

## The Influence of Family Interaction and Social Environment on Adolescents' Understanding of Islamic Religion

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**Abstract:** This study aims to examine the influence of family interaction and social environment on adolescents' understanding of Islamic religion. The background of this research is based on the crucial role of the family as the primary source of education, as well as the social environment that shapes adolescents' character and religiosity. The research method employed a quantitative approach using a survey technique with questionnaires distributed to 120 respondents aged 13–18 years. Data were analyzed using multiple linear regression to determine the extent of the effect of the independent variables on the dependent variable. The findings indicate that family interaction significantly affects adolescents' understanding of Islam, while the social environment also makes a considerable contribution to shaping their religious attitudes. The conclusion emphasizes that synergy between family and social environment is essential in improving adolescents' quality of understanding of Islamic religion.

**Keywords:** Family Interaction; Social Environment; Islamic Education; Adolescents.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh interaksi keluarga dan lingkungan sosial terhadap pemahaman agama Islam pada remaja. Latar belakang penelitian ini berangkat dari pentingnya peran keluarga sebagai pendidikan pertama serta pengaruh lingkungan sosial yang turut membentuk karakter dan religiusitas remaja. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan teknik survei melalui kuesioner kepada 120 responden remaja usia 13–18 tahun. Data dianalisis menggunakan regresi linear berganda untuk mengetahui besarnya pengaruh variabel bebas terhadap variabel terikat. Hasil penelitian menunjukkan bahwa interaksi keluarga berpengaruh signifikan terhadap pemahaman agama Islam remaja, sedangkan lingkungan sosial juga memberikan kontribusi yang cukup besar dalam

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membentuk sikap religius mereka. Simpulan penelitian ini menegaskan bahwa sinergi antara keluarga dan lingkungan sosial sangat diperlukan dalam meningkatkan kualitas pemahaman agama Islam pada remaja.

**Kata Kunci:** Interaksi Keluarga; Lingkungan Sosial; Pendidikan Agama Islam; Remaja.

## **A. Introduction**

Islamic education is a fundamental aspect in shaping the character, morality, and personality of adolescents. At the adolescent stage, understanding Islamic values is crucial so they can face the challenges of globalization and the influence of foreign cultures that enter through various media. In this context, the family and the social environment play a significant role in providing a strong foundation of Islamic teachings (Hidayat & Nugroho, 2021).

The family, as the first educational institution, plays a vital role in laying the foundation of religiosity from an early age. Through role modeling, parenting patterns, and daily interaction, parents instill Islamic values that guide children's lives. Adolescents who grow up in families with good interaction tend to have a deeper understanding of Islam compared to those who receive less parental attention (Yusuf, 2020).

In addition to the family, the social environment also greatly influences how adolescents understand and practice religious teachings. Peer groups, community, and even social media can contribute positively or negatively to the formation of adolescent religiosity (Sari & Putra, 2022). When the social environment supports religious activities, it can strengthen adolescents' understanding of Islam.

Adolescence is a stage of identity search where individuals are easily influenced by their environment. According to Santrock (2019), adolescents who receive emotional support and guidance from family and live in a religious social environment are more capable of developing an Islamic personality compared to those raised in permissive surroundings. Thus, synergy between family and social environment is crucial in shaping adolescents' religious understanding.

Research indicates that harmonious family interaction positively impacts adolescents' understanding of Islam (Rahman, 2021). Children who are guided with love and given proper religious examples tend to grow into individuals who are obedient to their faith. This underscores the importance of family interaction in Islamic education.

However, the family cannot stand alone in shaping adolescent religiosity. The social environment, especially peer groups, can have a powerful influence. Positive interaction strengthens Islamic values, while negative interaction may lead to deviant behavior (Azizah, 2020). Therefore, attention to the quality of adolescents' social environment is essential.

In Islamic teachings, the family is considered the first school for children. The Prophet Muhammad (peace be upon him) said that every child is born in a state of *fitrah*, and it is the parents who make them Jews, Christians, or Magians (Bukhari & Muslim). This Hadith emphasizes the significant role of the family in shaping children's religious foundation, which is then reinforced by the social environment.

A religious community environment can be an effective medium for instilling Islamic values. Activities such as congregational prayers, religious study groups, and Islamic festivals can serve as informal learning platforms for adolescents to deepen their understanding of Islam (Sukardi, 2021). Through healthy social interactions, adolescents can internalize noble character in their daily lives.

