

Analysis of the Influence of Students' Perceptions of Parental Assistance on the Internalization of Students' Moral Attitudes

Ramadhani Ameliyah Safitri ^{1*}, Sofyan Rofi ², Hairul Huda ³

^{1,2,3} Universitas Muhammadiyah Jember, Indonesia

* ramadhaniameliyah02@gmail.com

Abstract

This research is motivated by the phenomenon of declining discipline and social ethics among students, as well as the importance of the synergy within the "Triple Center of Education" (Tripusat Pendidikan) in character building. Objective: The primary objective of this study is to identify and analyze the significant influence of students' perceptions of parental guidance on their moral behavior (akhlak) within Islamic Education (PAI) learning, specifically focusing on the Aqidah Akhlak (Creed and Morals) element. Methodology: This study employed a quantitative approach with a causal associative design. The population consisted of all 7th-grade students at SMP Muhammadiyah 8 Cakru, with a sample size of 58 respondents (df = 56). Data collection was conducted through observation and questionnaires consisting of 20 items for each variable. The instruments were declared valid as the r-count for all items in both variable X and Y was greater than the r-table value of 0.2586 ($\alpha = 5$). Reliability tests showed Cronbach's Alpha scores of 0.866 for variable X and 0.888 for variable Y, indicating high reliability. Data analysis techniques included prerequisite tests (normality and linearity) and parametric statistical analysis using SPSS version 22 software. Results: The findings indicate a positive and significant influence of students' perceptions of parental guidance on their moral attitudes. This is evidenced by the linearity test results, showing a significance value of 0.000 ($p < 0.05$) and an F-count of 52.24. These findings suggest that a more positive student perception of parental guidance encompassing the creation of an Islamic atmosphere, exemplary behavior (modeling), discipline, and psychological support correlates with higher quality in students' moral behavior. Conclusion: This study concludes that parental guidance serves as an effective behavioral modeling tool in internalizing the values of akhlakul karimah (noble character) into the students' personalities.

Keywords: *Moral Character Internalization, Parental Guidance, Student Perceptions*

Introduction

Character education in the era of globalization faces complex challenges related to the decline in adolescent morality. In the Indonesian context, education has a much bigger role than just teaching knowledge in the classroom; it is the key that can determine the future of a nation. Education should not only teach knowledge, but also make each individual have a good personality, habits and noble values (Sugiyono, 2020). Therefore, the success of an education system is measured by its ability to produce a generation that is not only cognitively intelligent, but also spiritually and emotionally mature. Islamic Religious Education (PAI) is the main pillar for forming morals. PAI functions as a strategic moral and ethical basis for the younger generation to answer the challenges of the times, help students understand spiritual values, and avoid negative behavior (Syukur, 2020).

Theoretically, the formation of this behavior can be explained through Social Cognitive Theory (Bandura, 1986), which states that individuals learn through the mechanism of

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observation and imitation of the social models around them. In this case, the family, especially parents, are the primary model or *madrastul ula* for children. Character cultivation is an ongoing process that requires real example from the child's immediate environment. The instillation of Islamic values is a basic foundation that must be built from an early age in the household environment through parental assistance activities which include creating an Islamic atmosphere, modeling and implementing discipline (Waliyatun, 2022).

The urgency of Islamic parenting in the family is very crucial as a moral stronghold. The family is the first educational institution where children begin to know the values of right and wrong. The success of mentoring does not only depend on the objective actions of parents, but on how students perceive the guidance (Soesana et al. , 2023). If students have a positive perception that their parents are actively guiding them through indicators such as an Islamic atmosphere, example, discipline, as well as psychological support and positive communication, they will tend to align their behavior with religious norms. On the other hand, students' negative perceptions of their parents' presence can hinder the value internalization process. Failure in the process of internalization and strengthening values at home can produce students who are intellectually intelligent but vulnerable to character degradation (Syifa et al., 2025).

