

Parents' Perception of Islamic Religious Education and Its Impact on Child Psychology: A Case Study in SD Negeri 1 Perian

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Abstract: This study aims to explore parents' perceptions of religious education and its impact on children's psychology. The research employs a qualitative case-study design. Data collection techniques included interviews, observations, and documentation. The data analysis process involved interview transcription. The findings indicate that some parents perceive IRE as playing a highly significant role in life because it provides direction and guidance. However, several factors may influence the implementation of IRE for children, as expressed by parents, including educational background, economic conditions, environment, and peer associations. Furthermore, regarding the impact of IRE on children's psychology, parents believe that religious education significantly affects not only individual life but also family life, neighbourhood relations, and civic life in general.

Abstrak: Penelitian ini bertujuan untuk menggali bagaimana persepsi orang tua tentang pendidikan agama dan dampaknya pada psikologi anak. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Analisis data pada penelitian ini meliputi transkripsi wawancara. Adapun hasil penelitian menunjukkan ada orang tua yang memiliki persepsi bahwa pendidikan agama Islam memiliki peran yang sangat penting dalam kehidupan karena mampu membuatnya terarah. Namun, ada juga beberapa hal yang dapat memengaruhi terlaksananya Pendidikan Agama Islam pada anak, seperti yang diungkapkan oleh beberapa orang tua, yaitu tingkat pendidikan, ekonomi, lingkungan, dan pergaulan. Selanjutnya, mengenai dampak Pendidikan Agama Islam terhadap psikologi anak, orang tua menganggap bahwa pendidikan agama juga sangat berpengaruh terhadap kehidupan individu saja, akan tetapi berpengaruh juga dalam kehidupan keluarga, bertetangga dan bernegara secara umum.



INTRODUCTION

Religious education plays an important role in the formation of children's character and morals. In the context of education in Indonesia, religious education is not only part of the curriculum but also integral to people's daily lives. In (Puteri & Rahimah, 2024) explained that the function of religious education, especially Islamic Religious Education (IRE) is to form Indonesian people who believe and fear God Almighty, have noble character and are able to maintain peace and harmony of inter and inter-religious relations.

Amirulloh Syarbini, as cited by Nafaidatus Sholihah, explains that the family is the smallest social unit that plays a significant role in shaping the character of a nation. The family forms an individual's character and influences the surrounding environment. If the character is good, it will positively influence the environment. Conversely, if the character is not good, it will have a broad impact on the environment. Ultimately, it may even evolve into the character of the nation itself (Sholihah & Wahyudi, 2020).

Parents' perceptions of religious education can affect the way they educate their children (Mustaqim, 2023). Parents who have a strong understanding of the importance of religious education tend to be more active in teaching religious values to their children. This is in line with research conducted by Janah, which shows that parental involvement in religious education contributes to the better psychological development of children (Janah et al., 2025).

Child psychology is strongly influenced by the family environment, including the values taught by parents (Arsini et al., 2023). Children who are raised in an environment that supports religious values tend to have better mental health. As explained in Puteri, religious values often offer moral guidance, a sense of hope, and effective coping mechanisms in dealing with life's pressures (Puteri & Rahimah, 2024). A study concluded that the application of Islamic values in everyday life is able to improve the psychological well-being of a person (Maghfiroh et al., 2024). Therefore, it is important to understand how parents' perception of religious education can have an impact on a child's psychology.

In Indonesia, there are various cultural and religious backgrounds that influence parents' perceptions of religious education. Research shows that local cultural and traditional factors can influence the way parents educate their children in terms of religion (Yatni et al., 2025). Therefore, it is important to conduct research that accounts for diverse social and cultural contexts.

The impact of religious education on child psychology also needs to be considered. because a good education can help children develop self-confidence and good social skills (Halima et al., 2023). Conversely, a lack of religious education can cause children to experience identity confusion and other psychological problems. Therefore, this study aims to explore the relationship between parents' perception of religious education and its impact on children's psychology (Nurhaliza, 2024).

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One important aspect that needs to be investigated is how parents define religious education. Do they see it as an obligation or as a means to shape the character of the child? Research shows that religious education in the family plays a very large role in the formation of personality, especially for children, because it is in the family environment that children first receive education that can affect the child's further development (Melinda, t.t.).

In addition, it is important to understand the challenges that parents face in educating their children about religion. In Muzakir, how many problems are often faced, such as a lack of knowledge of parents about religious teachings, diverse social environments, and various busyness that make parents have less time in educating their children (Az-Zahra, 2023).