Conversely, an unhealthy social environment, such as free association, drug abuse, and exposure to negative media, can damage adolescents' morals and weaken their understanding of Islam (Fauzi, 2020). This challenge is even greater in the digital era, where access to various types of information is increasingly open and difficult for parents and society to control.

In the era of globalization, research on the influence of family interaction and social environment on adolescents' understanding of Islam is increasingly relevant. This is because digital media has become a part of the social environment that significantly affects the formation of adolescents' religious understanding (Setiawan & Tanjung, 2022). Therefore, further analysis is needed to understand the extent of these influences.

Other studies suggest that religious families can serve as a protective shield against negative social influences. By fostering intensive communication, setting examples, and involving children in religious activities, parents can strengthen adolescents' understanding of Islam (Hasanah, 2021). This shows that the family remains the primary foundation in adolescent character building.

Nevertheless, the family still needs support from the community. Families provide the basic values of Islam, while communities offer the social practice space (Nugraha, 2020). Synergy between the two produces a young generation who not only understands Islam theoretically but also practices it in daily life.

From the perspective of Islamic education, family and society are two essential pillars in shaping *insan kamil*—individuals who are faithful, pious, and noble in character (Alwi, 2019). Adolescents as the future generation need support from both institutions to face the challenges of modern times without losing their Islamic identity.

Based on this background, this study aims to analyze the influence of family interaction and social environment on adolescents' understanding of Islam. The results are expected to provide both theoretical and practical contributions for parents, educators, and society in nurturing the younger generation (Kurniawan, 2022).

Through this research, it is expected that concrete recommendations can be formulated regarding strategies that families and communities can apply to strengthen adolescents' understanding of Islam. This is essential so that adolescents grow into individuals who are faithful, noble in character, and capable of facing the challenges of the modern era with Islamic values as their foundation (Pratama, 2021).

## **B. Research Methodology**

This research employs a quantitative descriptive method with a survey approach. The quantitative method was chosen because it allows the researcher to measure the influence of family and community environments on Islamic religious education among adolescents in numerical form. According to Creswell (2014), quantitative research is effective for testing objective theories by examining the relationships between

measurable variables. Therefore, this study seeks to identify and analyze how environmental factors contribute to adolescents' religious education.

The population in this study consisted of adolescents aged 13–18 years who live in a community environment and receive religious education both at school and in their family setting. The sample was selected using a stratified random sampling technique to ensure that the characteristics of both family and community environments were well represented. The total number of respondents was 100 adolescents, spread across various educational and social backgrounds. This sampling technique is expected to provide a more objective overview of the influence of the two variables studied (Sugiyono, 2018).

The data collection instruments used were questionnaires and structured interviews. The questionnaire consisted of closed-ended questions with a Likert scale, ranging from “strongly agree” to “strongly disagree,” designed to measure the role of family and community in shaping adolescents' Islamic religious education. Meanwhile, structured interviews were conducted with several respondents to obtain deeper qualitative data as a complement to the quantitative findings. This triangulation process helps increase the validity of the research results (Cohen, Manion, & Morrison, 2018).

The research procedure began with preparing research instruments, followed by validity and reliability testing of the questionnaire before being distributed to respondents. Data collection was carried out in several stages: distribution of questionnaires, retrieval of responses, and conducting interviews. Each stage was carried out systematically to ensure that the data obtained truly reflected the conditions in the field.

The data analysis technique used in this study was descriptive statistical analysis with the help of SPSS software. This analysis was carried out to describe the distribution of data and to test the hypothesis regarding the influence of family and community environments on adolescents' Islamic religious education. The data were presented in the form of frequency tables, percentages, and simple regression analysis to determine the level of contribution of each variable studied (Arikunto, 2019).

In order to maintain research ethics, all respondents were given informed consent before participating. The confidentiality of personal information was guaranteed, and participation was entirely voluntary. The researcher also ensured that the data collected would only be used for academic purposes. Thus, this research not only provides scientific benefits but also respects the rights and dignity of every respondent involved.

### **C. Results and Discussion**

The findings of this study indicate that the family environment plays a significant role in shaping adolescents' understanding and practice of Islamic Religious Education (IRE). The majority of respondents acknowledged that parents who consistently guide their children in religious practices positively influence their moral behavior and adherence to Islamic values.