This character building synergy is rooted in the concept of "Tri Centers of Education" put forward by Ki Hadjar Dewantara, which emphasizes that true education must be carried out through collaboration between Family, School and Community. These three pillars work as a mutually reinforcing system, especially in organizing school culture based on character values (Untari et al., 2020). However, of the three, the family holds the greatest responsibility as the main educator. Without support from home, what is taught at school will be difficult to apply in real life. Without complete assistance through the principles of *Al-Mau'idzah Hasanah* (good advice), the moral messages conveyed by parents will be difficult for children to accept and put into practice.

Empirically, various previous studies consistently prove that there is a positive relationship between parental assistance and children's moral quality. For example, This empirical evidence is reinforced by several quantitative studies. a study by (Aziz & Mulyo, 2022). proves that parental attention has a significant effect on awareness of noble character. Likewise research (Waliyatun, 2022) who found that parents' interpersonal communication had a very large influence on the cultivation of students' morals. These results confirm that parental involvement is a very strong predictor variable in determining the direction of adolescent behavior. These results confirm that the family support factor is a crucial determinant of students' moral quality, especially in PAI subjects which focus on character formation based on personal awareness.

Although these previous findings consistently prove the existence of an influence (research gap), the aforementioned studies mostly focus on the aspects of Parenting Styles and Interpersonal Communication, which measure objective parental actions one-dimensionally, rather than looking at how those various actions are subjectively absorbed through students' perceptions of parental guidance itself. In addition, the novelty of this research lies in the fact that the instruments used in previous studies have not specifically referred to the *Hefdon Assawqi* indicator framework, nor have they directly placed the research context within PAI learning outcomes specifically the *Aqidah Akhlak* element in a Muhammadiyah-based school environment like SMP Muhammadiyah.

However, real challenges were observed at the research location, namely SMP Muhammadiyah 8 Cakru. Based on initial observations of class VII students, a phenomenon of decreasing discipline and social ethics was found which contrasted with ideal expectations. This

symptom can be seen from the low spiritual understanding of students, such as many students who have not memorized the prayer readings when practicing Fiqh subjects. Students' unpreparedness in this basic aspect of worship reflects a lack of reinforcement of religious values in the environment outside the school. This condition raises the question of whether students are truly accompanied at home or only rely on teachers at school, considering the limitations of teachers in supervising students intensively. Apart from that, there is a shift in manners where today's students tend to be less respectful towards teachers than previous generations (Syukur, 2020).

The contradiction between the theoretical importance of parental assistance and the real conditions at SMP Muhammadiyah 8 Cakru shows that there is a deep need to research students' subjective perceptions. This research is crucial for mapping the extent to which students' perspectives on their parents' roles influence their real actions at school. This research aims to fill this gap by examining the influence of students' perceptions of parental assistance on their moral attitudes on the Aqidah Akhlak elements. Moral attitudes in this research are measured through four fundamental dimensions: morals towards Allah SWT, Rasulullah SAW, oneself, and the environment. Through a quantitative approach, this research is expected to provide strategic solutions and strengthen synergy between schools and families in the process of internalizing religious values in class VII students.

Method

This research uses a quantitative approach with an associative causality design which aims to determine the cause-and-effect relationship between the independent variable and the dependent variable (Sugiyono, 2020). Through this approach, researchers attempt to test the hypotheses that have been formulated in order to obtain statistical evidence regarding the extent to which students' perceptions influence their moral attitudes. The research was carried out at Muhammadiyah 8 Cakru Middle School, with a population of all class VII students for the 2025/2026 academic year, totaling 58 students. Considering that the population is still within the reach of researchers, the sampling technique used was saturated sampling (total sampling), where all members of the population were used as respondents in this study.

Data was collected through observation methods and distributing closed questionnaires (questionnaires) which have gone through validity and reliability tests. Before being distributed to the respondents, the research instrument underwent a content validation process through expert judgment involving two validators. These experts were Dr. Sofyan Rofi, S. Pd. I. , M. Pd. I. , serving as the first validator focusing on Islamic Education content and curriculum alignment, and Hairul Huda, M. Pd. I. , serving as the second validator focusing on evaluation methods and quantitative research methodology. The validation method was conducted using a structured validation matrix, where both experts systematically evaluated the congruence between the theoretical indicators and the 20 questionnaire items for each variable. Feedbacks, corrections, and constructive recommendations provided by the validators regarding word phrasing and conceptual clarity were thoroughly integrated to refine the instrument until it was officially declared appropriate, valid, and eligible for field distribution.

