

The Influence of Parental Attention, Peer Environment, and Religiosity on Students' Noble Character at MTsN Darun Na'im Simpang Kubu

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Abstract

This study aims to analyze the influence of parental attention, peer environment, and religiosity on students' noble character, both partially and simultaneously. The research employed a quantitative approach using a correlational survey design through multiple linear regression analysis. The sample consisted of 28 students selected through proportional random sampling from a population of 35 students, with a 20% margin of error. Data were collected using a five point Likert scale questionnaire that had been tested for validity and reliability. The findings indicate that, partially, parental attention has a positive and significant effect on students' noble character ($t = 2.318$; $p = 0.029$), peer environment also has a positive and significant effect ($t = 2.175$; $p = 0.040$), and religiosity exerts a positive and significant effect as the most dominant variable ($t = 2.891$; $p = 0.008$). Simultaneously, these three variables significantly influence students' noble character ($F = 11.247$; $p = 0.000$), contributing 58.4% of the variance explained ($R^2 = 0.584$). These findings affirm that the development of noble character is the result of a synergistic interaction among family, social, and spiritual environments. Furthermore, the study contributes directly to the achievement of Sustainable Development Goal (SDG) 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions) by fostering a generation characterized by strong moral values and civic virtue.

Keywords: noble character; religiosity; parental attention; peer environment; character education.

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INTRODUCTION

The development of noble character among students in Islamic based educational institutions is a process that requires the synergistic involvement of various elements. In the madrasah that serves as the locus of this study, an interesting phenomenon deserves attention: students generally demonstrate behaviors that reflect noble character in their daily lives, including their interactions with teachers, peers, and adherence to the norms and regulations of the institution. Compliance with school rules, politeness in communication, mutual respect, and active participation in religious activities are common features observed within the school environment.

This condition is inseparable from the substantial support provided by students' parents. Most parents are actively involved in monitoring their children's development, providing religious guidance at home, and maintaining intensive communication with the school. Such parental involvement appears to contribute positively to the development of well structured and directed student behavior. Furthermore, peer relationships within the madrasah tend to foster a positive social climate, where prevailing group norms encourage

students to behave in accordance with Islamic values. This conducive peer environment strengthens the internalization of moral values in students' everyday lives.

In addition, students exhibit a relatively high level of religiosity. Their participation in religious practices, understanding of religious teachings, and internalization of spiritual values are reflected in their attitudes and behaviors within the madrasah environment. The combination of adequate parental attention, a positive peer environment, and strong religiosity appears to contribute to the optimal formation of students' noble character. This phenomenon is both interesting and academically challenging because such success raises an important scientific question: which factor exerts the most dominant influence on students' noble character, and to what extent does each factor contribute statistically?

Theoretically, the formation of noble character during adolescence is a highly complex process that cannot be achieved optimally through only one or two factors. Scholars have emphasized that adolescents' moral character develops through multilayered interactions between internal and external factors that dynamically influence one another. Smith (2023), through a longitudinal study, demonstrated that religious factors play a more substantial role than sociodemographic factors in shaping adolescent morality. However, these factors do not operate independently and require structured religious socialization within family and community settings. Nuriman et al. (2024) argued that moral behavior in the context of Islamic education is strongly influenced by micro social environments, particularly family and peer groups, both of which must function harmoniously to facilitate effective value internalization. Furthermore, Mahendra, Mansur, and Afgani (2025) quantitatively demonstrated that peer interaction and school disciplinary enforcement jointly exert a significant influence on students' moral character, confirming that no single variable is sufficient to produce desirable moral outcomes. Similarly, Sarinah et al. (2025) found that religious culture contributed only 62.3% to the development of students' moral character, indicating that the remaining 37.7% is explained by other factors, including family environment and social interaction. Firmansyah, Aliyah, and Darmawan (2024) further emphasized that teacher competence, parental attention, and peer relationships must work in an integrated manner to optimize students' character development. Therefore, theoretically, strong moral character should be difficult to achieve without measurable and verifiable integration among all contributing factors. Nevertheless, such a condition appears to have been successfully realized in the research setting, providing an opportunity for deeper empirical investigation.