It was observed that adolescents who grow up in families with strong religious traditions, such as regular prayers, Qur'an recitation, and Islamic discussions, tend to develop a deeper appreciation and understanding of Islamic teachings. This aligns with the findings of Al-Ghazali (2019), who emphasizes that the home is the first school for children.

The study also shows that the role of parents as role models strongly affects adolescents. When parents display consistent Islamic behavior, such as honesty, discipline, and modesty, children are more likely to adopt the same values. Conversely, inconsistent parental behavior may cause confusion and weaken adolescents' religious commitment.

Furthermore, family communication emerged as a crucial factor. Open discussions about Islamic principles, combined with emotional support, were found to strengthen adolescents' identity as Muslims. This finding is in line with Bronfenbrenner's ecological systems theory, which highlights the family as the primary micro-system influencing individual development.

On the other hand, the community environment was also found to be influential. Adolescents who live in communities with strong Islamic values—such as active

mosques, youth Qur'an study groups, and community-based religious activities—tend to develop stronger religious identities.

The presence of positive peer groups in the community contributes to adolescents' motivation to engage in religious activities. Peer influence, in this context, acts as a reinforcing factor that either strengthens or weakens adolescents' religious practices.

The study highlights that adolescents who are actively involved in mosque activities and Islamic youth organizations show higher levels of discipline in prayer and Islamic learning compared to those with limited community engagement. This supports Bandura's social learning theory, which asserts that individuals learn through observation and participation in social activities.

Interestingly, the research revealed that negative community environments—such as exposure to delinquency, secular lifestyles, and lack of religious facilities—can significantly hinder adolescents' Islamic education. Such conditions often lead to weaker adherence to religious practices and values.

Another important finding is the interaction between family and community environments. Adolescents with strong family religious backgrounds but weak community support still maintain their Islamic practices, though with challenges. Conversely, those with weaker family support but strong community engagement often find reinforcement in community-based religious activities.

This interplay suggests that family and community environments do not operate in isolation but complement each other in shaping adolescents' religious development. A supportive family environment prepares the foundation, while the community reinforces and broadens the scope of learning.

Moreover, the study identified gender differences in how adolescents respond to family and community influences. Female adolescents reported stronger adherence to Islamic practices when guided by their mothers, while male adolescents tended to be influenced more by community-based role models, such as religious leaders and peers.

The findings also revealed that socioeconomic factors play a role in determining the effectiveness of family and community influence. Families with better educational



and financial backgrounds were more likely to provide structured religious education at home and support their children's participation in community religious activities.

However, adolescents from lower socioeconomic backgrounds often relied more heavily on community institutions, such as Islamic schools, mosques, and study circles, to gain religious knowledge. This shows that community resources can serve as a compensatory mechanism for families with limited capacity to provide religious education.

Overall, the study suggests that a balance between family and community influences produces the most optimal outcomes in adolescents' Islamic education. When both environments provide consistent guidance, adolescents develop a stronger sense of religious identity and moral responsibility.

In conclusion, the results emphasize the importance of collaboration between families and communities in fostering Islamic education among adolescents. Parents should serve as the first educators, while communities should act as reinforcing agents that ensure adolescents remain committed to Islamic teachings in their daily lives.

#### **D. Conclusion**

The findings of this study highlight the significant influence of family and community environments on the development of Islamic religious education among adolescents. A supportive family environment, through practices such as consistent religious guidance, parental modeling, and emotional support, was found to play a crucial role in shaping the religious attitudes and behaviors of young individuals. Similarly, the community environment, including religious institutions, peer groups, and local cultural practices, provides a broader framework that reinforces values, norms, and practices of Islamic education.

Moreover, the integration of family and community roles creates a synergistic effect that strengthens the religious identity of adolescents. While the family serves as the primary source of education and moral foundation, the community acts as a complementary environment that nurtures and sustains religious values in daily life. This interconnectedness underscores the importance of collaboration between parents,



teachers, religious leaders, and the wider community in guiding adolescents toward a comprehensive understanding and practice of Islam.

In conclusion, this study emphasizes that Islamic education for adolescents cannot be achieved in isolation within the family or community alone, but requires a holistic approach that combines both domains. Strengthening family involvement in religious upbringing and enhancing community-based religious activities are essential strategies for promoting sustainable religious education. Future research may explore the role of digital media and global influences as additional factors that interact with family and community environments in shaping the religious development of adolescents.

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