The use of questionnaires is intended to collect data regarding students' subjective perceptions efficiently and objectively. The independent variable (X) in this study is students' perceptions of parental support, which is measured through indicators of creating an Islamic atmosphere, role modeling, discipline and psychological support. Meanwhile, the dependent variable (Y) is students' moral attitudes in PAI learning, which is focused on the moral dimension

towards Allah SWT, Rasulullah SAW, oneself and the environment. The research instrument was developed using a five-point Likert scale to avoid hesitant answers, with scores ranging from "strongly disagree" to "strongly agree".

The data analysis technique in this research uses parametric statistical analysis with the help of SPSS version 22 software. Before testing the hypothesis, the data is first tested through prerequisite analysis tests, namely the normality test to determine the data distribution and the linearity test to ensure the relationship between variables is linear. The core analysis was carried out using simple linear regression to test the influence of variable X on variable Y with the equation model $Y = a + bX + e$. In this model, Y represents moral attitudes, X represents perceptions of parental assistance, a is a constant value, b is the regression coefficient, and e is the error. The significance test (t test) was carried out at a significance level of 0.05 to prove whether the research hypothesis was accepted or rejected based on the resulting p-value.

Results

This study was designed to determine how big an impact students' perceptions regarding parental assistance have on the internalization of moral attitudes in class VII students at SMP Muhammadiyah 8 Cakru. To collect data, questionnaires were distributed to 58 students who were respondents using total sampling techniques. The questionnaire is structured based on two main variables: Variable Each item in the questionnaire is designed based on predetermined indicators in order to systematically measure student perceptions of these two variables.

In variable X, indicators include creating an Islamic atmosphere, role modeling, discipline, and psychological support. Meanwhile, in variable Y, the indicators are focused on the moral dimension towards Allah SWT, Rasulullah SAW, oneself and the environment (Syukur, 2020). This research applies a quantitative approach to examine the relationship between the variables studied. "As an initial empirical basis, before carrying out simple linear regression analysis, the results of instrument quality testing and data descriptions are first presented in order to identify trends in respondents' answers. "

Validity and Reliability Test

Validity and reliability testing was carried out on 58 respondents (N=58) with an rtable value of 0.259 (alpha = 0.05). The results of the validity test show that all statement items in Variable X (20 items) and Variable Y (20 items) are declared valid, because they have an r value of 0.259. Furthermore, the reliability test using Cronbach's Alpha showed a value of 0.855 for Variable.

Description of Research Data

After the instrument is declared valid and reliable, the data is processed to see a general picture of the respondents' answers. The presentation of descriptive data below is intended to provide an initial empirical basis for identifying distribution patterns and tendencies in respondents' answers to each research variable. An illustration of the distribution of respondents' answers for the Student Perception variable regarding Parental Assistance (Variable X) is presented in Figure 1 below:

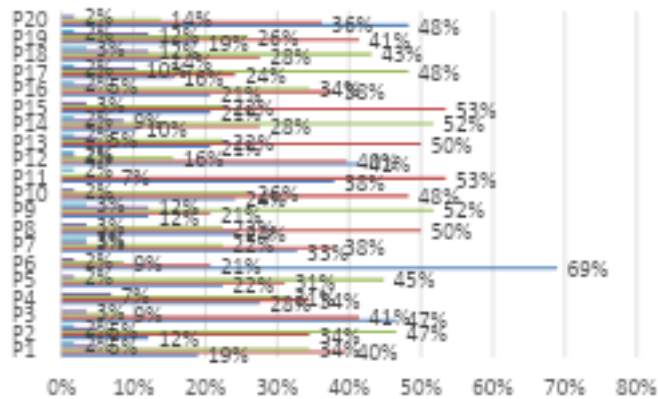


Figure 1. X Variable Data Graph

The distribution of respondents' answers to the 20 items in the variable X statement shows a very positive trend. Based on the data in Figure 1, the tendency of answers is dominated by the Strongly Agree (SS) and Agree (S) categories. The highest achievements were seen in items P6 (69% SS), P20 (48% SS), and P3 (47% SS), which indicated that there were mentoring indicators that were felt very strongly by the majority of students.

