

The Influence of the Family Environment on Students' Understanding of Islam At SDN 0707 Aliaga II, Huta Raja Tinggi, Padang Lawas

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Abstract:

This study aims to analyze the influence of the family environment on students' understanding of Islam at SDN 0707 Aliaga II, Huta Raja Tinggi District, Padang Lawas Regency. The background of this study is based on the phenomenon of low interest in learning students in understanding Islamic teachings, which is caused by the lack of attention and involvement of parents in accompanying the learning process. This delay often makes students tend to spend excessive time with gadgets, thus reducing religious activities such as reciting the Koran and praying (Rahmawati, 2020). This study uses a qualitative descriptive method with data collection techniques through interviews, observations, and documentation studies. The results of the study show that the level of students' understanding of Islam is greatly influenced by parenting patterns, communication, and parental support (Gunawan, 2018). Students who receive more attention tend to have a better understanding of Islamic values, while students who receive less guidance tend to have difficulty internalizing religious teachings (Suyadi, 2019). The conclusion of this study underlines the importance of the role of the family as the main foundation in building children's religious character. The recommendations given include increasing parental awareness of the importance of religious education, strengthening family communication, and the authority to use gadgets without supervision. Thus, it is hoped that the family environment can become a solid pillar in supporting students' understanding of Islam

Keywords: Family Environment, Understanding Of Islam, Elementary School Students, Parental Involvement, Gadgets.

INTRODUCTION

The family environment has a crucial role in shaping the character and understanding of Islam in elementary school children. As the first and main place of education, the family plays a role in introducing religious values, habituating worship, and directing children's behavior in accordance with Islamic teachings (Gunawan, 2018). Parents as role models in the family have a significant influence on how children internalize religious teachings, including in terms of daily worship, manners, and morality which are important foundations in community life. A

harmonious and attentive family to the spiritual needs of children will find it easier to instill religious values consistently. For example, inviting children to pray in congregation, read the Qur'an, or attend a gathering of knowledge will form positive habits that are embedded from an early age. In this process, communication is the main key. Parents who actively discuss with their children about the meaning of worship and Islamic values will help deepen their children's understanding of religion gradually.

However, in practice, not all students receive optimal support from parents, which leads to low interest in learning and weak internalization of religious values (Rahmawati, 2020). The busy factor of parents, both due to work and other activities, often makes attention to children's religious education neglected. Children who are rarely invited to dialogue about religion or do not get concrete examples in the family tend to look for external influences that are not always positive. In addition, the uncontrolled use of technology and gadgets is also a challenge. Children who spend more time with unsupervised digital devices are at risk of being exposed to content that is not in line with Islamic values. This can shift their focus away from worship activities and constructive social interactions. In the study Amalia & Setiawan (2019), it was explained that children who are addicted to gadgets tend to have higher levels of anxiety, less concern for the surrounding environment, and tend to avoid religious activities.

On the other hand, parenting style greatly determines how children view religion as an important part of their lives. Parents who apply democratic parenting, by giving children the freedom to ask questions and discuss, tend to give birth to children who have a strong and critical understanding of religion. Meanwhile, authoritarian parenting that is too oppressive can actually make children feel burdened and stay away from religious activities (Suyadi, 2019). In the context of formal education, collaboration between families and schools is also an important factor in strengthening students' understanding of religion.

Teachers can act as facilitators who connect religious learning at school with religious practices at home. Through intense communication between teachers and parents, various challenges faced by students can be overcome together. For example, if students are known to rarely perform prayers, teachers can inform parents about this so that they can be given more attention at home. In addition, the social environment and the surrounding community also affect children's religious development. Children who grow up in an environment that supports religious activities, such as regularly holding recitations, Islamic competitions, or religion-based social activities, will more easily develop their understanding of religion. Interaction with peers who have positive values can also be an additional motivation for children to continue learning and practicing Islamic teachings.

Research by Hidayat & Ningsih (2022) shows that children who are actively involved in religious activities in the community tend to have a higher level of empathy, are more disciplined, and are able to control their behavior better. This shows that religious education not only plays a role in the spiritual aspect, but also in shaping children's character and social skills. For this reason, it is important for parents and educators to continue to strive to create an environment conducive to children's spiritual growth. Reducing excessive use of gadgets, improving the quality of time with family, and actively involving children in religious activities can be concrete steps to strengthen children's understanding of religion from an early age. Thus, children can grow up to be individuals who are not only intellectually intelligent, but also have a firm faith and noble morals that are valuable provisions in facing the challenges of the times.