The discrepancy between the factual condition and the ideal theoretical condition gives rise to a substantial research problem. Theoretically, scholars agree that the development of adolescents' noble character results from the simultaneous interaction of multiple complementary factors, with no single variable being sufficient to achieve optimal outcomes independently. However, in the madrasah serving as the locus of this study, students' noble character appears to be well developed, despite the fact that the magnitude and degree of influence exerted by parental attention, peer environment, and religiosity have never been quantitatively measured, analyzed, or empirically verified. It remains unclear whether this success is predominantly attributable to one particular variable or represents a balanced contribution from all three factors. This unresolved issue constitutes a significant academic gap.

This gap becomes even more pronounced due to the absence of empirical studies that specifically measure the combined influence of these three variables within a single regression model in the context of Islamic junior secondary schools (Madrasah Tsanawiyah) in the relevant region. Consequently, a fundamental research question emerges: Do parental attention, peer environment, and religiosity partially and simultaneously exert significant effects on students' noble character? If so, how substantial

is the contribution of each variable? These questions constitute the core focus of the present study and require measurable answers through a quantitative approach.

Several previous studies have examined variables related to the present research, yet differences in scope and focus leave important gaps unresolved. Research investigating the influence of religiosity on character and moral development has been widely conducted (Sarinah et al., 2025; Fajri & Kamilah, 2025; Fandra & Rambe, 2025). However, most studies focus on a single variable and do not integrate social environmental factors such as parental attention and peer influence into a comprehensive model. Similarly, studies concerning peer influence have been undertaken (Mahendra et al., 2025; Fatmawati & Maryam, 2024; Handayani & Surya, 2024), but most employ dependent variables such as aggression, learning motivation, or deviant behavior rather than noble character. Research on parental attention has also been conducted, particularly in relation to young children's religious character and academic achievement (Purwaningsih & Syamsudin, 2022; Calderon Villarreal et al., 2025), yet these studies do not specifically investigate Madrasah Tsanawiyah students with noble character as a quantitatively measured outcome.

Research simultaneously examining parental attention, peer environment, and religiosity as predictors of students' noble character within a multiple regression framework remains limited. Several studies approaching such integration (Firmansyah et al., 2024; Nupus et al., 2023; Alam et al., 2024; Ismail et al., 2024; Maulana & Dewi, 2023) have demonstrated the significance of individual factors separately. However, they have not incorporated these variables within a single simultaneous testing framework that explicitly positions noble character as the dependent construct in the madrasah context. Therefore, this study does not merely replicate previous research; rather, it addresses a genuine gap by providing a multivariable empirical examination of students' noble character through the simultaneous integration of three major predictors within a measurable quantitative model.

The novelty of this study lies in the integration of three predictor variables parental attention, peer environment, and religiosity into a single multiple regression model specifically designed to measure the noble character of Madrasah Tsanawiyah students. Previous studies have generally investigated these variables separately or within different educational contexts and levels. By incorporating all three variables into an integrated quantitative design, this study is capable of identifying the most dominant predictor and determining the relative contribution of each factor, thereby generating new, comprehensive, and practically applicable knowledge for the advancement of Islamic character education in madrasah institutions.

This research is particularly important because noble character constitutes a fundamental pillar of human development and is directly linked to the achievement of the Sustainable Development Goals (SDGs), especially SDG 4 on Quality Education and SDG 16 on Peace, Justice, and Strong Institutions. A generation possessing noble character is a prerequisite for building a peaceful, just, and civilized society. Without a measurable understanding of the factors that genuinely contribute to students' moral development, character education programs in madrasahs will remain largely assumption based rather than evidence based. Therefore, the findings of this study are expected to provide data driven recommendations for stakeholders in Islamic education to design more effective interventions aimed at developing intellectually capable and morally responsible generations.