Although the direction of the data consistently shows a positive trend, there are moderate variations in attitudes at several points. Respondents tend to take a neutral attitude on points P9 and P14 (52%), P17 (48%), and P2 (47%). However, the most crucial thing is the finding that the frequency of answers in the negative category (Disagree and Strongly Disagree) is very low in all statement items. This confirms the uniformity of students' positive perceptions of the role of parental assistance.

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To provide an accumulative overview of all indicators in Variable X, A summary of the percentage of total answers is presented in the pie chart in Figure 2 below:

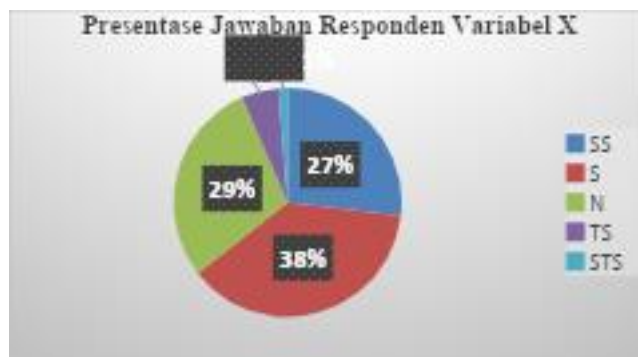


Figure 2. Pie Chart of Variable X

Based on Figure 2, students' accumulative perceptions of parental assistance show a very positive trend. The majority of respondents gave agree responses, consisting of the Agree (38%) and Strongly Agree (27%) categories. The combination of these two positive categories reached

65%, which indicates that in general class VII students have a very good perception of parental assistance. Meanwhile, the group of respondents with a neutral attitude was 29%, while the negative category (TS and STS) was at a very low figure, namely only 6%.

Apart from describing parental assistance, this research also maps in depth the condition of Variable Y (Students' Moral Attitudes). This aims to see whether there is a similar trend pattern between the role of parents and the attitudes shown by students regarding PAI learning outcomes. The distribution of respondents' answers to the 20 statement items on the moral attitude variable is presented in Figure 3 below:

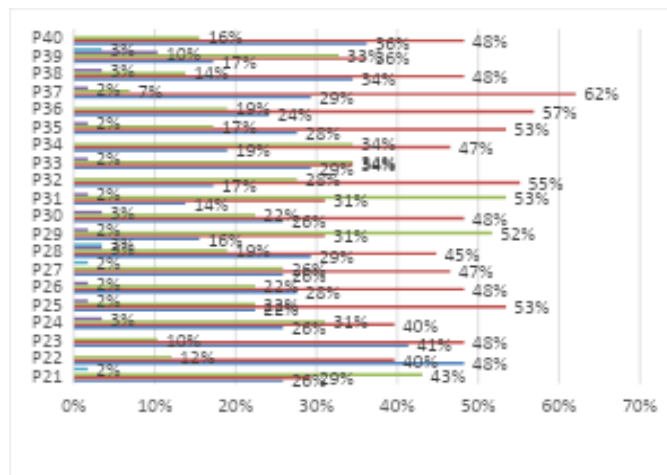


Figure 3. Y Variable Data Graph

Analysis of the distribution of answers on variable Y shows very good consistency of moral attitudes among students. Based on the data in Figure [Figure Number], a positive trend is seen strongly in the majority of statement items, with the highest achievement in item P37 which recorded an agreement level of 62% (Agree). Strong attitudinal commitment was also observed in the initial statement block (P22 and P23) and the final statement block (P38 to P40) which were consistently dominated by Agree and Strongly Agree responses.

