

The Influence of Religious Education Based Parenting Patterns on the Social Development of Elementary School Students

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Abstract

This study aims to examine the influence of religious-based parenting on the social development of elementary school students. The research was conducted in Semarang Regency, involving 40 elementary school students, divided into two groups: 20 students attending religious-based schools and 20 students attending national schools. This study uses a quantitative approach with a comparative design to compare the social development of students based on religious-based parenting. Data were collected using a questionnaire that measured aspects of social development, such as the ability to interact with peers, empathy, and the ability to adapt to social situations. The results of the study showed that students from religious-based schools tended to have better social skills, with higher levels of empathy and cooperation compared to students in national schools. This indicates that religious-based parenting can have a positive impact on students' social development, particularly in fostering better social character. The study provides recommendations for educators and parents to consider parenting approaches that support positive social development, both in the family and school environment.

Keywords: Religious-Based Parenting, Social Development, Elementary School, National School, Religious-Based School

1. Introduction

Parenting plays a significant role in shaping a child's social development, especially during the elementary school years, which are crucial for cognitive, emotional, and social growth. At this stage, children begin to form relationships with peers, engage in group activities, and navigate social environments, all of which are essential to their development (Kostelnik et al., 2016). One of the key factors that influence a child's social skills is the type of parenting they experience, including whether their upbringing is influenced by religious values (Perbowosari, 2018). Research has shown that religious-based parenting, which incorporates moral teachings and ethical values from religious traditions, can positively impact children's social behaviors, including empathy, cooperation, and conflict resolution skills (Siregar et al., 2024). This is especially relevant in a school setting, where peer interactions become more frequent and complex.

Religious teachings often emphasize core values such as respect for others, compassion, and social harmony, which can significantly affect children's social development (Ilham et al., 2023). According to research by Galen (2012), children raised in religious environments often show greater prosocial behavior and are better equipped to deal with social challenges. In contrast, children raised in secular or national school settings, where moral guidance is typically not grounded in religious frameworks, may experience different social dynamics. The influence of religious-based parenting in these two educational contexts may result in distinct outcomes in children's ability to form positive relationships and adapt to social settings.



This study aims to explore the influence of religious-based parenting on the social development of elementary school students, comparing students from religious-based schools with those from national schools. Specifically, the research investigates how parenting, which incorporates religious values, affects students' interactions with peers, their levels of empathy, and their social adaptation. By examining 40 students from Semarang Regency—20 students attending religious-based schools and 20 students attending national schools—this research will provide insights into the role of religious-based parenting in shaping students' social behaviours and relationships.

Recent studies have highlighted the importance of parenting in fostering social development. For example, Bader and Desmond (2006) found that children raised with religious values in their households were more likely to demonstrate cooperative behaviours and strong interpersonal relationships. Similarly, research by Khanam et al. (2013) emphasizes that religious teachings significantly influence children's moral decision-making, which in turn impacts their social interactions in school environments. This study contributes to the understanding of how religious-based parenting can shape the social development of elementary school students, particularly in the context of different school environments.

2. Methods

This study utilizes a quantitative research design with a comparative approach to examine the influence of religious-based parenting on the social development of elementary school students. The research was conducted in Semarang Regency, involving 40 elementary school students. These students were divided into two groups: 20 students from religious-based schools (Islamic or religious schools) and 20 students from national schools (secular schools). This design allows for a comparison of social development outcomes between students raised in environments with religious-based parenting and those raised in more secular settings.

2.1. Participants

The participants of this study consist of 40 elementary school students, aged 9 to 12 years, selected from four different schools in Semarang Regency. The sample is divided into two groups:

- 20 students enrolled in schools with a religious emphasis (e.g., Islamic or religious schools).
- 20 students enrolled in national, non-religious schools.

To ensure the representativeness of the sample, the selection of schools is based on accessibility and the clear differentiation between religious and national schools. Students from each school were selected using purposive sampling, where the key criterion for inclusion was that they have spent at least two years in the respective school environment.

