

The Influence of Family Environment on Islamic Education Learning Achievement of Elementary School Students in Pagandon Village

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ABSTRAK

Penelitian ini menyelidiki pengaruh lingkungan keluarga terhadap prestasi belajar Pendidikan Agama Islam (PAI) siswa sekolah dasar di Desa Pagandon. Lingkungan keluarga, sebagai lingkungan pendidikan pertama dan utama, diyakini secara signifikan membentuk prestasi akademik anak melalui pola pengasuhan, dukungan emosional, dan kondisi sosial ekonomi. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deduktif. Data dikumpulkan melalui observasi, kuesioner, dan wawancara, dengan sampel sebanyak 81 orang tua yang mewakili 25% dari total populasi. Data dianalisis secara statistik dengan menggunakan program SPSS, termasuk uji validitas, reliabilitas, korelasi, dan regresi linier sederhana. Temuan menunjukkan adanya korelasi yang positif dan signifikan antara lingkungan keluarga dan prestasi PAI siswa. Uji korelasi Spearman mengkonfirmasi bahwa lingkungan keluarga yang mendukung yang ditandai dengan keterlibatan orang tua yang aktif, komunikasi yang konsisten, dan praktik-praktik keagamaan di rumah cenderung meningkatkan prestasi akademik siswa. Analisis regresi lebih lanjut menunjukkan bahwa lingkungan keluarga memberikan kontribusi yang berarti terhadap variasi prestasi belajar, dengan nilai signifikansi di bawah 0,05. Hasil ini menyoroti peran penting keluarga sebagai fondasi pendidikan anak. Memperkuat keterlibatan orang tua, menjaga interaksi yang harmonis, dan memupuk nilai-nilai agama di rumah merupakan strategi yang direkomendasikan

untuk meningkatkan kinerja siswa dalam Pendidikan Agama Islam. Studi ini tidak hanya memberikan bukti empiris tentang pentingnya faktor keluarga dalam pendidikan, tetapi juga menawarkan wawasan praktis bagi orang tua, guru, dan pembuat kebijakan untuk meningkatkan hasil pembelajaran dalam konteks sosial-budaya yang serupa.

ABSTRACT

This study investigates the influence of the family environment on the Islamic Religious Education (PAI) learning achievement of elementary school students in Pagandon Village. The family environment, as the first and primary educational setting, is believed to significantly shape children's academic performance through parenting patterns, emotional support, and socio-economic conditions. This research employed a quantitative approach with a deductive method. Data were collected through observations, questionnaires, and interviews, with a sample of 81 parents, representing 25% of the total population. The data were analyzed statistically using the SPSS program, including validity, reliability, correlation, and simple linear regression tests. The findings reveal a positive and significant correlation between the family environment and students' PAI achievement. The Spearman correlation test confirmed that supportive family environments—characterized by active parental involvement, consistent communication, and religious home practices—tend to enhance students' academic performance. Regression analysis further indicated that the family environment contributes meaningfully to variations in learning achievement, with a significance value below 0.05. These results highlight the critical role of the family as the foundation of children's education. Strengthening parental involvement, maintaining harmonious interactions, and fostering religious values at home are recommended strategies to improve students' performance in Islamic Religious Education. This study not only provides empirical evidence for the importance of family factors in

education but also offers practical insights for parents, teachers, and policymakers to enhance learning outcomes in similar socio-cultural contexts.

1. INTRODUCTION

Education is a fundamental pillar in shaping human character and intellectual capacity. It not only functions as a medium for transferring knowledge but also plays a vital role in forming moral values and developing students' cognitive and affective competencies. In the context of Islamic education, the subject of Islamic Religious Education (PAI) serves as the foundation for instilling Islamic moral values and nurturing students' spiritual growth (Jamaludin et al., 2026; Nisa, 2020). Education is a lifelong process, and the family is the first and primary environment where this process begins. The family environment acts as a determinant factor in the development of a child's personality and academic performance (Yulianti et al., 2020). Parents, as the primary educators, are responsible for guiding children to acquire both academic knowledge and moral values. A supportive and harmonious family environment enhances students' motivation and encourages them to achieve better learning outcomes (J. Iskandar et al., 2021). Conversely, families that lack involvement in their children's education often struggle to foster optimal academic achievement.

Several studies in the field of educational psychology indicate that the style of parenting and the family's socio-economic condition significantly affect students' readiness and motivation to learn. Children who grow up in democratic and nurturing households often demonstrate higher academic performance, particularly in religious education subjects (Kusmanto et al., 2022). Such environments encourage independence, self-confidence, and a positive learning attitude. Islamic Religious Education is designed to build not only cognitive understanding but also spiritual and behavioral competence. Therefore, a student's achievement in PAI is strongly influenced by the reinforcement of religious practices at home, such as daily prayers, Qur'an recitation, and religious discussions with parents (Nova et al., 2021). In this context, the family becomes the first madrasa, where children internalize values that are later reinforced in formal schooling.