Even though the general direction of the data is very positive, there is a tendency for moderate attitudes on several indicators, such as in P29 (52%) and P31 (53%) where respondents prefer the Neutral category. However, similar to the previous variable, the frequency of responses in the negative categories (Disagree and Strongly Disagree) was found to be very low and not significant across all items. This shows that collectively, students have a moral attitude that is conducive to learning PAI. To obtain a comprehensive and comprehensive picture of the achievements of variable Y, a summary of the accumulative percentage of respondents' answer scores is presented in the pie chart in Figure 4 below:

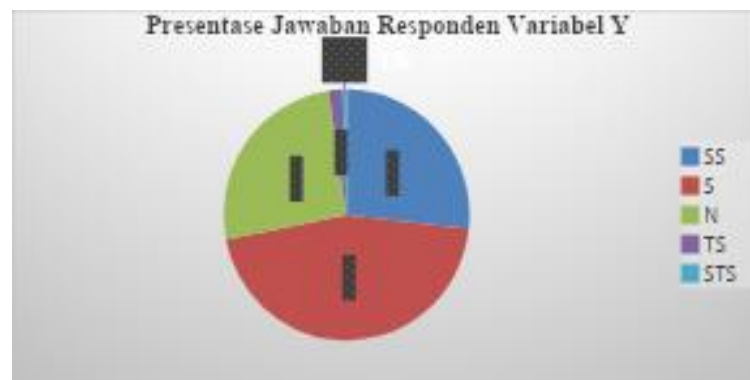


Figure 4 Pie Chart of Variable Y

Based on Figure 4, the accumulative percentage distribution shows a very strong dominance of positive responses in the Student Moral Attitude variable. The Agree (45%) and Strongly Agree (27%) categories collectively reached 72%, which indicates that the majority of class VII students have very high moral attitude qualifications. Meanwhile, 26% of respondents were neutral, and only a small number of respondents gave negative responses, namely the Disagree (2%) and Strongly Disagree (1%) categories. The high number in this positive category reflects that the internalization of the values of Islamic Religious Education has been well formed in the students' character.

After mapping the distribution of answers visually through bar charts and pie charts, the next section presents descriptive statistical analysis to deepen the numerical picture of the data. According to Sugiyono, (2020), this analysis is used to summarize and present data systematically so that it is easier to understand. A summary of the calculation results using the SPSS program which includes the average (mean), minimum, maximum and standard deviation values is presented in Table 1 below:

Tabel 1. Descriptive Statistics

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
STUDENT PERCEPTIONS	58	45.00	89.00	68.7414	8.18548
STUDENTS' MORAL ATTITUDES	58	58.00	99.00	79.1724	8.78223
Valid N (listwise)	58				

The results of descriptive statistics for 58 respondents showed that the Perception of Parental Assistance variable (X) had an average value of 68.74 (Min=45; Max=89), while the Student Moral Attitude variable (Y) obtained a higher average, namely 79.17 (Min=58; Max=99). These results consistently show that both variables are in the high category. This achievement provides an empirical foundation that parental assistance goes hand in hand with optimal student moral attitudes, so that it can be continued at the inferential testing stage.

Prerequisite Analysis and Hypothesis Testing

This research conducted hypothesis testing to identify the extent to which students' perceptions of parental assistance influence the moral attitudes of class VII students at SMP Muhammadiyah 8 Cakru. Before the core analysis is carried out, the data is first confirmed to meet the requirements through the classical assumption test. The results of the normality test show that the data is normally distributed (Sig. = 0.200 > 0.05) and the linearity test proves that the relationship between the two variables is linear (Sig. Deviation from Linearity = 0.952 > 0.05). The process of proving this hypothesis is the core of quantitative research to draw objective and measurable conclusions. Analysis was carried out using simple linear regression, involving calculation of regression coefficients, partial t test, Pearson correlation, and coefficient of determination (RSquare).

