


# The Influence of Social Environment on the Understanding of Islam for Class X Students at Madrasah Aliyah Siompu Barat

 <https://doi.org/10.31004/jele.v11i2.2213>

\*Nur Sakina, Darmayanti, Sulasri<sup>abc</sup>

<sup>123</sup>Fakultas Agama Islam, Universitas Muhammadiyah Buton, Indonesia

Corresponding Author: [nursakina133@gmail.com](mailto:nursakina133@gmail.com)

## ABSTRACT

Understanding of Islamic Religion is often influenced by social interactions that occur between students and their families, schools, peers, and the surrounding community. Asy'arie, emphasized that strengthening Islamic Religious education in the educational environment has a significant impact on improving students' understanding of religious principles, moral values, and social behavior. This study aims to determine how the social environment influences students' understanding of Islamic religion. This study used a quantitative approach, with data analysis techniques, namely Pearson correlation analysis and determination coefficient test. The number of samples in this study was 57 respondents. Data collection techniques used a questionnaire. The results of the study explain that the social environment has a strong relationship with students' understanding of the Islamic religion, with the form of the relationship between these two variables being positive, which means that the higher the social environment, the higher the students' understanding of the Islamic religion. There is a positive and significant influence between the social environment on students' understanding of the Islamic religion. This is seen from the R square value = 0.612. Variable X influences variable Y by 61.2% while the remaining 38.8% is influenced by other factors.

**Keywords:** Social Environment, Understanding of Islamic Religion

### Article History:

Received 20<sup>th</sup> February 2026

Accepted 09<sup>th</sup> March 2026

Published 10<sup>th</sup> March 2026



## INTRODUCTION

Understanding Islam is the ability of individuals to understand, appreciate and internalize Islamic teachings correctly in daily life. This understanding not only includes the cognitive aspect of knowledge of Islamic teachings, but also touches on individual behavior, attitudes, and perspectives on Islamic principles. The dimension of Islamic Religious Understanding is significant because it can affect how a person carries out the obligation of worship and behaves in accordance with the guidance of Religion.

The context of the relationship between individuals and the Social Environment, the understanding of Islamic religion is often influenced by the social interaction that occurs between students and their families, schools, peers, and the surrounding community. Asy'arie, emphasized that strengthening Islamic education in the educational environment has a significant impact on increasing the understanding of religious principles, moral values, and social behavior of students.

As stated in the hadith narrated by Imam Bukhari and Muslim:

عَنْ أَبِي مُوسَى الْأَشْعَرِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: "مَثَلُ الْجَلِيسِ الصَّالِحِ وَالْجَلِيسِ السَّوِّءِ كَمَثَلِ صَاحِبِ الْمِسْكِ وَكَبِيرِ الْحَدَّادِ، صَاحِبُ الْمِسْكِ إِذَا أُنْجَذَ مِنْهُ أَوْ تَبَتَّاعَ مِنْهُ أَوْ تَجِدَ مِنْهُ رِيحًا طَيِّبَةً، وَكَبِيرُ الْحَدَّادِ إِذَا أُنْجَذَ مِنْهُ أَوْ تَجِدَ مِنْهُ رِيحًا خَبِيثَةً"

Translation:

*From Abu Musa al-Ash'ari (may Allah be pleased with him), he said: The Messenger of Allah (peace and blessings of Allaah be upon him) said: "The parable of a pious (good) sitter and a bad sitter is like a perfumer and a blacksmith. As for the perfume seller, you may be given (perfume) from him, or you may buy from him, or at least you will get a sweet smell from him. As*

*The Influence of Social Environment on the Understanding of Islam for Class X Students at Madrasah Aliyah Siompu Barat for the blacksmith, it may burn your clothes, or at least you will get a foul odor from it."(HR. Muttafaqun 'Alaih).*

The tendency of understanding Islam to be increasingly widespread among students is also influenced by the development of media and modern social interaction patterns. Students' involvement in the social environment greatly determines the process of internalizing religious values that they acquire from various sources. Faizah said that the role of social media further strengthens the process of transferring religious knowledge among the easy generation, so that their religious experiences become more varied and accessible.

Based on the Understanding of Islamic Religion which is the result of the accumulation of various social, educational, and cultural interactions, the researcher has comprehensively examined various previous studies that are relevant to the problem of Islamic Religious Understanding among students. The results of a search of the existing literature show that the issue of religious understanding in the educational environment is the main concern for researchers in the field of Islamic education. In the research conducted by Jafri, it was found that the efforts of Islamic Religious Education teachers play a strategic role in improving students' religious understanding, where interventions carried out by teachers are able to provide positive stimulation to the absorption of religious values in the school environment.

