

Analysis of The Role of The Family in Forming Students' Islamic Concept at Tekad Mulia Elementary School in Deli Serdang Regency

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Abstract

Islamic education plays a fundamental role in shaping the whole person, namely a person who is balanced in spiritual, intellectual, moral, and social aspects. The formation of students' religious character is one of the important goals of education, particularly in developing a generation that is not only intellectually intelligent but also possesses moral and spiritual integrity. The research design in a research journal is a structured plan used by researchers to conduct research, which includes methods for data collection, analysis, and interpretation of results. The research design ensures that the research is directed, systematic, and effective in answering the research questions. This study is a field research approach. Research findings: Families play a significant role in shaping students' Islamic faith through education, role models, supervision, and motivation. The main factors influencing the success of the family's role are the parents' religious educational background, economic conditions, and social environment. A positive family role has a significant impact on students' religious behavior, both in terms of religious discipline, morals, and social awareness at school.

Keywords: Family Role, Student Islam, Elementary School.

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Introduction

Education plays a crucial role in shaping a child's character. Many factors influence how education shapes a child's character. Of these factors, the family environment is the most crucial. The family is the first environment a person experiences, where they interact with family members from birth until death (Putri, 2021).

Islamic religious education at the elementary school level plays a crucial role in shaping children's character and moral values. Students' moral values are one of the things that must be achieved through the teaching and learning process at school. In some teaching methods in Indonesia, moral values are considered a crucial component of successful learning. In this context, the role of parents is crucial in supporting Islamic religious learning for elementary school children. Furthermore, the challenges facing modern society are increasingly complex, so approaches to education are not limited to formal methods in schools alone, but also place the family as the primary educational institution with a vital role in shaping children's Islamic foundation (Khoirun Nisa, 2022).

Character issues are a constant concern for every nation. If a nation's character values decline, ongoing problems will arise, as this can slow down the nation's development. Because character is the foundation of progress and the foundation of a nation, we need to participate in shaping good character so that the next generation will have high morals (Muna, 2024).

Islamic education plays a crucial role in shaping a complete human being, one who is balanced in spiritual, intellectual, moral, and social aspects. In Islam, the learning process takes place not only in formal settings such as schools or madrasas, but also in informal and non-formal settings, such as the family and community. The family serves as the primary setting where children learn Islamic values, while the social environment serves to reinforce and gradually shape these values within an individual (Yohana et al., 2025).

Shaping students' religious attitudes is a crucial goal in education, particularly in fostering a generation that is not only intellectually intelligent but also possesses good morals and a sound soul. In this regard, the role of the family is crucial, as it is the primary and primary environment influencing a child's personality development. The family is not only a place to live, but also a center for learning values and rules of life, including religious ones. A religious character formed from childhood through a positive family environment will provide a strong foundation for children to face various obstacles in life and maintain their moral integrity amidst changing times (Nurdin, 2023).

Today, many people still don't understand the importance of the family's role in shaping a child's character. This phenomenon can be seen in changing family values and norms. Many parents tend to be apathetic about their children's development. For example, they are too busy with work to even pay attention to their development. Parents often think that earning money and using it to meet their children's needs is enough. In fact, children need more than just physical needs met; they also need affection through psychological support (Putri, 2021).

The family is the first place for children to learn Islamic values before they enter formal education. Therefore, the family's role in Islamic education extends beyond religious instruction to helping shape a child's character, discipline, and morals. Parents who consistently teach Islamic values in their daily lives will significantly influence their child's personality development. Through Islamic education at home, children can learn the importance of honesty, responsibility, compassion, and how to interact with others according to Islamic teachings (Arrumi et al., 2024).

Therefore, parents are the primary guides and play a crucial role in the development of their children's personalities. The future success or failure of a child's personality is largely determined by the education and guidance they receive from their parents, as it is within the family that children first receive their education before receiving any other forms of education (Fatmawati, 2016).