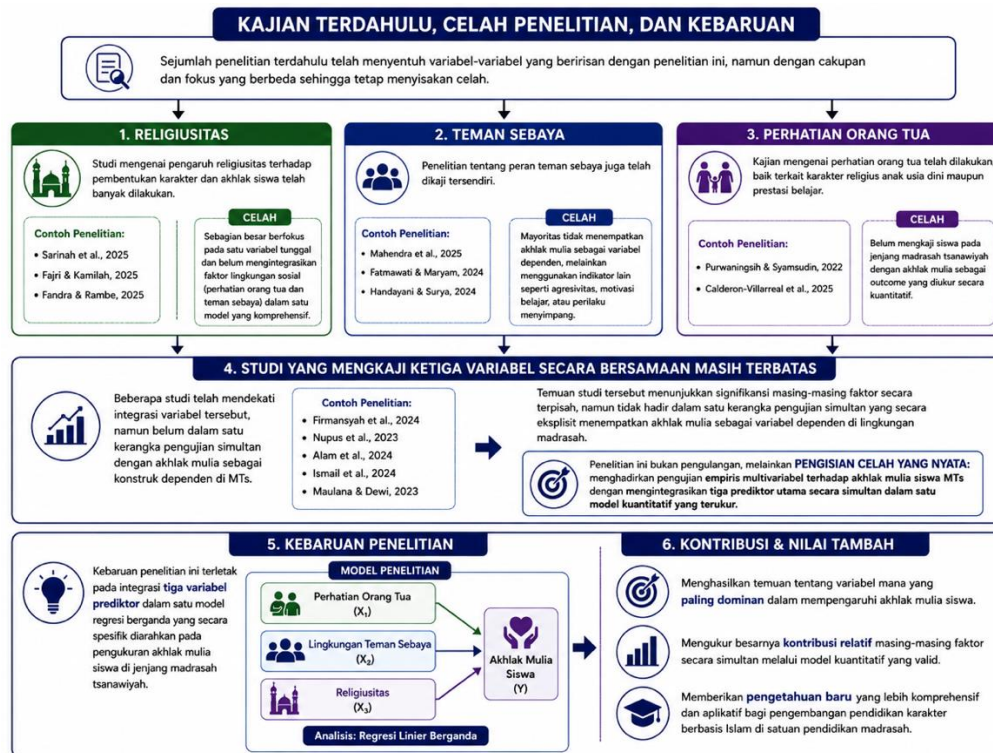


Figure 1. Previous Studies, Research Gap, and Research Novelty

Based on the background outlined above, this study focuses on two primary research questions. First, to what extent do parental attention, peer environment, and religiosity partially influence the noble character of students at MTsN Darun Na'im Simpang Kubu? Second, to what extent do parental attention, peer environment, and religiosity simultaneously influence students' noble character, and which variable contributes most dominantly to the development of such noble character?

METHODS

This study employed a quantitative approach using a correlational survey design with multiple linear regression analysis. The research population consisted of all students enrolled at MTsN Darun Na'im Simpang Kubu, totaling 35 students. A sample of 28 students was selected using proportional random sampling with a 20% margin of error, ensuring proportional representation from each grade level.

Data were collected using a structured questionnaire based on a five point Likert scale. The instrument measured four variables: parental attention (X_1), peer environment (X_2), religiosity (X_3), and students' noble character (Y). Each instrument had a maximum possible score of 100. Prior to data collection, the questionnaire underwent validity testing using the Pearson Product Moment Correlation and reliability testing using Cronbach's Alpha coefficient to ensure the accuracy and consistency of the measurement instrument.

The collected data were analyzed in several stages using the Statistical Package for the Social Sciences (SPSS). The first stage involved prerequisite assumption testing, including the Kolmogorov Smirnov normality test, linearity test, multicollinearity test, and heteroscedasticity test, to ensure that the assumptions underlying multiple linear regression analysis were satisfied.

The second stage consisted of hypothesis testing. Partial effects of each independent variable on students' noble character were examined using the *t* test, while the simultaneous effect of parental attention, peer environment, and religiosity was assessed using the *F* test. Furthermore, the coefficient of determination (R^2) was calculated to determine the extent to which the three predictor variables explained the variance in students' noble character. The dominant predictor variable was identified by comparing the standardized beta coefficients (Standardized Coefficients Beta) of each independent variable.