Meanwhile, Umah proved the significant influence of the Social Environment and the level of parental education on the achievement of moral creed learning outcomes, which indirectly strengthened the internalization of Islamic Religious Understanding in elementary level students. This study confirms that the interactions that occur in the family environment and the surrounding community contribute to the formation of individual religious perceptions and understandings.

These studies are generally conducted at the primary and junior secondary education levels, so that the context of the social environment at the madrasah aliyah level, as raised in this study, is still relatively not elaborated in specifics. Thus, the research currently being conducted aims to make further contributions to fill the gap in the study on the Influence of the Social Environment comprehensively on the Understanding of Islam in Class X Students at Madrasah Aliyah Al-Ikhlas Siompu Barat, so that the uniqueness of the social environment context and the characteristics of students at that level can be revealed in more depth.

Therefore, this study specifically aims to identify and analyze the Influence of the Social Environment on the Understanding of Islam for Class X Students at Madrasah Aliyah Al-Ikhlas Siompu Barat, by focusing on the extent to which the characteristics of the Social Environment, the intensity of interaction, and the internalization pattern of religious norms formed through social networks play a role in strengthening or weakening the interpretation of Islamic values among Muslim adolescents. The significance of this research lies in its contribution in expanding the understanding of the contextual role of the Social Environment as a crucial factor that mediates students' cognitive and affective processes in integrating Islamic principles into daily behavior and attitudes, so that the results of the research can be an empirical basis for the development of social-based religious education intervention models.

## METHOD

The method in this study is a quantitative research method with a descriptive approach. The quantitative research method is a research approach based on the positivist paradigm (concrete data), where research data is in the form of numerical values that will be measured and analyzed using statistical techniques as a calculation testing tool. This method is related to problem solving which is the focus of research with the aim of producing a conclusion based on the analysis of the data that has been carried out. The data collection technique will be carried out through a survey using a structured questionnaire. The data that has been collected is then processed and analyzed by the data.

The data processing of the research results uses several statistical techniques, namely Descriptive Analysis, Pearson Correlation Analysis and Coefficient of Determination Test. The descriptive analysis used is a quantitative descriptive analysis with the following formula:

**Calculating the Class Range,**

$$R = X_t - X_r$$

Description:

R: Range

X<sub>t</sub>: The largest data in the group

X<sub>r</sub>: Smallest data in a group

**Calculating the Number of Interval Classes**

$$K = 1 + (3,3) \log N$$

Description:

K: Number of interval classes

N: The amount of data or the number of samples

Log: Logaritma

**Calculating the length of the interval class**

$$P = \frac{R}{K}$$

Remarks

P: Interval class length

R: Range

K: The number of classes

**Average (Mean)**

The average score or mean can be interpreted as the sum of the data group values divided by the number of respondent scores. The average formula is:

$$\bar{x} = \frac{\sum f_i \cdot X_i}{\sum f_i}$$

Description:

$\bar{x}$  : Average for variable

f<sub>i</sub> : Frequency for variable

X<sub>i</sub>: Variable interval class sign

**Standard Deviation (S)**

$$S = \sqrt{\frac{\sum f_i (X_i - \bar{x})^2}{n}}$$

Description:

S : Standard deviation

$\bar{x}$  : Average for variable

f<sub>i</sub> : Frequency for variable

X<sub>i</sub>: Variable interval class sign

n : Total population

**Percentage (%) of average score**

$$P = \frac{F}{N} \times 100\%$$

Description :

P = Percentage Number

F = Frequency of answers

N = Number of respondents

**Kategorisasi**

Low :  $x < (\mu - 1,0 (\sigma))$

Medium :  $(x < (\mu - 1,0 (\sigma)) \leq \mu + 1,0 (\sigma))$

Height :  $x (> \mu - 1,0 (\sigma))$

## Person Correlation Analysis

Pearson correlation analysis, also known as product moment correlation, is an analysis to measure the closeness of the linear relationship between two variables that have a normal distribution, to determine whether variable X and variable Y have a significant relationship, then the formula for correlation *product moment* is described, namely:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  = The correlation index number between variable X and variable Y

N = Number of samples

$\sum X^2$  = The sum of the squares of the variable X

$\sum Y^2$  = The sum of the squares of the variable Y

$\sum XY$  = The sum of the multiplication between X score and Y score

$\sum X$  = Number of variables X

$\sum Y$  = Number of variables Y

The Pearson product moment (r) correlation test aims to determine the degree of tightness of the relationship between variables expressed by the correlation coefficient (r). The type of relationship between variable X (social environment) and variable Y (understanding of Islam) can be positive and negative. The basis for decision-making is as follows:

