



The Relationship of Parental Support with the Religious Character of Class VA Madrasah Ibtidaiyah Students

Fatichati Sabila^{1*}, Arif Wiyat Purnanto², Kun Hisnan Hajron³, Ratna Wiedya Yuliasanti⁴

^{1*,2,3} (Elementary School Teacher Education, Muhammadiyah University Magelang, Indonesia)

⁴(MI An Nuur Cahaya Umat, Yogyakarta)

*Corresponding Author. E-mail: [1 fatichatisabila52@gmail.com](mailto:fatichatisabila52@gmail.com)

Receive: 17/05/2023

Accepted: 17/06/2023

Published: 01/10/2023

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan dukungan orang tua dengan karakter religius siswa kelas VA MI An Nuur Cahaya Umat. Populasi dalam penelitian ini adalah seluruh siswa kelas VA dengan sampel berjumlah 23 siswa. Jenis penelitian ini menggunakan korelasi. Metode penelitian yang digunakan adalah kuantitatif deskriptif dari data yang diperoleh melalui pengumpulan data berupa angket/kuesioner dukungan orang tua dan angket karakter religius siswa, dengan mengisi lembar *checklist* dan berpedoman menggunakan skala *Likret*. Teknik analisis data yang digunakan adalah *korelasi pearson product moment* dengan berbantuan sederhana *IBM SPSS-26*. Hasil penelitian menunjukkan bahwa untuk melihat hubungan antara dua variabel menggunakan Teknik parametrik dengan *paired sampel t test* dengan hasil signifikansi 0,964 dan skor *correlation* sebesar -0,010 dengan kategori tidak berkorelasi, sehingga dari hasil penelitian ini tidak terdapat hubungan yang signifikan antara dukungan orang tua dengan karakter religius. Sehingga kesimpulan yang dapat diambil dari penelitian ini yaitu semakin tinggi dukungan orang tua yang diberikan maka semakin rendah juga karakter religius yang dimiliki oleh siswa. Begitupun sebaliknya jika semakin rendah dukungan orang tua maka semakin tinggi juga karakter religius yang dimiliki oleh siswa.

Kata Kunci: dukungan orang tua, karakter religius

Abstract

The aim of this research is to determine the relationship between parental support and the religious character of students in the VA MI An Nuur Cahaya Umat class. The population in this study were all VA class students with a sample of 23 students. This type of research uses correlation. The research method used is descriptive quantitative from data obtained through data collection in the form of parental support questionnaires and student religious character questionnaires, by filling in a checklist sheet and guided by the Likret scale. The data analysis technique used is Pearson product moment correlation with the simple help of IBM SPSS-26. The results of the research show that to see the relationship between two variables using parametric techniques with a paired sample t test with a significance result of 0.964 and a correlation score of -0.010 with the uncorrelated category, so from the results of this study there is no significant relationship between parental support and religious character. So the conclusion that can be drawn from this research is that the higher the parental support given, the lower the religious character of the students. Likewise, if the lower the parental support, the higher the religious character of the student.

Keywords: parental support, religious character

Introduction

Education according to Law No. 20 of 2003 is a consciously planned effort to create learning conditions and processes so that learners can actively develop their potential, leading to the cultivation of religious strength, personality, spirituality, noble character, intelligence, self-control, and skills necessary for themselves, society, nation, and state. Education plays an incredibly important role in shaping and developing an individual's potential. Its purpose is to enhance the quality of individuals who are faithful and devoted to the Almighty, independent, hardworking, skilled, virtuous, disciplined, personable, intelligent, and physically and spiritually healthy [1].

Education plays a crucial role in shaping and developing the potential of an individual. Its purpose is to enhance the quality of human resources who are faithful and devout to the Almighty God or are religious, independent, hardworking, skilled, virtuous, disciplined, personable, intelligent, and physically and spiritually healthy [2]. In education, the development of character is essential to achieve the goals of national education, aiming to mold students into individuals with 18 key characteristics. These include being religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, patriotic, loving the homeland, appreciating achievements, friendly and communicative, peace-loving, fond of reading, environmentally conscious, socially responsible, and accountable [3].