This study aims to explore parents' perceptions of religious education and its impact on children's psychology. By understanding parents' perspectives, it is hoped that more effective strategies can be found to support religious education in the family environment.

This research is expected to contribute to the development of better religious education in Indonesia. In addition, the results of this study are expected to serve as a reference for educators and policymakers in formulating more relevant and effective educational programs.

METHOD

The location of the research is in SD Negeri 1 Perian Kecamatan Montong Gading Lombok Timur. In this study, researchers will use a qualitative approach that aims to explore the perception of parents towards religious education and its impact on child psychology. The qualitative approach was chosen because it allows the researcher to understand the experiences, views, and meanings given by parents in the context of religious education. Participants in the study were parents of students who attended secondary and undergraduate school. The criteria for the selection of participants include: parents who have children who attend religious education at school. Parents who are willing to participate in the interview. Diverse social and cultural backgrounds to gain a broader perspective.

The Data collection technique uses interviews with parents to explore their views on religious education and its impact on child psychology. This interview will be recorded, and its transcript will be analysed. Observations: Researchers conducted observations in the school and home environment to understand the interaction between parents and children in the context of religious education. Documentation: a collection of documents related to religious education, such as curricula and teaching materials, to provide additional context. Data analysis the analysis process includes: interview transcription. Grouping themes by categories relevant to the purpose of the study (Puteri & Rahimah, 2024).

RESULT AND DISCUSSION

Result

Perception of parents about the importance of IRE for children in SDN 1 Perian

Related to the data obtained by researchers during the collection of research data by interviewing some parents about how they think about IRE for their children are as follows, according to the interview:

Islamic Religious Education is important for our family because it can be a provision in living life, so that it becomes directed. Furthermore, IRE is also very important to teach children because it is expected to form the character of Islamic children so that later children can grow into good and pious individuals (Rifai, 2025).

Added, with the results of interviews conducted by researchers with Fithri, stated that:

I think Islamic Religious Education is very important for families and children, especially when they are young, because Islamic Religious Education will lead us to a better life. If a person considers that IRE is not important, then his life is difficult because it is far from IRE (Fithri, 2025).

In addition, some parents consider IRE not too important for their children. As the interview data obtained by researchers to Jailani, explained that:

Islamic Religious Education is not a priority in my family's life because in my family, there is no high education, coupled with the economic condition of the family that does not allow to provide the best education for our children, such as entering their boarding schools to study IRE in depth. That is why we prefer to teach our children how to work rather than learning IRE, disislain. We also do not allow them to teach Islamic education independently (Jailani, 2025).

Then the same thing was revealed by *wali murid* when interviewed by researchers, saying that why we do not encourage children to learn IRE by entering them into the cottage is because the economic condition of our family is not possible so that children who are at the age of learning more we teach to work so that in the future they can live independently without always depending on their parents.

Furthermore, the results of an interview with Sumiati stating that:

We feel that Islamic Education is not important for our children. Because they are already difficult to be directed other than that they do not want to continue their Education to study Islamic Religious Education in the cottage this happens because it is influenced by friends who his age prefer to go to public school and some prefer to migrate (Sumiati, 2025).

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Referring to the data that have been obtained by researchers during research on the perception of parents towards IRE and its impact on children's psychology. Researchers found that there are several perceptions of parents including: There is a perception that parents meanggap that religious education is very important because it gives a positive impact on the psychology of children and parents who understand IRE is not too important and consider that religious education does not really have any influence on the psychology of their children.

Based on the results of an interview with one of the parents stated that:

As a parent, I really appreciate our children who want to learn IRE because it has a positive impact on the psychology of our children. In addition, in our opinion, Islamic Religious Education is very important and is needed to achieve happiness in this world and in the hereafter (Miftah, 2025).

Then added again, as teachers and parents at the school stated that:

I, as an educator as well as the parent of one of the students here, view IRE as an important role in life. Especially now that we are in the era of all-around technology today, a spiritual crisis in someone cannot be answered by technology, even though it is sophisticated. So the IRE given to our children is expected to be a provision in living life in this modern era, as well as directing our children to be good people and have a calm soul and not easily shaken, even though they are attacked by the development of technology and media today (Rifai, 2025).