Children are a gift from Allah SWT to parents to be cared for, raised and educated in the best way (Najwansyah et al., 2024). In the Islamic view, parents have the main role and duty in fostering their children's education so that they grow into the best possible human beings. In general, Allah SWT confirms in the Koran, Al-Tahrim verse 6, which means: O you who believe, protect yourselves and your families from the fire of hell whose fuel is people and stones; the guardians are angels who are rough, tough, and do not disobey Allah in what He commands them and always do what they are commanded.

Islamic character includes various things such as good attitude, honesty, a sense of responsibility, and perseverance in carrying out Islamic teachings. The family is the smallest unit in Muslim society which is considered the first and main place for children to receive influence in shaping their character. Therefore, understanding the role of the family in this process is very important so that Islamic values can be implemented naturally in children's daily lives (Kusumarini et al., 2024).

Global changes have impacted various aspects, including levels of faith and religious awareness, and they appear to be increasingly felt in society. However, it's not entirely accurate to say that science and technology will become the mainstay of the overall change process. This requires careful and thoughtful handling. Awareness of interaction and communication in this context relates to sources of information and the fulfillment of needs within the family. Interaction and communication are closely related to the network system in social life, as the family is the smallest unit in society. The family serves as a medium for realizing community well-being through communication and social interaction. The natural processes of interaction and communication support the achievement of well-being within the family unit (Sulastri, 2024).

Islamic religious education is not merely a method of teaching, but also an activity that helps develop critical awareness, maturity, and independence. A person's choice and understanding of Islamic values are often influenced by the circumstances of their family and surrounding community. The process of imparting these values is crucial in instilling them in a person. The instillation of Islamic educational values can begin within the family, as the family serves as the initial foundation for a child before entering school and society. Islam emphasizes that family education is the first and most important form of education, playing a significant role in a person's physical and spiritual growth (Sulastri, 2024).

Although Islamic religious education is taught in schools, the formation of students' Islamic faith still relies heavily on the role of the family. However, the reality is that not all families are able to optimally carry out the function of Islamic education. Some families are less consistent in instilling Islamic values, such as worship, morals, and religious habits at home. This situation raises questions about the extent to which the family's role influences the formation of students' Islamic faith at Tekad Mulia Elementary School in Deli Serdang Regency.

Literature Review

2.1 Definition of Family

A family is an institution formed through the bonds of marriage. Within it, a husband and wife live together legally because they are married. A family can be understood from two dimensions: blood relations and social relations. From a blood-related perspective, a family is a unit bound by blood ties between one person and another. Based on this dimension, families can be divided into nuclear families and extended families. Meanwhile, from a social perspective, a family is a unit bound by relationships, interactions, and influences between one person and another, even if they are not related by blood (Fauzi, 2021).

Psychologically, a family is a group of people living together in one home, and each member feels spiritually connected, influencing, caring for, and respecting one another.

Educationally, a family is a living relationship forged through feelings of affection between two married parents, with the goal of complementing each other. Within this family, each person has a role, duties, responsibilities, rights, and obligations that must be fulfilled (Yohana et al., 2025).

According to researchers, a family is a group of people who are related by blood and live together, each of whom has their own roles and responsibilities which must be carried out in order to achieve Allah's pleasure.

2.2 Roles in the Family

The roles in an ideal family generally consist of father, mother and child, roles from the smallest scope in the family. In general, it is explained as follows (Yohana et al., 2025):

a. Father

A father is a man who marries a woman and has children. A family in Islam is formed through a sacred relationship between a man and a woman, through a lawful marriage that fulfills the pillars and conditions necessary for a valid marriage. Husband and wife are the most important members of a family. The father, as head of the family, plays the role of leader within the family.

b. Mother

A mother is a woman who marries a man and has children. The mother serves as the primary educator in the family. Children learn first from their mothers. Both fathers and mothers care for and raise their children together. A wife's role in the family is not only as a mother to her children but also as a partner to her husband.

c. Children

Children are the offspring of both father and mother. A child is born after the mother's egg is fertilized by the father's sperm, and the mother carries the egg for approximately nine months. According to the Indonesian Ministry of Health, children are divided into three categories: toddlers, children, and adolescents (Yohana et al., 2025).

