the family into good, adequate, medium and less criteria, it is necessary to determine the measurement distance first by using the following formula: $R = H - L$. Remarks: R = Range (measurement distance) H = Highest Score. L = Lowest score Judging from the table above, $R = 80 - 65 = 15$. After R is known and the number of class intervals has been determined, so that the width of the interval (i) can be found by using the following formula:

$$\begin{aligned}
 i &= R / 4 \\
 &= 15 / 4 \\
 &= 3,7 = 4
 \end{aligned}$$

Based on the results of the calculation above, the value criteria for religious discipline of YASPEN Cerdas Bangsa Namorambe Junior High School students are as follows:

Table 4. Variable Percentage Frequency (Y) of Religious Discipline Students of YASPEN Smart Junior High School Namorambe

Yes	Category	Interval	Frequency	Presentase
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1.	Excellent	77 – 80	30	75 %
2.	Good	73 – 76	8	20 %
3.	Enough	69 – 72	1	2,5 %
4.	Less	65 – 68	1	2,5 %
			N = 40	100 %

To find out the percentage of the variable (X) of religious education Islam in the family uses the following formula:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{30}{40} \times 100 = 75\%$$

$$P = \frac{8}{40} \times 100 = 20\%$$

$$P = \frac{1}{40} \times 100 = 2,5\%$$

$$P = \frac{1}{40} \times 100 = 2,5\%$$

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Table 5. Working Table of Correlation Coefficients Between Variables of Islamic Religious Education in the Family (X) and Religious Discipline Student (Y)

No.	X	Y	X ²	Y ²	XY
1.	74	78	5476	6084	5772
2.	78	80	6084	6400	6240
3.	70	76	4900	5776	5320
4.	75	78	5625	6084	5850
5.	80	80	6400	6400	6400
6.	74	77	5476	5929	5698
7.	75	76	5625	5776	5700
8.	80	78	6400	6084	6240
9.	74	78	5476	6084	5772
10.	72	65	5184	4225	4680
11.	73	78	5329	6084	5694
12.	78	78	6084	6084	6084
13.	78	78	6084	6084	6084
14.	76	78	5776	6084	5928
15.	79	80	6241	6400	6320
16.	78	80	6084	6400	6240
17.	74	73	5476	5329	5402

18.	73	74	5329	5476	5402
19.	80	80	6400	6400	6400
20.	74	76	5476	5776	5624
21.	70	79	4900	6241	5530
22.	78	74	6084	5476	5772
23.	76	76	5776	5776	5776
24.	76	80	5776	6400	6080
25.	74	79	5476	6241	5846
26.	76	78	5776	6084	5928
27.	75	74	5625	5476	5550
28.	73	76	5329	5776	5548
29.	76	78	5776	6084	5928
30.	80	80	6400	6400	6400
31.	80	79	6400	6241	6320
32.	79	80	6241	6400	6320
33.	74	78	5476	6084	5772
34.	70	77	4900	5929	5390
35.	66	78	4356	6084	5148
36.	77	78	5929	6084	6006
37.	78	78	6084	6084	6084
38.	80	80	6400	6400	6400
39.	76	78	5776	6084	5928
40.	80	80	6400	6400	6400
Jumlah	3029	3101	229805	240703	234976

From the above frequency distribution, the following values can be known:

$$\sum x = 3029$$

$$\sum y = 3101$$

$$\sum x^2 = 229805$$

$$\sum y^2 = 240703$$

$$\sum xy = 234976$$

To find out whether there is an influence between Islamic religious education in the family on the religious discipline of students. So these values are included in the *product moment* correlation formula as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Σ = Sigma (amount)

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{6111}{\sqrt{(17359)(11919)}}$$

$$r_{xy} = \frac{6111}{\sqrt{206901921}}$$

$$r_{xy} = \frac{6111}{14384,08}$$

Conclusions

The results of the study showed that the level of Islamic education in the family of students of YASPEN Cerdas Bangsa Namorambe Junior High School was generally in the good category, with the majority (42.5%) in the good category and 37.5% in the very good category. Meanwhile, the level of religious discipline of students is very good, shown by 75% of students who fall into this category. Based on correlation analysis using the product moment formula, an r_{xy} value of 0.425 was obtained, which is higher than the r_t value at a significant level of 5% (0.312) and 1% (0.403). Thus, there is a significant and positive relationship between Islamic religious education in the family and the religious discipline of students at school.

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