Through the t test, researchers want to ascertain whether the influence of the independent variable on the dependent variable is statistically significant or just happens by chance. In addition, the coefficient of determination was calculated to find out how large a percentage contribution was made by perceptions of parental assistance in explaining changes in students' moral attitudes. The entire data processing process uses SPSS version 22 software to ensure the accuracy of the calculation (Soesana et al., 2023).

Tabel 2. Coefficient Test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.930	6.724		3.707	.000
	PersepsiSiswa	.789	.097	.735	8.123	.000

Regression analysis produces the equation $Y = 24.930 + 0.789X$. This equation model provides a mathematical description of the direction of the relationship between the variable perception of parental assistance and students' moral attitudes. A constant value of 24.930 indicates that if the student's perception variable regarding parental assistance (X) is assumed to be constant or no change ($X = 0$), then the level of internalization of students' moral attitudes (Y) is 24.930. Meanwhile, the regression coefficient of 0.789 shows that every one unit increase in the perception score of parental assistance will be followed by an increase of 0.789 in students' moral attitudes. These findings confirm the existence of a positive correlation, where the better the student's perception of parental guidance at home, the more positive the development of their moral attitudes will be in learning PAI. In order to assess the significance of the influence of perceived parental assistance on moral attitudes, a partial t test was carried out.

Based on the results of data processing using SPSS, the calculated t value was 8.123. When compared with the t table (for df 56 at the 5% level of 2.003), the calculated t value is $8.123 > t \text{ table } 2.003$ with a significance value of $0.000 < 0.05$. These results provide a statistical decision that H_0 is rejected and H_a is accepted, which proves that students' perceptions of parental assistance have a positive and significant influence on the moral attitudes of class VII students at SMP Muhammadiyah 8 Cakru. This confirms that parental guidance which is perceived positively by children is a determining factor that significantly influences the quality of their internalization of religious values.

Tabel 3. F Test Results (simultaneous)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2377.956	1	2377.956	65.978	.000 ^a
	Residual	2018.320	56	36.041		
	Total	4396.276	57			

Next, the F test was carried out to identify whether there was a significant influence of students' perceptions of parental support on the simultaneous internalization of students' moral attitudes. From the ANOVA analysis, an F-count value of 65.978 was obtained with a significance value of 0.000. This value proves that the regression model used to see the influence of students' perceptions of parental support on students' internalization of moral attitudes has a very good or significant level of fit. This means that the student perception variable regarding parental assistance can actually be a predictor of the development of students' internalization of moral attitudes in class VII Muhammadiyah Middle School 8 Cakru.

With a significance value of less than 0.01 ($0.000 < 0.01$), this influence relationship is proven to be very significant at the 99% confidence level. This shows that any changes that occur in the quality of students' perceptions regarding parental assistance will be accompanied significantly by changes in the level of internalization of students' moral attitudes.

Tabel 3. Coefficient of Determination Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735 ^a	.541	.533	6.003

The coefficient of determination (R Square) test was carried out to assess the contribution of the Student Perception variable regarding Parental Assistance in explaining the variations that occur in students' Internalization of Moral Attitudes. The results of the analysis prove that the R Square value is 0.541, which means that 54.1% of the change in the level of Internalization of Moral Attitudes of class VII students at SMP Muhammadiyah 8 Cakru can be explained by the Student Perception variable regarding Parental Assistance. Other aspects not examined in this study explain 45.9% of the remainder, such as school environmental factors, religious teacher guidance, peer influence, as well as internal factors within the students themselves.

The Adjusted R Square value of 0.533 means that this regression model is representative enough to describe the population in general, because the difference with the R Square value is relatively small. Apart from that, the Standard Error of the Estimate value of 6.003 indicates that the model has a good level of prediction accuracy because the prediction error is relatively controlled. Therefore, this model is suitable for use in further analysis and drawing conclusions.