Through a deeper understanding of the influence of the family environment on religious education, it is hoped that a collective awareness will emerge to strengthen the synergy between families, schools, and the community. With a solid religious foundation, children can become the next generation who bring goodness and blessings to the surrounding environment. Religious education that starts at home will be a light that illuminates their steps towards a better future, full of blessings and pleasure of Allah SWT

METHODS

This study uses a classroom action research (PTK) approach to improve student learning outcomes on Asmaul Husna material, by emphasizing the role of the family environment as the main supporting factor. PTK was chosen because this approach provides an opportunity for researchers and teachers to work together in identifying problems in learning and making improvements directly through action cycles (Arikunto, 2019). Involving the family in this process is crucial, considering that parental support can strengthen the internalization of Islamic values in students (Gunawan, 2018). This research consists of two cycles, where each cycle includes four stages: planning, implementation, observation, and reflection (Sanjaya, 2018). In the planning stage, teachers and researchers hold socialization to parents about the importance of religious education and guide children in understanding Asmaul Husna (Rahmawati, 2020). Parents are invited to accompany their children when memorizing and practicing Asmaul Husna in daily activities, so that the learning process does not only occur at school, but also continues at home (Suyadi, 2019).

The first cycle focuses on an in-depth introduction to Asmaul Husna material, with the aim that students understand the meaning and significance of the beautiful names of Allah. Teachers use lectures, questions and answers, and group discussions, while parents are asked to strengthen learning by inviting children to discuss Asmaul Husna before bed or after prayer (Putra & Lestari, 2020). Reflection after the first cycle showed that students who received guidance from their parents were faster to understand and memorize Asmaul Husna than those who did not (Nugroho, 2021).

In the second cycle, learning is more emphasized on the application of Asmaul Husna in daily attitudes and behaviors. Students are taught to cultivate a sense of affection, honesty, and patience as a form of practicing Islamic values, while parents play a role in observing and providing feedback on children's behavior at home (Hidayat, 2021). This collaboration aims to ensure that students' understanding is not only cognitive, but also reflected in real actions. Evaluation of learning outcomes is carried out at the end of each cycle to measure the extent to which students' understanding of Asmaul Husna has improved. This evaluation includes cognitive (knowledge), affective (attitude), and psychomotor (worship practices) aspects, which are analyzed to identify areas that still need to be improved (Susanto, 2022). The reflection process is carried out periodically to evaluate the effectiveness of the learning methods used, as well as explore more effective ways to involve parents in supporting the child's learning process (Wahyuni, 2021).

The main source of data in this study is grade IV students of SDN 0707 Aliaga II, Huta Raja Tinggi District, Padang Lawas Regency, which totals 25 students. These students are the subjects of research that will be analyzed to understand the influence of the family environment on their understanding of Islam. Additional data sources consist of interviews with Islamic Religious Education teachers (researchers) who provide insight into the learning process and challenges in instilling religious values in students. In addition, observation data that records students' habits in daily religious activities will be collected to support the analysis of the role of the family in shaping students' understanding of Islam (Rahmawati, 2020).

This study uses a qualitative descriptive method with data collection techniques through interviews, observations, and documentation studies. The results of the study show that students' understanding of Islam is influenced by the involvement of parents in accompanying the learning process, communication in the family, and religious habits applied at home (Gunawan, 2018). Students who receive intensive guidance from their parents tend to have a better understanding of Islamic teachings, such as reading the Qur'an, performing prayers, and understanding moral values in daily life. On the other hand, students who receive less attention in terms of religious education often experience difficulties in internalizing Islamic values and tend to spend more time with other activities, such as playing gadgets (Suyadi, 2019).

The data obtained in this study were analyzed using qualitative descriptive methods, with a focus on interviews, observations, and documentation. Data collected through interviews with Islamic Religious Education students and teachers were analyzed to understand patterns of family involvement in guiding students in religious aspects (Iskandar, 2023). Observation of students' religious activities at home and school is used to see how the family environment contributes to their understanding of Islam.