Furthermore, reinforced by the results of an interview with AS, who is also one of the teachers in one of the schools and is one of the parents of one of the students there said that IRE is one of the very important subjects for our children to learn. Because IRE is an important education, it can provide benefits not only for life in this world but also for the hereafter, which is different from other general education. Related to how the impact of IRE on psychology in this case not only affects the lives of individuals, but also affects the lives of families, neighbors and the state in general. Continued again with the results of the researcher's interview with Fithri who is a teacher and parent, stated that "Our hope as parents to our children, certainly want our children to obtain a higher education as well as mastering IRE. So that later they have a better future and are able to live this life according to Islamic teachings" (Fithri, 2025).

Then, from the data of interviews conducted by researchers with parents about their perception of IRE and its impact on children's psychology, it turns out there is still a perception that they consider IRE is not too important for their children's psychology because there is no relationship between the two. This is as explained by several sources who have been interviewed by researchers as well as the results of interview:

According to me, IRE is important to be studied as a provision for life, but if asked how the impact on someone's psychology. The education of the Islamic religion is of little importance for the psychology of a person. For example, many do not have

a high understanding of IRE but their lives are still happy (Sari, 2025).

Then from the interviews that researchers did to Fahmi, stating that:

I think it is true for others that IRE is a very important education for their children and according to them IRE has an influence on the child's psychology. But for me personally, general education is something that needs to be the main priority for our children so that in the future our children can work and can live independently and be happy in life (Fahmi, 2025).

Furthermore, from the results of a joint interview added by parents and also a teacher PAI stated that:

In my opinion, many parents are still not paying attention to the understanding of IRE in their family life. This can be proven when teachers give assignments or homework related to religion there are some parents who never want to help complete or guide their children to complete the religious task. They consider that children's understanding of IRE is not too important and has no influence on the child's psychology. Whereas basically IRE has a very important role for life and has a very significant impact on psychology, for example, peace of mind can be obtained through carrying out Islamic teachings such as doing prayers 5 times, fasting, remembrance and hope can be obtained through praying, whereby praying to Allah SWT there is hope our prayers can be granted (Yulia, 2025).

Discussion

The Importance of Islamic Education for Children

From the exposure to the results of research conducted by researchers, we can understand that there are some parents' perceptions of IRE for children. There are parents who have the perception that IRE is important in life because it is able to make it directed. This is explained in (Dodi Irawan & Anisa Dafa Mutmainah, 2022) The teachings of the Islamic religion should serve as a fortress and the basis for shaping behaviour and knowledge, so that students can develop themselves in accordance with the path of Islam. meanwhile, according to Hashim's thought quoted by (Sikana et al., 2025). Islamic education focuses on the purpose of man being realised: to continue benefiting others and to fear the creator. As explained in Ramdan there are three main components of religious motivation, namely: moving, so that someone tends to act in a certain way. Direction, setting the target. Prop used to maintain behaviour.

Thus, IRE forms the character of Islamic children so that later they can grow up to be good and pious individuals (Somad, 2021). In this technological era, IRE is very important for children to sustain their behaviour so that it becomes controlled (Priyanto, 2020) But there are also some things that can affect the implementation of IRE in children, as expressed by some parents (Lubis. R, 2019).

The Impact of IRE on Child Psychology

The exposure of the above results has a parent's perception of IRE and the impact on the child's psychology. This is in line with research conducted by Prabowo & Laksmiwati, showing that gratitude has a close relationship with individual happiness, which shows that the more a person is grateful, the higher the level of happiness. That IRE is very important and is needed to achieve happiness in the world and in the hereafter because religious education can be a means to overcome a sense of procrastination (Hilmi et al., 2025). IRE plays an important role in children's physical development because it can help overcome procrastination.

IRE can also be a provision for living in this modern era, as well as directing our children to be good people with a calm soul, not easily shaken. Even though they are attacked by the development of technology and media today, they still hold fast to the teachings of Islam. This is in line with one of religion's functions: providing a sense of security; religious education can create a sense of calm and security. On the other hand, religious education is also very influential not only on the lives of individuals, but also in the lives of families, neighbors and the state in general because religion has the function of social control and fostering a sense of solidarity (Hilmi et al., 2025).

CONCLUSION

In accordance with the results of research obtained or the description of ideas in the Chapter results and discussion. It can be concluded that there are parents who have the perception that IRE is important in life because it is able to make it directed. But there are also some things that can affect the implementation of IRE in children, as expressed by some parents, namely the level of education, economy, environment and association. Furthermore, regarding the impact of IRE on the Psychology of children, parents consider that religious education is also very influential not only on individual lives, but also on the influence of family life, neighbors and the state in general.

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