Currently, we are in an era where the quality of religious character education for students is declining. Issues such as violence, bullying, brawls, sexual misconduct, and others are prevalent. Therefore, the implementation of religious character education programs should be integrated into formal education at all levels of the national education system to achieve the goals of national education. Religious character education is a continuous and planned effort to enhance and maintain the understanding of the religious teachings they

follow. It should then be manifested in daily thoughts and behaviors, serving as a differentiator in character among individuals [4]. Religious character is essential to be applied in facing issues that may undermine the human system.

The success of an educational institution is not only supported by the presence of professional and qualified teachers, good students, and complete facilities. Still, the support from parents also plays a crucial role in shaping the character of a child. One of the factors in the family that contributes to the formation and development of a child's personality is parental support. Parental support involves intentional efforts by parents related to the formation of personality, intelligence, and skills, whether through commands, prohibitions, punishments, creating situations, or providing rewards as educational tools. Parents have a significant influence on the formation and development of a child's personality. A child represents a generation for the future that needs to be treated well during the stages of growth and development. [5].

Parental support with religious character can enhance the quality of the child's interaction with parents, optimize the child's growth and development, and prevent deviant behavior. Instilling religious character values is a conscious and planned effort to prepare students in terms of recognizing, understanding, experiencing, and practicing their faith. The cultivation of religious character can be carried out through parental support, such as providing love and affection, mutual respect, building warm relationships, and stimulating the child's growth and development. Additionally, parents can create a safe, comfortable, and friendly environment for the child's development [6].

Based on the observations in class VA at MI An Nur Cahaya Umat Sleman, it is known that the religious character of the students is still low due to the high level of parental pressure. Parental support significantly influences the development of

a child's religious character. The low level of religious attitude in MI An Nuur Cahaya Umat is evident in the implementation of parental support, which seems to be overly forceful, frequent punishments for disobedience, granting excessive freedom without limits, and parents not paying attention to their children's daily activities, such as encouraging them to perform prayers properly. This indicates that the motivation, attention, and time given by parents in accompanying their children are categorized as low, thus impacting the religious character of the children. This is evidenced by students who are less obedient in worship. Students often joke during prayers, disturb friends who are praying, are not focused, and create disturbances during prayers. It is also proven by the lack of participation and interest of students in religious activities, where some students are lazy to participate, and some need to be forced to do so before they are willing to engage.

The efforts made by the teachers include organizing regular meetings with parents to discuss the importance of religious education in shaping religious character. Teachers also invite parents to participate in religious activities at school so that they can better understand the process of religious education provided to their children. Additionally, teachers provide education to parents about the importance of religious values in shaping the religious character of their children. Furthermore, teachers enhance communication with parents through online messaging platforms such as WhatsApp and regularly provide information to parents about the progress of religious education and the religious activities of their children, aiming to make parents feel more involved and informed.

Parental support is an awareness of the ongoing responsibility to educate and nurture a child by providing assistance to meet the child's basic needs. It involves parents supporting their children by providing attention, a sense of security and comfort, as well as love and affection [7].

Parental support is the presence, willingness, and concern of reliable individuals who value and care for us. Its purpose is to assist us in overcoming or facing a problem in specific situations or challenging events, making us feel more significant. This support is characterized by the reliability, appreciation, and affection of those individuals who aim to help us navigate through difficult situations [8].

Religious character is the first and foremost trait that should be instilled in children as early as possible, serving as the foundation of religious teachings in the lives of individuals, communities, and the nation of Indonesia. Religious character is not only related to the worship of God but also involves human relationships. Character education in schools plays a crucial role in instilling values, and primary schools serve as the initial formal institution for students before progressing to higher levels. Efforts to revive character education can be achieved by implementing character education through the habitual practice of religious activities [9].

"After conducting a review, the researcher is interested in examining whether there is a significant relationship between parental support and religious character. Therefore, the researcher is organizing a study with the title 'The Relationship between Parental Support and Religious Character of Students in Class VA at MI An Nuur Cahaya Umat.'"

Method

The type of this research is correlation study. The objective of this research is to determine the relationship between two variables, namely the dependent variable and the independent variable. The dependent variable in this research is religious character, while the independent variable is parental support. The research was conducted for 4 months (August-November 2023) in Class VA at MI An Nuur Cahaya Umat, consisting of 23 students. The data collection technique used a Likert scale questionnaire for parental support and a

Likert scale questionnaire for students' religious character. The data analysis technique employed the Pearson product-moment correlation by Karl Pearson, assisted by IBM SPSS-26. The data sources for this research are students and parents. The data collection technique for students involved distributing questionnaires and guided filling. Meanwhile, the classical data analysis technique for parents was implemented. To analyze the data, the parametric Pearson correlation was used as it met the normality test prerequisite (0.925) and the homogeneity test result was (0.216).