Parental involvement in children's academic life has been proven to correlate positively with learning outcomes. Consistent parental support, including supervising homework and maintaining communication with teachers, significantly contributes to students' performance. This involvement also strengthens students' intrinsic motivation, which is a critical factor in achieving high academic performance. In addition to parental engagement, the family's economic condition influences the availability of learning resources at home. Families with stable finances can provide better facilities, such as books, study spaces, and digital tools to support learning (Suwardi, 2012). However, financial stability alone is insufficient if not accompanied by emotional support and active supervision from parents.

Prior studies have shown a significant connection between family environments and students' academic achievements. For instance, (Fredy et al., 2022). discovered that primary school students with supportive and religiously oriented family environments achieved higher overall learning performance. These findings suggest that family factors should be considered as essential elements in educational development. Moreover, family communication patterns play a decisive role in creating a positive emotional climate for learning. Open and constructive communication fosters children's self-confidence, enhances their willingness to learn, and reduces the risk of academic anxiety (Masyitoh et al., 2024). Conversely, families with poor communication or frequent conflicts often fail to provide a conducive learning atmosphere. In rural communities like Pagandon Village, the diversity of family backgrounds results in varying levels of support for children's education. Some families actively engage in religious and academic supervision, while others are limited by occupational demands or economic

challenges. This disparity can create significant differences in students' PAI achievement levels (Fredy et al., 2022). Understanding the impact of family environment on PAI learning achievement is crucial for designing effective educational interventions. It allows educators and policymakers to focus not only on school-based strategies but also on strengthening family-based support systems (J. Iskandar et al., 2021). A well-structured family environment complements formal education by reinforcing students' religious values and study habits.

The urgency of this research arises from the limited number of studies focusing specifically on the influence of family environment on PAI achievement at the elementary level in rural areas. While prior research has explored the role of parental involvement and socio-economic status, few studies have concentrated on their integrated impact on religious learning outcomes. This study addresses this gap. Additionally, Islamic education requires a holistic approach that combines cognitive learning with behavioral application. Therefore, assessing students' achievement in PAI cannot be separated from the family's role in modeling and reinforcing Islamic practices at home (Amin et al., 2021). This study highlights how family dynamics directly influence children's ability to internalize religious knowledge. Theoretically, this research contributes to the enrichment of literature on family based educational support and Islamic learning outcomes. Practically, it provides actionable insights for parents, teachers, and educational stakeholders to enhance children's learning achievement through family engagement. Such contributions are expected to guide community-based educational policies.

The findings of this study are particularly relevant in the current era, where external distractions such as digital devices compete with children's learning time. Families that establish clear routines, supervise screen time, and integrate religious activities are better positioned to foster academic success. This underscores the family's irreplaceable role as an educational cornerstone. In conclusion, the family environment remains a critical determinant of children's academic success, particularly in Islamic Religious Education. Strengthening family support systems can bridge the gap between school instruction and home-based learning reinforcement. Therefore, this study seeks to empirically assess the extent to which family environments contribute to the PAI achievement of elementary school students in Pagandon Village.

2. METHOD

This study utilized a quantitative research approach with a deductive method, aiming to investigate the influence of the family environment on the Islamic Religious Education (PAI) learning achievement of elementary school students in Pagandon Village. Quantitative methods are suitable for examining relationships between measurable variables and allow for statistical hypothesis testing to produce objective results (Sugiyono, 2013). The research employed a correlational design, which focuses on identifying the degree of relationship between two variables: the family environment (independent variable) and PAI learning achievement (dependent variable). This design is appropriate because the primary goal of the study is to determine whether variations in the family environment are associated with differences in students' academic performance in Islamic Religious Education.

The population of this study consisted of 326 elementary school students residing in Pagandon Village, distributed across SDN Pagandon and MIN 3 Majalengka. Following the sampling guidelines proposed by Arikunto, which recommend selecting 10–25% of the population for studies with more than 100 subjects, the researcher selected 25% of the total population (81 respondents) as the sample. Sampling was conducted using a purposive sampling technique, focusing on parents or guardians who were actively involved in their

children's educational activities. This approach ensured that the sample accurately represented the research objectives while maintaining data collection efficiency.

The data collection process involved three primary techniques. First, observation was conducted to identify the physical and emotional conditions of the students' home environments, including the presence of study facilities, family interactions, and learning habits. Second, a structured questionnaire was distributed to parents, consisting of ten closed-ended questions designed to assess aspects such as parenting style, family communication, religious atmosphere, economic stability, and parental involvement in learning. Responses were measured using a Likert scale, allowing quantitative analysis of qualitative family characteristics. Third, semi structured interviews were conducted with selected parents to gain deeper insights into their roles and practices in supporting their children's learning, particularly in religious education.

Following data collection, the study proceeded to data analysis, which was conducted using SPSS software. Several statistical procedures were implemented. First, validity testing ensured that each questionnaire item accurately measured the intended variable, while reliability testing using Cronbach's Alpha assessed the internal consistency of the instrument, with coefficients ≥ 0.60 considered acceptable. Subsequently, normality testing was performed using the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine the appropriate type of correlation analysis. Because the data did not meet the assumption of normal distribution, the study applied Spearman's Rank correlation test, a non-parametric method that identifies the strength and direction of the relationship between the family environment and students' PAI achievement. Furthermore, simple linear regression analysis was employed to measure the extent to which the family environment predicts variations in learning achievement. A significance level of 0.05 was used, indicating that results with p-values less than 0.05 were considered statistically significant.