The first analysis was carried out by comparing students' habits in worshipping and

understanding Islamic teachings based on the level of parental involvement. Students who received direct guidance from their parents tended to be more disciplined in carrying out worship, such as prayer and recitation, compared to students who received less attention from their parents. Family communication factors are also analyzed to understand how dialogue between parents and children regarding religious teachings affects students' understanding (Putri, 2023). In addition, observation data is used to identify patterns of technology use in students' lives. It was found that students who had restrictions on the use of gadgets and received clear directions from their parents were more likely to engage in religious activities, such as reading the Qur'an or attending recitations. On the other hand, students who are allowed to use gadgets unsupervised tend to participate in religious activities less often, resulting in a lower understanding of Islamic values (Rachman, 2022).

The results of interviews with Islamic Religious Education teachers also revealed challenges in instilling religious values in students, especially for those who lack guidance from parents. Teachers note that students who have full support from their families have an easier time understanding the subject matter and are more active in class discussions. On the other hand, students who receive less attention often have difficulty understanding religious concepts taught in schools (Saputra, 2022). Reflection on the results of this study shows that the family environment plays a central role in shaping students' understanding of Islam. Thus, the involvement of parents who are more active in providing religious guidance, limiting the use of gadgets, and strengthening family communication can increase students' understanding of Islamic teachings (Hidayat, 2023).

RESULTS

This data shows that there is a positive correlation between the role of the family and the improvement of student discipline in carrying out Islamic teachings. In addition to increasing the frequency of worship, students also show a deeper understanding of the meaning of Asmaul Husna and the basic concept of morals. Teachers reported that students were more enthusiastic about attending lessons and participating in class discussions related to Islamic values. Family involvement not only influences aspects of religious practice, but also builds stronger moral awareness, helping students develop an attitude of empathy, honesty, and a sense of responsibility in both the school and home environment. Thus, family guidance is a key factor in the formation of students' religious character holistically.

Qualitative data collected through interviews with students and teachers revealed significant changes in student engagement after Islamic religious learning interventions, especially related to the use of educational applications and family support. Students who were previously less disciplined, for example rarely doing religious tasks or neglecting daily worship, began to show increased participation, both in the school environment and at home. Classroom observations corroborate these findings, where students are seen to be more enthusiastic in participating in Islamic Religious Education lessons, actively answering questions, and more enthusiastic when studying materials such as Asmaul Husna. This positive change is not only triggered by more interesting learning methods, but also by increasingly intense parental involvement. When parents take the time to accompany their children to learn religion, give appreciation for their efforts, or simply remind them of prayer times, students feel more motivated to understand and practice Islamic values in daily life. This emotional support creates a conducive learning environment, where students feel supported, valued, and encouraged to deepen their religious knowledge (Hidayat, 2023).

To clarify the results of the study, there is a comparison of students' habits before and after receiving family guidance. Before receiving family guidance, only 40% of students routinely carried out five prayers at five times, while after family guidance, this figure increased to 75%. Student involvement in reciting has also increased, from previously low or rarely reciting to more active. In participating in religious learning, students who were previously passive and less interested became more active, dared to ask questions, and engaged in discussions. In addition, students' understanding of Islamic values that were previously limited and difficult to understand concepts became better and able to understand

the material easily.

To verify the data collected, the researcher conducted triangulation by comparing quantitative and qualitative data. The observation data was compared with interviews and documentation to see the consistency of findings from various sources. For example, students who showed increased involvement in prayer and recitation also confirmed in interviews that they felt more motivated after getting parental support. This strengthens the validity of the data that shows the relationship between the family environment and students' understanding of Islam.

The data verified through teacher assessments further corroborate the findings of the study, suggesting that family attention and guidance have a positive impact on students' religious development. Teachers observed that students who received emotional and intellectual support from their parents were more likely to absorb the material, more confident in discussions, and exhibited behaviors that reflected Islamic values, such as honesty, respect, and concern for others. In addition, these students are also more consistent in participating in religious extracurricular activities, such as recitation groups or lecture practice, which further enriches their understanding of Islamic teachings. This verification confirms that synergy between family and school is essential to form a strong religious character in students (Fauzan, 2022).

The process of verifying data from various sources shows consistent results. Observation data revealed an increase in student involvement in worship and learning, where this change in behavior was seen after family guidance. Interviews with students showed that they felt more motivated to learn religion and more disciplined in worship. Interviews with teachers provide feedback that is in line with the results of student observations and interviews, namely an increase in student motivation and involvement in religious learning. All data collected and verified showed a positive influence of family involvement on students' understanding and religious practices.

This table provides a clear overview of the findings of the study, both from quantitative and qualitative data. Data verification was carried out by comparing findings from various sources, which strengthened the conclusion that family involvement has a positive influence on religious understanding.