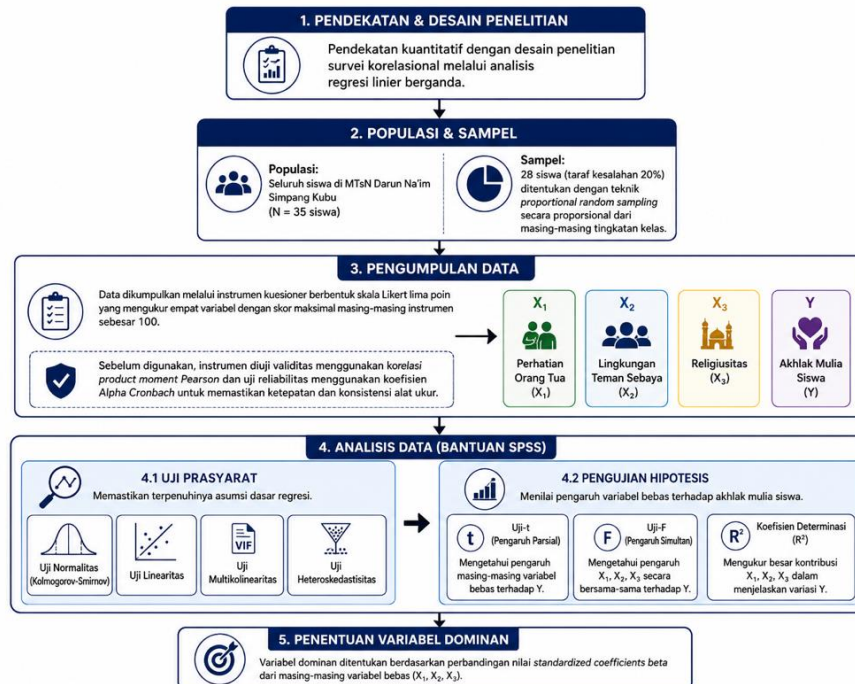


Figure 2. Research Methodological Framework

RESULTS & DISCUSSION

Results

Prior to hypothesis testing, all research instruments were evaluated for validity and reliability. Data obtained from all 28 respondents were complete and eligible for analysis. The Kolmogorov Smirnov test indicated that the data were normally distributed, with a significance value of 0.148 ($p > 0.05$). Multicollinearity diagnostics showed Variance Inflation Factor (VIF) values ranging from 1.12 to 1.34, indicating the absence of multicollinearity among the independent variables. Furthermore, the Glejser test revealed no evidence of heteroscedasticity, as all significance values exceeded 0.05.

Descriptive statistics showed that parental attention (X_1) obtained a mean score of 72.6, peer environment (X_2) obtained a mean score of 71.4, and religiosity (X_3) achieved a mean score of 75.8. The dependent variable, students' noble character (Y), recorded a mean score of 74.3. Overall, the findings indicate that all variables were in a positive category, with religiosity exhibiting the highest average score.

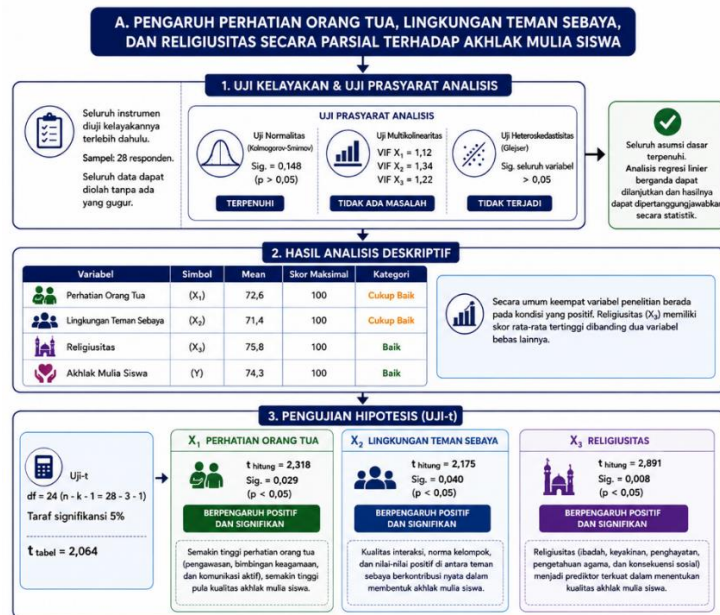


Figure 3. Partial Effects of Parental Attention, Peer Environment, and Religiosity on Students' Noble Character

The t test results demonstrated that parental attention significantly influenced students' noble character ($t = 2.318$; $p = 0.029$). Similarly, peer environment showed a significant positive effect ($t = 2.175$; $p = 0.040$). Religiosity exhibited the strongest partial influence among the three independent variables ($t = 2.891$; $p = 0.008$).

The F test revealed that parental attention, peer environment, and religiosity simultaneously influenced students' noble character ($F = 11.247$; $p = 0.000$). The coefficient of determination (R^2) was 0.584, indicating that 58.4% of the variance in students' noble character could be explained by the three predictor variables.