Results and Discussion

Results

Based on the research conducted at MI An Nuur Cahaya Umat, located in Sleman, Yogyakarta, to determine the relationship between parental support and students' religious character, a questionnaire was used and distributed to parents and students. The questionnaire consists of 25 statements that are filled out by parents and students by checking the appropriate column according to their conditions. The study involved 23 students in Class VA at MI An Nuur Cahaya Umat. Subsequently, correlation testing was carried out as follows:

Table 1. Correlation Test Parental Support and Religious Character of Students at MI An Nuur Cahaya Umat

		Correlations	
		Parental Support	Religious Character
Parental Support	Pearson Correlation	1	-.010
	Sig. (2-tailed)		.964
	N	23	23
Religious Character	Pearson Correlation	-.010	1
	Sig. (2-tailed)	.964	
	N	23	23

Based on the correlation test results from the table above, it is shown that the correlation between parental support and the religious character of students in Class VA at MI An Nuur Cahaya Umat can be observed from the significance and Pearson Correlation results. In the variable category of parental support and religious character, the significance value is $0.964 > 0.05$, categorizing it as not correlated. This is further supported by the Pearson Correlation result of -0.010 with the critical value. The testing results for parental support and the religious character of students can also be observed from the Pearson Correlation result of -0.010 , with a negative sign (-), indicating no relationship between the independent and dependent variables. Additionally, the obtained results can be compared with the critical value at a 5% significance level, considering the sample size of 23 students. The critical value through Pearson Correlation is -0.010 . The correlation testing result for the variable of parental support and the religious character of students is -0.010 , which is smaller than the critical value of 0.413 . Therefore, it can be concluded that there is no correlation between parental support and the religious character of students in Class VA at MI An Nuur Cahaya Umat.

The data analysis results obtained from the conducted research on Class VA students at the school, consisting of 23 students, indicate that on average, students receive excessive parental support, leading to a low level of religious character. This is evidenced by the Pearson Correlation result of parental support and the religious character of students, which is -0.010 , with a significance value of 0.964 . Consequently, the conclusion drawn from these results is that there is no correlation between parental support and the religious character of Class VA students at MI An Nuur Cahaya Umat.

Discussion

Parental support is the effort, attention, affection, guidance, and positive response provided by parents to their children. This

support encompasses various aspects of a child's life, such as emotional, educational, social, and health-related aspects. Positive and consistent parental support helps shape the physical, mental, emotional, and social development of children, building a strong foundation for their future [10]. From the theory, when connected with the research results on the variable of parental support, it was found that Class VA students receive very high support from their parents. Consequently, in the variable of religious character, the results are low. The low results in the religious character variable are due to parents having too much trust in their children. For example, parents may overly believe that their child's behavior aligns with religious regulations because, at home, they behave well. However, in reality, when at school, some children do not conform to the established religious behaviors, such as not wanting to read the Qur'an, lacking concentration during prayers, engaging in physical contact with the opposite sex while playing, etc. As a result, the religious character of the students is low despite the high level of parental support.

Religious character is crucial for every child to possess. Religious character encompasses attitudes, behaviors, and values that reflect an individual's religious beliefs, aiming to guide individuals to become virtuous, integral, and responsible individuals. It also encourages social service, tolerance, and resilience in facing life's challenges [11]. Therefore, as parents, it is essential to monitor their children both at home and outside the environment. This ensures that parental support and the religious character of students have a positive correlation.

Hence, the correlation test results obtained with a significance value of 0.964 can be categorized as not correlated. Meanwhile, the Pearson Correlation result is -0.010, indicating no relationship between parental support and the religious character of Class VA students at MI An Nur Cahaya Umat. The negative nature of the r value aligns with the proposed and discussed

hypothesis, indicating no correlation between parental support and the religious character of students. Therefore, it can be concluded that not everyone receiving high parental support results in high religious character. On the contrary, this research suggests that high parental support leads to low religious character among Class VA students at MI An Nur Cahaya Umat, Sleman, Yogyakarta. This is attributed to parents placing too much trust in their children, causing the children to feel well-trusted by their parents. Consequently, when outside the parental environment, they engage in behaviors that deviate from religious values.