*If the significance value is <0.05 then it is correlated*

*If the significance value is >0.05 then it is not correlated.*

If the significance value is exactly 0.05, then you can compare the correlation test of person with the r table with the following conditions:

*If the Pearson Correlation Test > a table then it is related*

*If the Pearson Correlation Test < r table then it is not related.*

The guidelines for the degree of relationship are explained in Table 1. Following:

Table 1. Relationship Degree Guidelines

Interval Cowphysin	Relationship Level
0,00 - 0,199	Very weak
0,20 - 0,399	Weak
0,40 - 0,599	Medium
0,60 - 0,799	Strong
0,80 - 1,000	Very Powerful

## Determination Coefficient Test (R<sup>2</sup>)

The determination coefficient is used to measure how far the model is able to explain variations in dependent variables. The value of the determination coefficient is located between zero and one, here's the explanation

*If it is close to 0, it means that the independent variable is unable to explain the percentage of its influence on the dependent variable.*

*If it is close to 1, it means that the independent variable is able to explain the percentage of its influence on the dependent variable.*

To find out how much of a percentage can be explained by the influence of the social environment on the understanding of Islam of class X students, it can also be found through the following formula:

$$D = R^2 \times 100\%$$

Description:

D = Cophysis of determination

R<sup>2</sup> = Square of Simple Correlation Coefficient

100 % = percentage of contribution

**FINDINGS AND DISCUSSION**

This study measures two variables, namely the influence of the social environment and students' understanding of Islam. The variables of the influence of the social environment and the understanding of the Islamic religion of students were measured using instruments in the form of questionnaires. Data processing and analysis using *Microsoft Excel and MBI SPSS S. 25*. The results of the analysis are described below:

**Social Environment (Variable X)**

Data on the social environment (Variable X) was obtained through filling out a questionnaire in the form of a likert scale by 57 students of class X of MA Al-Ikhlâs Siompu Barat.

A descriptive analysis of the Influence of the Social Environment can be seen in the table below:

Table 2. Descriptive Analysis of the Influence of the Social Environment

Statistics descriptive	Value
Number of Samples	57
Maximum Score	59
Score Minimum	32
Red	47,3
Standard Deviation	6,8
Range	27

*Data Source: Processed Data Results of Social Environmental Impact Data*

Based on table 2. Descriptive Analysis of the Influence of the Social Environment The data collected showed that with a sample of 57, a minimum score of 32 and a maximum score of 59 were produced. The average score was 47.3, the standard deviation was 6.8 and the range was 27.

Table 3. Categorization of the Social Environment

Yes	Category	Interval	Frequency	(%)
1	Low	$X < 40,5$	9	16%
2	Medium	$40,5 \leq x < 54,1$	38	67%
3	Height	$X > 54,1$	10	18%

*Data Source: Processed Data Results of Social Environmental Impact Data*

Based on the data presented in the table regarding categorization. The grouping of data is divided into three categories, from the table above it can be seen that the majority of respondents are in the medium category, namely 38 students with a percentage of 67%. The high category includes 10 students with a percentage of 18%. The low category is the smallest category with a total of 9 students with a percentage of 16%.

**Understanding of Islam (Variable Y)**

Data on Islamic Religious Understanding (Variable Y) was obtained by filling out a questionnaire in the form of a likert scale by 57 students of class X of MA Al-Ikhlâs Siompu Barat.

A descriptive analysis of Islamic Religious Understanding can be seen in the table below:

Table 4. Descriptive Analysis of Islamic Religious Understanding

Statistics descriptive	Value
Number of Samples	57
Maximum Score	40
Score Minimum	22
Mean	34
Standard Deviation	1,3
Range	18

*Data Source: Processed Data on Islamic Religious Understanding*

Based on table 4. Descriptive Analysis of Islamic religious understanding of the data collected showed that with a sample of 57, a minimum score of 22 and a maximum score of 40 were produced. The average score was 34, the standard deviation was 1.3 and the range was 18.

Table 5. Categorization of Islamic Religious Understanding

No	Category	Interval	Frequency	(%)
1	Low	$X < 32,7$	20	35%
2	Medium	$32,7 \leq x < 35,3$	19	33%
3	Height	$X > 35,3$	18	32%

Data Source: Processed Data on Islamic Religious Understanding

Based on the data presented in the table regarding categorization. The grouping of data is divided into three categories, the low category has the highest number of respondents, namely 20 students with a percentage of 35%. The medium category with a total of 19 students with a percentage of 33%. The high category has the least number of respondents, namely 18 students with a percentage of 32%.

