

Regression Analysis to Determine the Influence of the Social Environment on Student Achievement in Islamic Religious Education.

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Abstract

Although the social environment has received relatively limited empirical attention in studies on student learning outcomes in Islamic Religious Education (IRE), it plays an important role in shaping academic success and learning behavior. This study aims to examine the effect of the social environment on students' learning outcomes in IRE at SMPN 1 Tembelang. A quantitative approach with a survey design was employed, involving all students as participants through saturated sampling. Data were collected through questionnaires, direct observations, documentation, and students' report card results. The data were analyzed using descriptive statistics and simple linear regression. The findings indicate that the social environment has a positive and statistically significant effect on students' IRE learning outcomes, as shown by a significance value of 0.006, which is lower than the 0.05 significance level. These findings support the perspectives of social learning theory and ecological development theory, which emphasize the role of social interaction in facilitating the learning process. This study concludes that a supportive and conducive social environment plays an essential role in improving students' learning achievement in IRE. The findings contribute to Islamic education literature by providing empirical evidence on the importance of social-environmental factors in student learning outcomes and imply that schools should strengthen social support systems to enhance students' academic performance.

Keywords: Social Environment; Learning Outcomes; Islamic Religious Education; Student Achievement; Social Learning Theory

INTRODUCTION

The environment is considered one of the fundamental aspects of human life (Mahmud and Afiliasi, 2025). Since birth, every individual lives and develops within an environment, creating a reciprocal relationship in which humans and their surroundings continuously affect one another. This interconnection is also evident in the educational process and in children's overall development (Yani, 2021). The social environment represents an external factor that significantly contributes to students' learning processes and academic outcomes (Lazzavietamsi, 2024). In the context of Islamic Religious Education, social influences can be observed through constructive interactions among peers, teachers, and the surrounding community (Mahmud and Afiliasi, 2025). At the international level, numerous studies have shown that the quality of social relationships within schools, families, and communities plays an important role in influencing students' learning motivation, attitudes, and academic performance (Fazriah, Anggraini and Insani, 2023). A supportive social environment is capable of fostering a positive learning atmosphere that facilitates both academic and non-academic student development (Muslim, Almegi and Alfiah, 2021). In general, the educational environment can be categorized into three major elements, commonly referred to as the Three Pillars of Education: family, school, and community (Astuti and Maharani, 2024). At the national level, similar concerns are also highlighted, especially in the teaching of Islamic Religious Education (IRE), which emphasizes not only students' cognitive growth but also the development of attitudes, values, and character (Amin, El-yunusi and Darmawan, 2024). Nevertheless, empirical research specifically discussing the effect of the social environment on IRE learning outcomes at the junior high school level is still relatively scarce (Rofiuddin and Darmawan, 2024). In response to this gap, this study seeks to provide empirical evidence by investigating the contribution of the social environment to Islamic Religious Education learning outcomes through a quantitative research approach (Aisyah, 2023). From a theoretical perspective, Ki Hajar Dewantara emphasized that educational success is achieved through the collaboration of family, school, and community, a concept widely recognized as the Three Pillars of Education (Fazriah, Shafira and Insani, 2023). In addition, developmental ecology theory states that an

individual's development, including learning achievements, is greatly influenced by social interactions within their environment (Taqiyyah, Lestari and Wahyuni, 2026). Previous research has shown that the social environment influences students' motivation to learn and religious behavior; however, most of these studies have linked these factors to other variables or have not directly focused on learning outcomes in Islamic Education (Ahmad and Fahmi, 2022). Thus, there is a gap in the research regarding the empirical analysis of the direct influence of the social environment on Islamic Education learning outcomes (Permana and Ramdaniah, 2023). Research findings reveal a strong and positive correlation between peer-group bullying and learning psychology, with a correlation coefficient of 0.947, indicating that bullying within peer groups has a substantial relationship with students' psychological conditions in learning activities (Wardani, Qosim and Aliyah, 2024). This research adopts a quantitative approach by applying analytical methods to examine the relationship between variables (Wardani, Khotimah and Umardiyah, 2024). The distinctive aspect of this study lies in its specific focus on investigating the connection between the social environment and Islamic Religious Education (IRE) learning outcomes, supported by a theoretical foundation based on educational and developmental ecology (Muslim, Almegi, and Alfiah 2021). Accordingly, this study is designed to explore the extent to which the social environment affects students' learning outcomes in Islamic Religious Education at SMPN 1 Tembelang.