- 1) Toddlers aged 0-5 years: During this period, children are still in their early stages, therefore, education provided consists of an introduction to their surroundings.
- 2) Children aged 5-11 years: At this age, children are undergoing basic education, such as 12 years of compulsory education, religious fundamentals, Islamic jurisprudence (fiqh), faith (aqidah), and morals.
- 3) Adolescents aged 12-25: During this period, education is provided to transform the mindset of children into adulthood.
- 4) Religious education is provided with a more rigorous content, such as discipline in performing worship and other matters.

2.3 Family functions

Living as a married couple cannot be done carelessly. However, unfortunately, in some cases, some parents still marry off their children at an inappropriate age. For example, in traditional societies, this still occurs. This is despite the fact that the child is not yet physically and mentally ready. While marriage is legitimately expressed through religious teachings, it is not the primary goal. A more noble goal is to form a family that is physically and spiritually prosperous. Building a quality family cannot be separated from the efforts of all family members to develop the family so that it can achieve good quality, namely by achieving independence and family resilience (Nurdin, 2023).

Meanwhile, developing a quality family aims to enable the family to fulfill its spiritual and material needs, so that it can carry out family functions optimally.

2.4 Islamic Religious Education

Islamic Religious Education is a conscious and planned effort to help students believe in, understand, and apply Islamic teachings through various activities such as guidance, teaching, and training. Law Number 20 of 2003 concerning the National Education System, Chapter I, paragraph (1), states that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, including spiritual and religious strength, self-control, personality, intelligence, good morals, and the skills necessary for themselves, society, the nation, and the state (Nurdin, 2023).

From these activities, it can be concluded that Islamic religious education aims to enhance students' faith, understanding, appreciation, and practice of Islamic teachings. Furthermore, these activities also aim to foster social piety. In other words, this personal piety is expected to manifest in daily relationships with others, both those of the same faith and those not, as well as within the nation and state. This aims to achieve national unity.

2.5 Principles of Islamic Religious Education Learning

According to Bruce Willermark and Islind, as reported by Wina Sanjaya, there are three main principles applied in the learning process, as stated by Hadi (2020):

- a. First, the learning process is about creating an environment that can shape or change students' thinking. The goal of this environmental arrangement is to provide learning experiences that provide practice in using facts.
- b. Second, it relates to the types of knowledge that need to be learned. There are three types of knowledge, each requiring a different learning situation. These types of knowledge are physical knowledge, social knowledge, and logical knowledge. Physical knowledge is knowledge about the physical properties of an object or event, such as shape, size, weight, and how these objects interact with each other. Physical knowledge is acquired through direct experience with the senses. For example, a child might hold silk, which feels soft, or metal, which feels hard, and so on. From these direct actions, the child develops a structured way of thinking about silk and metal.
- c. Third, learning must involve the role of the social environment. Children will more easily learn logical and social knowledge from their peers. By interacting and having social relationships, children will learn more effectively than if they study alone and away from social connections. Therefore, through social relationships, children interact and communicate, gain experience, and various other things that enable them to develop naturally

Research Methodology

This research was conducted at Tekad Mulia Elementary School in Deli Serdang Regency, located at Jl. Kompos No. 134, Puji Mulyo, Sunggal District, Deli Serdang Regency, North Sumatra.

The research design, as described in the research journal, is a structured plan used by researchers to conduct the research, including data collection methods, analysis, and interpretation of results. The research design ensures that the research is directed, systematic, and effective in answering the research questions. This study was a field research approach.

Data collection in this study was obtained from observations, interviews, and documentation obtained directly from teachers at Tekad Mulia Elementary School in Deli Serdang Regency. Data analysis in this study used descriptive analysis.

Results

4.1 Overview of the Research Location

Tekad Mulia Elementary School is a private elementary school located in Deli Serdang Regency. Its vision is to develop students who are faithful, pious, and have good morals, and are passionate about learning. The school has 160 students and 12 teachers. Most of the students come from Muslim families with lower-middle socioeconomic backgrounds.