### Pearson Correlation Analysis

After data collection, the data is then analyzed using the pearson product moment correlation test, the results are displayed in table 6. Following:

Table 6. Pearson's correlation test on the social environment and understanding of Islam

Correlations		Social Environment	Understanding the Religion of Islam
Social Environment	Pearson Correlation	1	,782**
	Sig. (2-tailed)		,000
	N	57	57
Understanding the Religion of Islam	Pearson Correlation	,782**	1
	Sig. (2-tailed)	,000	
	N	57	57

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 6 above, the significant value in the variables of the social environment and understanding of the Islamic religion is 0.000, meaning  $0.000 < 0.05$  thus the variables of the social environment and the understanding of Islam have a relationship or correlation. From this table, it can be seen that *the pearson corellation* in the social environment and understanding of Islam is 0.782 with the degree of relationship between these two variables, which is strongly correlated and the form of relationship between these two variables is positive, which means that the higher the social environment, the higher the understanding of Islam.

### Coefficient Determination Test

The determination coefficient is used to calculate how much the contribution or contribution of variable X to variable Y, or in other words to calculate the magnitude of the influence of the social environment on the understanding of Islam. The value of the determination coefficient can be seen in the table below:

Table 7. Determination Coefficient Test Results

Model Summary				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,782a	,612	,605	2,655

a. Predictors: (Constant), social environment

Based on table 7. The results of the determination coefficient test obtained a determination coefficient value ( $R^2$ ) of 0.612. This shows that the social environment (X) can explain its influence of 61.2% on the understanding of Islam. The remaining 38.8% ( $100\% - 61.2\%$ ) were influenced by other factors that in this case were not studied.

## CONCLUSION

Based on the results of the research and understanding that has been described above, it can be concluded that the social environment has a strong relationship with students' understanding of Islam, with the form of the relationship between these two variables being positive. Which means that the higher the social environment, the higher the understanding of the Islamic religion of the students, the positive and significant influence between the social environment on the understanding of the Islamic religion of the students. This is seen from the value of R square = 0.612. Variable X affected variable Y by 61.2% while the remaining 38.8% was influenced by other factors.

## REFERENCES

- Anas Sudijono, (2001). *Pengantar Evaluasi Pendidikan* Jakarta: Raja Grafindo Persada.
- Anas Sudijono, (2005). *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persad.
- Asy'arie, Bima Fandi, et al. (2024), Analisis Kebijakan Pendidikan Agama Islam di Sekolah dan Madrasah: Dampaknya terhadap Pemahaman Agama, Nilai Moral, Psikologi dan Sosial." *JEEP-Jurnal Ilmiah Ilmu Pendidikan* 7.1.
- Duwi Priyatno, (2014). *Analisis Korelasi, Regresi dan Multivariete dengan SPSS*, Jakarta: Andi Publisher.
- Faizah, Rida. (2024), Peran Media Sosial dalam Meningkatkan Pemahaman Agama Islam di Kalangan Generasi Milenial. *Mumtaz: Jurnal Pendidikan Agama Islam* 4.1.
- Fatmawati, Anggia S.L., (2020). Pengaruh Pelaku Kewirausahaan Terhadap Kemampuan Manajerial Pada Pedagang Pakaian Pasar Pusat Pasar Medan. *Jurnal Muhammadiyah Manajemen Bisnis* 1.1.
- Fardiba J. dan Nur M., (2022). Analisis Kolerasi Pearson Dalam Menentukan Hubungan Antara Motivasi Belajar Dengan Kemandirian Belajar Pada Pembelajaran Daring. *Jurnal Sintak* 1.1
- Jafri, Jafri. (2021), Upaya Guru Pendidikan Agama Islam dalam Meningkatkan Pemahaman Keagamaan Siswa." *Al-Liqo: Jurnal Pendidikan Islam* 6.1.
- M. Iqbal Hasan, (2008). *Pokok-Pokok Materi Statistik* Jakarta: Bumi Aksara.
- Saifuddin Azwar, (1999). *Penyusunan Skala Psikologi* Yogyakarta: Pustaka Pelajar.
- Sari F., M. (2023). Analisis Kolerasi Pearson Jumlah Penduduk dengan Jumlah Kendaraan Bermotor Diprovinsi Jambi. *Jurnal Statistika Universitas Jambi* 2,1,
- Suci febriani, (2022). *Analisis Deskriptif Standar Deviasi*, Jurnal Pendidikan Tambusai 6.1.
- Sugiyono, P.D. (2018). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Syarifuddin Siregar, (2005). *Statistik Terapan Untuk Penelitian* Jakarta: Grasindo.
- Umah, Faridatul. (2019), *Pengaruh lingkungan sosial dan tingkat pendidikan orang tua terhadap hasil belajar akidah akhlak pada Siswa Kelas IV dan V MIN 1 Gresik*. DiSS. Universitas Islam Negeri Maulana Malik Ibrahim.