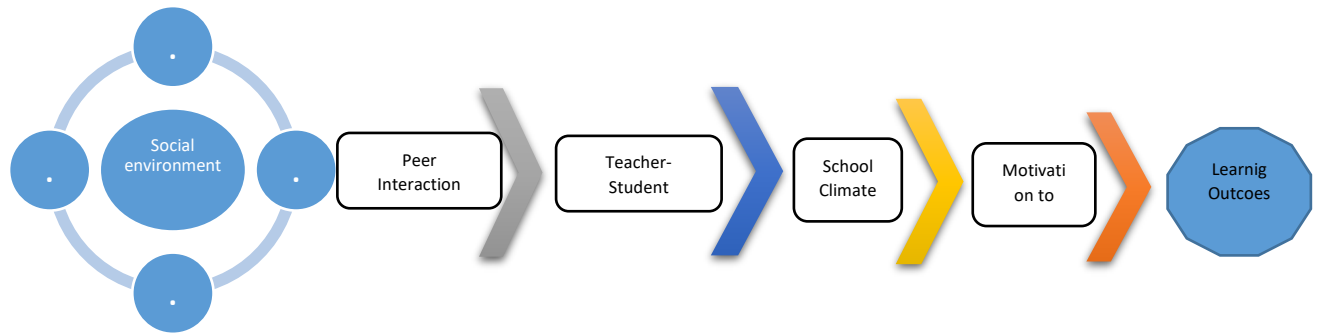
METHODS

The research method used in this study is a quantitative approach grounded in the philosophy of positivism, with the aim of analyzing the relationship between the social environment and student learning outcomes in an objective and measurable manner (Arfiani, Adi and Nadir, 2026). Quantitative methods serve to test hypotheses through numerical data analyzed using statistics (Sugiono, 2021). While Creswell explains that this approach emphasizes systematic measurement and the analysis of relationships between variables (Teimurt and Muhartono, 2024). This study employs a correlational design with simple linear regression analysis to determine the extent of the influence of the independent variable social environment on the dependent variable Islamic Education (PAI) learning outcomes. This design was chosen because it produces more structured, objective results that are comparable to previous studies, most of which used a qualitative approach. The study population consisted of all 32 students in Class VIII-F at SMPN 1 Tembelang, using a saturated sampling technique, in which the entire population served as the sample. This aligns with Sugiono

(2021). view that saturated sampling is employed when the population size is limited, allowing for a comprehensive examination of all members. Data collection was conducted using a questionnaire as the primary instrument to measure the social environment via a likert scale, observation to assess field conditions, documentation to obtain supporting data, and report card grades as an indicator of student learning outcomes. The research instruments were first validated using the product moment correlation test and reliability was assessed using Cronbach's Alpha to ensure the validity and consistency of the data. Subsequently, through several stages, namely descriptive analysis to describe the data, tests of assumptions such as normality and linearity, and simple linear regression analysis to determine the effect of variable X on variable Y. Hypothesis testing was conducted to determine the level of significance of the relationship between variables, thereby establishing whether the social environment influences students' learning outcomes in Islamic Religious Education. Consequently, this research method was systematically designed to produce data that is valid, reliable, and aligned with the research objectives.

RESULTS

The results of the descriptive analysis indicate that the daily lives of students at SMPN 1 Tembelang are at a satisfactory to good level, as evidenced by positive social interactions among students, with their peers, educators, and the school environment. Data on academic achievement, drawn from report cards for the Islamic Religious Education course, reveal variations in performance among students, although overall performance falls within the satisfactory to good category. Inferential analysis using simple linear regression indicates a positive and significant influence of the social environment on students' learning outcomes in the Islamic Religious Education subject. These findings suggest that the better the quality of the social environment, the higher the learning outcomes achieved. Empirically, this study confirms that a conducive social environment plays a crucial role in enhancing students' learning motivation and academic achievement in Islamic Religious Education.



Picture 1 The Influence of the Social Environment on Student Achievement in Islamic Education at SMPN 1 Tembelang

Picture 1 indicates that the social environment influences peer interactions, teacher–student relationships, and the school climate, all of which contribute to increased motivation to learn, thereby having a positive impact on learning outcomes in Islamic Religious Education.