1. The Role of the Family in Shaping Students' Islam

Based on the results of interviews, observations and distribution of questionnaires to parents and teachers, several forms of family roles in shaping students' Islam were obtained, namely:

a. Educational role (religious education at home)

Most parents teach their children to recite daily prayers, recite the Quran, and introduce Islamic values such as honesty, discipline, and responsibility. The questionnaire results showed that 78% of respondents stated that they regularly guide their children in reciting the Quran at home at least three times a week.

b. Role of role models (uswah hasanah)

Parents are the primary role models for their children in carrying out religious duties and behaving in an Islamic manner. Children imitate their parents' religious behavior, such as praying on time and speaking politely. Teachers stated that students from families with strong role models demonstrate more polite and disciplined morals at school.

c. Supervisory role (behavioral control)

Families play a role in monitoring children's activities, especially regarding gadget use and social interactions. Approximately 65% of parents set time limits on cell phone use and ensure that the content their children access aligns with Islamic values.

d. The role of support (motivation and rewards)

Some parents offer praise or simple rewards when their children demonstrate Islamic behavior, such as praying regularly or being honest. This strengthens the child's motivation to apply Islamic values in their daily lives.

2. Factors Influencing the Role of the Family

The results of the analysis show several factors that influence the role of the family in shaping students' Islam, including:

a. Parental educational background: Parents with good religious knowledge tend to be more active in instilling Islamic values.

b. Family economic situation: Families with stable economic conditions are better able to provide religious education resources such as Islamic books, the Quran, and adequate study time.

c. Social environment: A religious community environment supports the formation of a child's Islamic character.

d. Family discipline and communication: A harmonious relationship between parents and children strengthens the internalization of Islamic values.

3. The Impact of the Family's Role on Students' Islam

From the results of observations and teacher assessments, it can be seen that students who receive a lot of attention from their families have:

a. High levels of religious discipline (e.g., not missing the Dhuhr prayer in congregation at school).

b. Good manners and honesty in interacting with friends and teachers.

c. High levels of social awareness, such as helping friends and keeping the school clean. In contrast, students with low family involvement tend to be less disciplined and have weak religious motivation.

4.2 Discussion

The results of this study indicate that families play a primary role in shaping the Islamic faith of students at Tekad Mulia Elementary School. This role encompasses aspects of education, role modeling, supervision, and motivation. This finding aligns with Islamic educational theory, which states that the family is a child's first madrasah.

Consistent implementation of Islamic values at home will positively impact children's religious behavior at school. When Islamic values are instilled from an early age through role modeling and habituation, students more easily apply them in their daily lives.

Conclusion

1. Families play a significant role in shaping students' Islamic beliefs through education, role models, supervision, and motivation.
2. The main factors influencing the success of the family's role are the parents' religious educational background, economic conditions, and social environment.
3. A positive family role has a significant impact on students' religious behavior, including religious discipline, morals, and social awareness at school.

Suggestion

1. For Schools: Schools are expected to forge closer collaboration with parents in shaping their children's Islamic character. Programs such as Islamic parenting, family religious activities, and regular communication between teachers and parents can strengthen the Islamic values instilled in schools.
2. For Parents or Families: Families, as the primary and primary environment for children's education, are expected to be more active in instilling Islamic values in daily life, such as practicing congregational prayer, reading the Quran, being honest, disciplined, and respecting others. Consistent practice at home will strengthen the Islamic education received at school.
3. For Students: Students are expected to practice the Islamic values taught by their families and teachers, both at home and at school, thereby developing individuals with faith, noble morals, and the responsibilities of true Muslims.
4. For Future Researchers: This research can be expanded by examining other factors influencing the formation of students' Islamic beliefs, such as the role of society, peer groups, or social media. Furthermore, a quantitative or mixed methods approach is recommended to strengthen the data and broaden the research findings.
5. For the Government or Educational Institutions: Local governments and Islamic educational institutions are expected to support Islamic family development programs through outreach, Islamic parenting training, and socio-religious activities that can strengthen the relationship between schools, families, and the community

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