Conclusion

Based on the results of the research conducted on 23 students at MI An Nur Cahaya Umat, Sleman, Yogyakarta, it can be concluded that parental support and the religious character of students do not have a significant relationship, categorized as not correlated. This is supported by the correlation test result of 0.964, indicating no correlation, with a Pearson Correlation value of -0.010. The relationship between parental support and religious character plays a crucial role because it aims to guide individuals to become virtuous, integral, and responsible individuals, while also encouraging social service, tolerance, and resilience in facing life's challenges. Therefore, the conclusion drawn is that not everyone receiving high parental support results in high religious character. In this study, high parental support led to low religious character among Class VA students at MI An Nur Cahaya Umat, Sleman, Yogyakarta.

Bibliography

- [1] R. Hidayat and Abdillah, *Ilmu Pendidikan "Konsep, Teori dan Aplikasinya."* Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019.

- [2] S. Tsauri, *Pendidikan Karakter Peluang Dalam Membangun Karakter Bangsa*. 2015.
- [3] S. Andianie, L. Arofah, and restu dwi Ariyanto, *Karakter Religius*. pasuruan, jawa timur, 2021.
- [4] I. N. Subagia, "Pola Asuh Orang Tua: Faktor & Implikasi terhadap Perkembangan Karakter Anak," *Bali NILACAKRA*, pp. 8–9, 2021, [Online]. Available: [http://eprints.radenfatah.ac.id/1554/5/BAB II agra.pdf](http://eprints.radenfatah.ac.id/1554/5/BAB%20II%20agra.pdf)
- [5] palupi Raraswati, *PENGASUHAN POSITIF*. 2016.
- [6] J. Lubis, Sintiya, S. Lestari, and Khadijah, "Pola asuh orang tua dalam mengembangkan karakter anak usia dini," *Pendidik. Dan Konseling*, vol. 4, no. 3, pp. 1–10, 2022, [Online]. Available: <https://core.ac.uk/download/pdf/322599509.pdf>
- [7] A. R. Masithoha, H. Siswanti, and D. A. P. Lestari, "Hubungan Tingkat Kecemasan Dan Dukungan Orang Tua Dengan Kualitas Tidur Pada Mahasiswa," *J. Ilmu Keperawatan dan Kebidanan*, vol. 14, no. 1, p. 227, 2023.
- [8] R. Nurbaiti, S. Alwy, and I. Taulabi, "Pembentukan Karakter Religius Siswa Melalui Pembiasaan Aktivitas Keagamaan," *eL Bidayah J. Islam. Elem. Educ.*, vol. 2, no. 1, pp. 55–66, 2020, doi: 10.33367/jiee.v2i1.995.
- [9] P. S. Mulia and E. Kurniati, "Partisipasi Orang Tua dalam Pendidikan Anak Usia Dini di Wilayah Pedesaan Indonesia," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 7, no. 3, pp. 3663–3674, 2023, doi: 10.31004/obsesi.v7i3.4628.
- [10] Raito and M. Latifah, "Pengaruh Shalat Dhuha Terhadap Pembentukan Karakter Religius Siswa Di Madrasah Aliyah Nurul Islam Pasirwangi Garut," *J. MASAGI*, vol. Vol 1, no. 1, pp. 1–7, 2022.

Author Profile

The first author is named Fatichati Sabila, born in Magelang on July 5, 2002. She is currently a 7th-semester student in the Elementary School Program, Faculty of Education, at Muhammadiyah University of Magelang. The second author is Arif Wiyat Purnanto, M.Pd., born in Sragen on November 24, 1988. He works as a lecturer in the Elementary School Program, Faculty of Education, at Muhammadiyah University of Magelang. The third author is Kun Hisnan Hajron, M.Pd., born in Narmada. He is also a lecturer in the Elementary School Program, Faculty of Education, at Muhammadiyah University of Magelang. The last author is Ratna Wiedya Yuliasanti, S.E., born in Magetan on July 19, 1984. She works as a teacher at MI An Nur Cahaya Umat in Sleman, Yogyakarta.