Table 1. Descriptive Statistics of Social Environment Indicators

Indicators	Mean	SD
Peer Interactions	3,82	0,54
	3,95	0,48
Teacher-Student Relationships	3,76	0,57
	3,88	0,50
School Climate		
Learning Environment Support		
The Social Environment as a Whole	3,85	0,52

The data in Table 1 reveal that all indicators of students' social environment have relatively high mean values with certain standard deviations (SD). These findings indicate that students' social environment is generally good and conducive to learning Islamic Religious Education.

Table 2. Hasil Analisis Regresi Linear Sederhana

Variabel	Koefisien	t hitung	Sig.
Learning Outcomes	52,317	8,214	0,000
Social Environment	0,684	5,762	0,000

Table 2. The results of the simple linear regression analysis used to determine the effect of the social environment on learning outcomes in Islamic Religious Education. A positive regression coefficient (B) indicates that the social environment has a positive effect on student learning outcomes. A significance level of less than 0.05 ($p < 0.001$) indicates that this effect is statistically significant. The relationship between the social environment and

learning outcomes in Islamic Religious Education was analyzed using a simple linear regression equation. The regression model used in this study is expressed in the following equation::

$$Y = a + bX$$

$$Y = 52,317 + 0,684X$$

Description:

Y = Hasil belajar Pendidikan Agama Islam

X = Lingkungan sosial

a = Konstanta

b = Koefisien regresi

The equation shows that the constant value of 52.317 represents the academic achievement score when the social environment score is zero. The regression coefficient of 0.684 indicates that a one-unit increase in the social environment score will increase academic achievement in Islamic Religious Education by 0.684 units. The positive coefficient value indicates a positive correlation between the social environment and student academic achievement..

DISCUSSION

The results of the study indicate that the social environment has a positive and significant effect on students' learning outcomes in Islamic Religious Education (IRE) at SMPN 1 Tembelang. These findings address the research objective, which was to analyze the extent to which the social environment contributes to learning outcomes in IRE. A significance value of 0.006, which is smaller than 0.05, indicates that the proposed hypothesis is accepted; thus, it can be interpreted that the more conducive the students' social environment is, the better the PAI learning outcomes achieved. The social environment in question includes interactions among peers, the relationship between teachers and students, and a school environment that supports the learning process. These research results align with social learning theory, which emphasizes that the learning process occurs through social interaction and observation of the surrounding environment {Formatting Citation}. Furthermore, these findings also support Bronfenbrenner's ecological theory of development, which states that the social environment has a direct influence on individual development, including in an educational context (Aliim and Darwis, 2025). This study is

also consistent with previous research findings stating that the social environment influences students' motivation and academic achievement (Azmi, Fatmasari and Jacobs, 2024). However, unlike some previous studies that linked the social environment to variables such as motivation or religious behavior, this study specifically highlights the direct influence of the social environment on PAI learning outcomes (Masdar, 2025). The implications of these findings are both theoretical and practical. Theoretically, this study reinforces research on the role of the social environment in Islamic Education (PAI) learning and expands the application of social learning theory and developmental ecology theory within the context of religious education. Practically, the findings of this study provide recommendations to schools, teachers, and parents for creating a positive and conducive social environment to improve students' learning outcomes in Islamic Education (PAI). Nevertheless, this study has limitations, including the use of a survey design with a quantitative approach that has not been able to explore the dynamics of students' social environments in depth. Additionally, this study was conducted at only one school, so the generalizability of the results remains limited. Therefore, future research is recommended to use a qualitative or mixed-methods approach and involve a broader range of research locations.

CONCLUSION

This study concludes that the social environment has a positive and significant influence on student learning outcomes in Islamic Religious Education at SMPN 1 Jombang. A conducive social environment reflected through positive interactions with peers, good teacher-student relationships, and a supportive school climate plays a crucial role in enhancing students' learning motivation and academic achievement. These findings directly address the research objectives and confirm that external factors, particularly the social environment, are important determinants of success in Islamic Religious Education. Although this study provides empirical insights, it has limitations because it was conducted at only one school and focused on a single independent variable, thereby limiting the generalizability of the findings. Therefore, future research is recommended to involve more schools, incorporate a wider range of research variables, and employ a more comprehensive methodological approach such as a mixed-methods design to gain a deeper understanding of the factors influencing student learning outcomes.

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