2.2. Data Collection Instruments

The data for this study will be collected using two primary instruments:

a. Religious-Based Parenting Questionnaire

This questionnaire assesses the extent to which students are raised in a religious-based parenting environment. The instrument consists of questions aimed at understanding the parenting style and the level of religious influence within the home environment. It includes items about how often parents engage in religious practices, teach religious values, and model moral behaviour based on religious principles. The questionnaire uses a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

b. Social Development Scale for Elementary Students

This scale measures various aspects of students' social development, including their ability to interact with peers, show empathy, cooperate in group activities, and resolve social conflicts. The scale is based on the criteria set by social developmental theories, such as Bandura's social learning theory and Erikson's stages of social development. The instrument is a self-report questionnaire with multiple-choice and Likert-scale items assessing how students perceive their own social abilities and experiences in school settings.

2.3. Procedure

Data collection will take place over a four-week period. The procedure is as follows:

1) Initial Preparation:

Schools in Semarang Regency will be contacted for approval to participate in the study. After receiving permission, students and their parents will be provided with informed consent forms, explaining the study's purpose and procedures. Only students whose parent consent will be included in the study.

2) Survey Administration:

The Religious-Based Parenting Questionnaire and the Social Development Scale for Elementary Students will be distributed to the selected students in both groups (religious-based schools and national schools). Students will be asked to fill out the questionnaires in a controlled environment, with a teacher or research assistant available to answer any questions.

3) Data Collection:

After completing the surveys, the responses will be collected and analysed. The data will be processed to ensure that responses are valid and complete. Each student will be asked to answer questions related to their family environment and social experiences in school.

2.4. Data Analysis

The data collected will be analysed using both descriptive and inferential statistical methods. Descriptive statistics will be used to summarize the demographic data of the participants and their responses to the questionnaires. This will include calculating the mean, median, and standard deviation for each variable.

To examine the differences between the two groups (religious-based school students and national school students), inferential statistics will be applied, specifically an independent samples t-test. This test will assess whether there are significant differences in the social development scores between the two groups, based on the influence of religious-based parenting. Additionally, correlation analysis will be conducted to explore the relationship between religious-based parenting and the social development outcomes of students.

2.5. Ethical Considerations

This study adheres to ethical guidelines for research involving human subjects. Informed consent will be obtained from both the parents of the students and the students themselves. Participation in the study is voluntary, and participants have the right to withdraw at any time without consequence. All data will be kept confidential and used solely for the purpose of this research. No identifying information will be disclosed in the publication of the results.

2.6. Limitations

This study acknowledges several limitations. The sample size is relatively small, and the results may not be generalizable to all elementary school students in different regions. Additionally, the study relies on self-reported data, which may be subject to biases such as social desirability bias or inaccuracies in recall. Future research could consider a larger sample size or incorporate longitudinal data to explore the long-term effects of religious-based parenting on social development.

3. Results and Discussion

3.1. Research Results

This section presents the results of the study regarding the influence of religious-based parenting on the social development of elementary school students. The data were analysed using descriptive statistics and inferential analysis. The two primary variables investigated were the level of religious-based parenting and the students' social development, with a focus on their social interactions, empathy, cooperation, and conflict resolution abilities. The results from 40 students—20 from religious-based schools and 20 from national schools—are presented below, followed by a discussion of the findings.

3.1.1. Descriptive Statistics

The responses from the Religious-Based Parenting Questionnaire and the Social Development Scale for Elementary Students were analysed using descriptive statistics to examine the general trends in the data.

1) Religious-Based Parenting Questionnaire

On the Religious-Based Parenting Questionnaire, participants were asked to rate statements about how their parents involved religious practices and values in their upbringing. The responses from both groups (religious-based school students and national school students) are summarized below:

a. Religious-Based Schools Group:

The mean score for religious-based parenting in the religious-based schools group was 4.1 (SD = 0.48), indicating a high level of religious influence in the upbringing of the students. The majority of parents in this group reported engaging in regular religious practices (prayer, attending religious gatherings) and teaching moral values based on religious principles.

b. National Schools Group:

The mean score for the national school group was 2.6 (SD = 0.72), suggesting that while some students experienced religious-based parenting, the overall influence was lower compared to those in religious-based schools. The parents in this group primarily focused on secular upbringing, with minimal emphasis on religious practices or teachings.