Discussion

Analysis of the Influence of Students' Perceptions of Parental Assistance on the Internalization of Students' Moral Attitudes in Class VII Islamic Education Learning at SMP Muhammadiyah 8 Cakru Based on the results of the statistical data processing that has been carried out, information is obtained that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This is proven by a significance value of 0.000, which is below the threshold of 0.05 ($0.000 < 0.05$). Therefore, it can be concluded that there is a significant influence between students' perceptions of parental support on students' moral attitudes, especially in class VII Muhammadiyah 8 Cakru Middle School. These findings show that the more positive students' perceptions are of the quality of parental assistance at home, the better the moral attitudes they demonstrate in Islamic Education learning.

Temuan ini menunjukkan bahwa pembelajaran yang dirancang secara aktif dan kontekstual dapat memperkuat keterlibatan, pemahaman, serta capaian peserta didik. Pare dan Murniarti (2024) menjelaskan bahwa guru sebagai fasilitator di era digital perlu mengarahkan proses belajar, memanfaatkan teknologi secara tepat, dan menciptakan pengalaman belajar yang lebih partisipatif. Dengan demikian, hasil penelitian ini memperkuat pentingnya pemilihan strategi pembelajaran yang sesuai dengan kebutuhan kelas dan karakteristik peserta didik.

Linear regression analysis shows that there is a positive correlation between perceptions of parental assistance and students' moral attitudes. Based on the results of the hypothesis test, the calculated t value was 8.123, which is much greater than the t table of 2.003. This indicates that any increase in the quality of students' perceptions of parental assistance will have an impact on significantly improving the quality of their moral attitudes. In other words, the role of parents in providing guidance at home is the main driving factor for the development of students' character at school.

In addition, the correlation test results show a coefficient (R) value of 0.735. This value represents the degree of strong relationship between the variable perception of parental assistance and students' moral attitudes. This strengthens the conclusion that the synergy

between the family environment and learning materials at school is not only limited to the cognitive level, but includes the internalization of deep values within students. The coefficient of determination (R^2) value of 0.541 proves that 54.1% of the variation in students' moral attitudes is influenced by the Perception of Parental Assistance factor. Meanwhile, the remaining 45.9% was influenced by other factors outside this research model. These findings confirm that parents have a large contribution in shaping children's moral foundations through creating an Islamic atmosphere, providing role models, and implementing discipline at home.

These results underline the importance of the role of family assistance as a *madrasatul ula* or first school for children. So that moral values in PAI learning can be internalized to the maximum, close collaboration is needed between schools and parents. With the right perception of parental guidance, religious values will not just become rote memorization, but will become real attitudes and behavior in everyday life. This finding is in line with the basic principles of Islamic education which emphasizes that character formation is learned through observation and imitation of models, where parents are the main figures observed by students. This is also in line with the view that strong character education must be supported by an immediate environment that is consistent in implementing noble values. Thus, the findings of this research strengthen the theory that students' perceptions of family support are the key to success in developing noble moral attitudes.

The findings of this research are strengthened by a theoretical review regarding indicators of parental assistance. Effective mentoring includes creating an Islamic atmosphere at home, providing role models, and implementing discipline (Busral & Razak, 2024). Field data shows that the majority of class VII students have very positive perceptions of these aspects. This can be seen from the accumulation of positive student responses to variable X which reached 65%, where they feel their parents have provided a real example in everyday life.

Theoretically, the relationship between perceptions of this mentoring and the formation of moral attitudes can be explained through Social Cognitive Theory, which states that human behavior is mostly studied through observation or modeling (Bandura, 1986). In the context of research at SMP Muhammadiyah 8 Cakru, parents function as the main model. When students perceive parental guidance as supportive, they tend to adopt these values into their own behavior, which manifests in high moral attitude scores (average 79.17). Furthermore, morals are conceptually defined as behavior that arises from humans intentionally and eventually becomes an established habit (Assawqi Hafdon, 2022). Through a process of reinforcement from the family environment, the values learned in PAI subjects do not just stop as theory, but instead become a habituation of good behavior or *akhlakul karimah*. In addition, these results are supported by several relevant previous studies. Previous research proved that parental attention has a significant influence on awareness of noble character (Aziz & Mulyo, 2022). Likewise, other findings show that good interpersonal communication between parents and children is the key to cultivating good morals (Waliyatun, 2022). Finally, it was also found that parental parenting makes a major contribution to students' character up to 88.3% (Sanisa, 2022).