Finally, the research followed ethical considerations throughout the process. Verbal consent was obtained from all participating parents, ensuring that they understood the purpose of the study and the use of their responses for academic purposes only. The confidentiality of participants' identities was strictly maintained, and all procedures adhered to proper research ethics in social and educational studies. Through this structured methodology, the study was able to systematically examine the role of family environmental factors such as parental engagement, religious practices, communication patterns, and economic conditions in influencing students' academic outcomes in Islamic Religious Education.

3. RESULTS AND DISCUSSION

This research aimed to analyze the influence of the family environment on the Islamic Religious Education (PAI) learning achievement of elementary school students in Pagandon Village. Based on the analysis of the collected data, several findings were identified and are discussed below in line with the research objectives and relevant literature.

Overview of Family Environment Conditions

The descriptive results of the family environment indicate that most students live in harmonious and supportive households, where parents or guardians actively participate in learning supervision and religious routines. Families with clear communication, stable economic conditions, and regular religious practices contribute positively to students' motivation and academic discipline. On the other hand, students from less structured or fragmented family environments (e.g., limited parental involvement, economic challenges, or broken homes) showed lower engagement and irregular learning habits. This finding aligns

with (Nisa, 2020) and (M. T. Iskandar, 2024), which highlight the pivotal role of family support in shaping educational outcomes.

Tabel 1. Family Environment Categories among Respondents

Category	Frequency (n)	Percentage (%)	Description
Very Good	28	34.57	Highly supportive family, active supervision and religious life
Good	33	40.74	Generally supportive family with moderate supervision
Fair	14	17.28	Limited supervision and inconsistent religious routines
Poor	6	7.41	Minimal parental involvement and weak learning environment
Very Poor	0	0.00	No supportive elements identified
Total	81	100.00	

Relationship Between Family Environment and PAI Achievement

The correlation analysis revealed a positive and significant relationship between the family environment and students' PAI achievement. Students who received consistent supervision, moral guidance, and encouragement at home tended to achieve higher PAI scores, often above 80. Conversely, students from less supportive environments commonly scored between 60–70. These findings emphasize that learning achievement in religious subjects is not solely determined by school activities, but also by the continuity of education at home.

Interpretation of Findings and Connection to Literature

The results demonstrate that family engagement is a determining factor in religious learning success. Daily religious routines at home such as Qur'an recitation, collective prayer, and parental guidance on moral behavior contribute to both cognitive and affective dimensions of PAI achievement. Similar studies, confirm that children from active, religiously guided families exhibit stronger moral character and higher achievement levels in religious education. Furthermore, the presence of a structured study environment at home complements school learning. Even though school provides the formal instruction, the home acts as the first and primary madrasa, bridging the gap between theory and practice in Islamic education.

Implications for Educational Practice

The findings of this study highlight several implications. First, schools and parents should collaborate to strengthen students' home learning environments. Parental involvement in homework supervision, moral discussions, and structured daily routines can enhance students' overall achievement. Second, community-based parenting programs could help families with lower engagement improve their support for children's education. Lastly, educators and policymakers should recognize the critical role of family factors in religious education and develop intervention programs accordingly. By emphasizing the synergy

between home and school, these results support the theoretical framework that family environment serves as a foundational determinant of students' cognitive, affective, and psychomotor development in religious education.

4. CONCLUSION

This study provides clear evidence that the family environment plays a crucial role in shaping students' achievement in Islamic Religious Education (PAI) at the elementary level. The results of the correlation and regression analysis indicate that a supportive, communicative, and religiously active family environment significantly contributes to higher PAI learning outcomes. Students who grow up in households with consistent parental supervision, structured study routines, and active religious practices demonstrate better cognitive understanding, affective engagement, and psychomotor skills related to Islamic education.

From a practical perspective, this study highlights the importance of collaboration between schools, parents, and communities to enhance students' learning outcomes. Parents act as the first educators, and their roles in providing moral guidance, facilitating learning, and modeling religious behavior are indispensable for reinforcing the school curriculum. For educators and policymakers, the findings emphasize that intervention programs aimed at improving family engagement could serve as effective strategies to increase academic achievement in religious subjects.

Theoretically, this research strengthens the value-based learning and family education framework, confirming that formal education alone is insufficient without home-based reinforcement. Families serve as the primary madrasa, where students first internalize values that later form the foundation for their formal education.

Future studies are recommended to expand the scope by incorporating longitudinal data and cross-community comparisons, enabling a more comprehensive understanding of how variations in family structure, socio-economic background, and parental involvement influence religious learning outcomes. Strengthening parental awareness and fostering integrated educational programs can help bridge the gap between home and school, ultimately nurturing students who are not only academically competent but also spiritually and morally grounded.

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