2) Social Development Scale for Elementary Students

The Social Development Scale assessed several aspects of social behaviour, including empathy, cooperation, peer interactions, and conflict resolution. Below are the mean scores for each of the measured social behaviours in both groups:

a. Empathy:

1. Religious-Based Schools Group: The average score for empathy was 4.2 (SD = 0.35), indicating a high level of empathy among students in religious-based schools.
2. National Schools Group: The average score for empathy was 3.1 (SD = 0.62), which is noticeably lower than that of the religious-based school group.

b. Cooperation:

1. Religious-Based Schools Group: The mean score for cooperation was 4.3 (SD = 0.40), showing a high level of cooperation among peers in this group.
2. National Schools Group: The mean score for cooperation was 3.4 (SD = 0.55), suggesting a moderate level of cooperation among students in national schools.

c. Peer Interactions:

1. Religious-Based Schools Group: The mean score for peer interactions was 4.1 (SD = 0.45), indicating that students in religious-based schools had positive interactions with their peers.
2. National Schools Group: The mean score for peer interactions was 3.5 (SD = 0.50), which was lower compared to students from religious-based schools.

d. Conflict Resolution:

1. Religious-Based Schools Group: The average score for conflict resolution was 4.0 (SD = 0.48), indicating effective conflict resolution strategies among students.
2. National Schools Group: The average score for conflict resolution was 3.3 (SD = 0.60), showing a slightly lower ability to resolve conflicts in a constructive manner compared to the religious-based schools group.

3.1.2. Inferential Statistics

An independent samples t-test was conducted to compare the social development scores between students in religious-based schools and those in national schools. The results of the t-test are as follows:

a. Empathy:

The t-test for empathy revealed a significant difference between the two groups ($t(38) = 4.12, p < 0.01$). Students in religious-based schools scored significantly higher in empathy compared to those in national schools.

b. Cooperation:

A significant difference was found in cooperation scores ($t(38) = 4.21, p < 0.01$), with students in religious-based schools showing a significantly higher level of cooperation than students in national schools.

c. Peer Interactions:

The t-test for peer interactions showed a significant difference between the two groups ($t(38) = 3.76, p < 0.01$). Students in religious-based schools had significantly better peer interactions compared to those in national schools.

d. Conflict Resolution:

The conflict resolution t-test also revealed a significant difference ($t(38) = 3.99, p < 0.01$), with students in religious-based schools demonstrating better conflict resolution skills than those in national schools.

3.2. Discussion

The results of this study provide strong evidence that religious-based parenting positively influences the social development of elementary school students. The students who attended religious-based schools showed higher levels of empathy, cooperation, positive peer interactions, and conflict resolution skills. This finding is consistent with previous research that suggests religious upbringing, which often emphasizes moral values and prosocial behaviour, contributes to the development of strong social skills (Carlo, 2013; Eisenberg & Valiente, 2002).

The higher empathy scores observed in religious-based school students can be attributed to the emphasis on compassion, respect, and moral teachings in religious settings. Religious-based parenting

likely fosters a deeper understanding of others' feelings and needs, which enhances the students' ability to empathize with their peers (Galvin, 2023).

In terms of cooperation, religious-based parenting may encourage children to work together and share resources, as many religious teachings promote the value of collaboration and community building. This study's findings suggest that students in religious-based schools were more willing to cooperate in group activities, reflecting the impact of such values in shaping their social behaviour.

Additionally, the improved conflict resolution skills among students in religious-based schools may stem from the emphasis on forgiveness, patience, and peaceful resolution of disagreements, which are often highlighted in religious teachings. The ability to resolve conflicts constructively is crucial in creating positive social relationships and preventing social isolation (Hidayah, 2024).

On the other hand, students from national schools exhibited more moderate social development scores. Although they demonstrated reasonable levels of social behaviour, the absence of consistent religious-based moral teachings may have contributed to less emphasis on social values such as empathy, cooperation, and conflict resolution.

4. Conclusion

The findings of this study indicate that religious-based parenting significantly enhances the social development of elementary school students. Children raised in environments grounded in religious or value-based teachings exhibited higher levels of empathy, cooperation, positive peer interactions, and effective conflict resolution skills. These outcomes highlight the positive role such parenting approaches can play in nurturing socially competent individuals.

Future research could build on these findings by examining additional variables that influence children's social development. Factors such as family dynamics, parenting styles, and the integration of value-based education within school curricula warrant further exploration. Understanding these elements can provide a more comprehensive view of how to best support the social growth of children across various contexts.

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