Descriptively, this relationship confirms that the success of achieving *Aqidah Akhlak* material at school is very dependent on consistent mentoring at home. Thus, the synergy between parental example as a stimulus and learning at school as reinforcement is the main determining factor in improving the overall quality of students' moral attitudes. The urgency of Islamic parenting in the family functions as a moral fortress and the main foundation for the formation of children's character (Busral & Razak, 2024). This is highly consistent with the view

that the way parents accompany their children is a strong predictor variable in determining the direction of adolescent behavior (Hasanah, 2016).

Theoretically, the effectiveness of this mentoring can be explained through the implementation of social learning theory where students internalize PAI values through the mechanism of observation and imitation of social models at home (Irama et al. , 2024). Apart from that, psychological aspects also play a crucial role, as students' subjective perceptions of parental support directly influence the formation of their real attitudes (Aminudin, 2022). Considering that the subjects of this research were class VII students, it is highly important to understand the psychology of student development so that the assistance provided is in accordance with the characteristics of early adolescents (El-Idhami Desmita, 2017).

The synergy between family and school at SMP Muhammadiyah 8 Cakru reflects the concept of "Tri Education Centers" which is considered very effective in building a complete national character (Martono & Gularso, 2020). The success of this value transfer also depends on communication, where effective communication between parents and children from an Islamic perspective facilitates the process of internalizing moral values (Junaidi, 2020). Specifically in PAI material, previous studies prove that there is a significant positive correlation between parental assistance and attitudes towards the Aqidah Akhlak element (Nasukah & Damayanti, 2024). The validity of these findings is statistically supported by the methodological approach which states that quantitative methodology with regression analysis is able to provide accurate empirical evidence regarding the influence between educational variables (Sahir, 2022). In closing, the formation of a strong Muslim personality must be based on efforts to emulate Uswatun Hasanah, which must start from the example of parents as the students' closest figures (Sari et al., 2024).

Conclusion

Based on the results of data analysis and discussions that have been carried out, it can be concluded that students' perceptions regarding parental assistance have a very significant contribution in shaping students' moral attitudes, especially in the Muhammadiyah 8 Cakru Middle School environment. These findings empirically prove that the more positive and quality the assistance students experience at home, whether through creating an Islamic atmosphere, providing role models, or implementing discipline, the stronger the internalization of moral values within them. The influence of 54. 1% shows that the role of parents as madrasatul ula (first school) is a determining factor that works linearly with Islamic Religious Education learning at school. Theoretically, these findings enrich the study of Islamic parenting by proving that students' subjective perceptions of family guidance are strong predictors of character building. Practically, this research implies that schools cannot work alone; cultivating students' morals requires a structural mechanism that links parents' daily assistance with the school curriculum. Collaborative innovation between guidance at home and teaching at school is an urgent need to ensure that religious values do not just stop as cognitive knowledge, but instead transform into real and consistent moral behavior in this modern era.

However, this study has several limitations that need to be acknowledged. First, the research context is limited to a single school environment, specifically SMP Muhammadiyah 8 Cakru, with a small sample size of 58 respondents, which restricts the generalizability of the findings to wider regions or different school cultures. Second, data collection relies heavily on self-reported questionnaires, which may contain response bias where students tend to choose answers that are socially desirable. Lastly, this study only examines the direct causal relationship

between two main variables, without involving mediating or moderating variables. Based on these limitations, several suggestions are proposed for future research. Future researchers are encouraged to expand the scope of the study by involving multiple schools or a larger sample size to improve generalizability. It is also recommended to implement a mixed-methods approach, combining questionnaires with in-depth interviews or multi-rater assessments (such as parental or teacher reports) to cross-validate students' actual behavior. Finally, further studies should consider exploring other potential variables outside this model, such as the peer environment, digital literacy, or school climate, which accounted for the remaining 45.9% of the variance in students' moral attitudes.

Acknowledgment

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