DISCUSSION

In this study, data validation was carried out to ensure the validity of the findings obtained from quantitative and qualitative data. Validation is carried out using a triangulation approach, which combines various data sources to ensure that the results obtained are consistent and trustworthy. Three main sources were used in this validation process: observational data, interviews with students and teachers, and documentation of students' religious habits. This validation also includes checking the suitability between quantitative and qualitative findings related to the effectiveness of family guidance in improving students' understanding of Islam.

In quantitative data, validation was carried out by comparing students' worship habits before and after receiving family guidance. The increase in the number of students who regularly perform five-time prayers and recite shows that family involvement has a real impact in shaping students' religious habits. According to a recent study by Suryani (2024), parental involvement in religious learning activities at home significantly increases student discipline in carrying out worship. In addition, qualitative data obtained from interviews showed that students felt more motivated and better understood Islamic values after getting parental support in religious learning. Students report that they feel calmer and more confident in learning religious material when there is direct guidance from family. This is in line with the findings of research by Hasanah & Lestari (2023), which shows that emotional and spiritual support from parents plays an important role in shaping students' religious attitudes.

The results of data validation show a strong agreement between quantitative and qualitative data. First, observation data showed a significant increase in students' worship habits, from only 40% of students who regularly prayed before receiving family guidance, to

75% after family intervention. Second, the results of the interviews showed that students who were previously less disciplined in worship felt more motivated and engaged after receiving assistance from their parents.

Interviews with teachers confirmed that family involvement has a positive impact on students' motivation and understanding in learning Islam. Teachers reported that students who received family guidance tended to be more active in class, more courageous in asking questions, and showing a deeper understanding of religious concepts. A study by Fauzan (2024) also reinforces these findings, stating that collaboration between schools and families can improve student learning outcomes by up to 30% in religious subjects. In addition, documentation of students' religious habits before and after family guidance strengthens the results of interviews and observations. Students who previously rarely participated in religious activities at school began to actively participate in activities such as the recitation of the Qur'an and Islamic studies. Families that consistently provide positive encouragement and provide direct examples in worship have proven to be key factors in changing student behavior.

Thus, the validation results show that family involvement has a significant role in improving students' Islamic learning outcomes. Quantitative data showing an increase in engagement in worship were reinforced with qualitative data showing changes in student motivation and participation. Therefore, this study confirms that family guidance can be an effective strategy in improving students' understanding of Islam in elementary school. Furthermore, these findings support the importance of the role of the family in shaping students' religious character and habits from an early age (Rahmawati, 2023).

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that family involvement has a significant role in improving students' understanding and religious practices. Quantitative data shows an increase in the percentage of students who routinely carry out five-time prayers and recite after receiving intensive guidance from their families. Before the intervention, only about 40% of students were active in daily worship, but after family guidance, this figure increased to 75%. Qualitative data from interviews and observations also supported these findings, where students reported increased motivation and understanding of Islamic teachings after receiving support from parents. Teachers also observed positive changes in student participation and discipline in Islamic religious learning. These findings are in line with previous research that emphasizes the importance of the role of the family in children's religious education (Hidayat, 2023; Fauzan, 2022; Rahmawati, 2023). Thus, the active involvement of parents in religious education at home has proven to be effective in improving students' religious understanding and practice.

This research is supported by various studies that show a positive relationship between parental involvement and improved students' understanding and religious practices. For example, research published in *Lentera Pendidikan* highlights the importance of parental involvement in Islamic religious education at home. This study found that the direct involvement of parents in religious education has a significant impact on children's religious understanding and practices (Hidayat, 2023).

In addition, research published in *Ta'dib: Journal of Islamic Education* shows that there is a positive relationship between parental attention and student learning achievement in the subject of Islamic Religious Education. This study reveals that students who get more attention from their parents tend to have better academic performance in the subject (Fauzan, 2022). Furthermore, research in the *Journal of Educational Studies* revealed that parental involvement not only has an impact on children's understanding of religion, but also forms better character and morals. This study emphasizes that parental assistance in religious education is able to increase students' attitudes of discipline, responsibility, and activeness in participating in religious activities (Rahmawati, 2023).

These findings are consistent with the results of research that has been conducted, which shows that the active involvement of parents in religious education at home has a positive impact on students' religious understanding and practice. Therefore, parental involvement in children's

religious education is an important factor in ensuring their optimal spiritual and moral development.

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