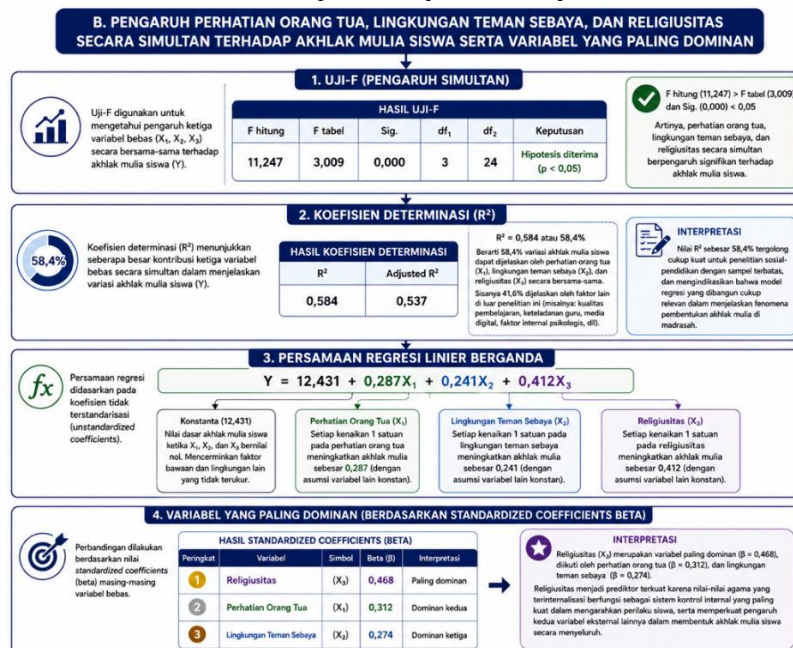


Figure 4. Simultaneous Effects of Parental Attention, Peer Environment, and Religiosity on Students' Noble Character

The regression equation obtained was:

$$Y = 12.431 + 0.287X_1 + 0.241X_2 + 0.412X_3$$

Comparison of standardized beta coefficients indicated that religiosity was the most dominant predictor ($\beta = 0.468$), followed by parental attention ($\beta = 0.312$) and peer environment ($\beta = 0.274$).

Discussion

The findings demonstrate that parental attention significantly contributes to the development of students' noble character. This result reinforces the notion that parents remain the primary agents of moral socialization, even during adolescence. Active parental involvement through supervision, religious guidance, and communication provides a supportive environment for character formation.

The significant influence of peer environment confirms that social interactions among adolescents play a crucial role in shaping behavioral norms. Positive peer groups facilitate the internalization of moral values and encourage students to practice ethical behavior in their daily lives. This finding supports previous studies highlighting the importance of peer relationships in moral and character development.

Among the three predictors, religiosity emerged as the most influential factor. This finding suggests that internalized religious values function as a powerful mechanism of self-regulation. Students who possess strong religious beliefs, regularly engage in worship practices, and understand the moral implications of their actions are more likely to exhibit noble character consistently. The result is consistent with Smith (2023), who emphasized the central role of religiosity in adolescent moral development.

Furthermore, the simultaneous effect of parental attention, peer environment, and religiosity indicates that noble character is formed through the interaction of family, social, and spiritual dimensions. The coefficient of determination ($R^2 = 0.584$) demonstrates that these three factors collectively provide substantial explanatory power in understanding students' moral development. Therefore, character education in madrasahs should adopt a holistic approach that integrates parental involvement, positive peer interactions, and religious reinforcement.

These findings contribute to the achievement of Sustainable Development Goal (SDG) 4 on Quality Education and SDG 16 on Peace, Justice, and Strong Institutions by providing empirical evidence regarding factors that foster morally responsible and socially constructive young generations.

CONCLUSION

Based on the findings of this study, it can be concluded that parental attention, peer environment, and religiosity have positive and significant effects on students' noble character, both partially and simultaneously. In terms of partial effects, religiosity emerged as the most dominant predictor ($\beta = 0.468$), followed by parental attention ($\beta = 0.312$) and peer environment ($\beta = 0.274$). Simultaneously, these three variables contributed 58.4% to the development of students' noble character ($F = 11.247$; $p = 0.000$; $R^2 = 0.584$), indicating that character formation is not the result of a single factor but rather the outcome of a synergistic interaction among family, social, and spiritual environments.

These findings have direct implications for the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4, which promotes inclusive and quality education, and SDG 16, which seeks to foster peaceful, just, and resilient societies. Students who grow up with adequate parental attention, positive peer relationships, and strong religiosity are more likely to develop not only intellectual competence but also moral resilience, both of which are essential prerequisites for sustainable human development.

Therefore, strengthening these three factors in an integrated manner within the madrasah environment should become a strategic priority for future Islamic education policies. Collaborative efforts involving families, schools, and the wider community are necessary to cultivate generations who are academically capable, morally responsible, and socially constructive.

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