

The Impact of Peer Behavior on Islamic Religious Education Achievement

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Abstract

Teachers' learning management skills and Peer behavior are considered crucial factors influencing student outcomes in Islamic Religious Education (PAI). Understanding their impacts can guide improvements in educational practices. This study investigates the effects of PAI teachers' learning management skills and peer behavior on students' PAI learning achievement at SMP PGRI 396 Kelapa Dua. The research examines whether these factors significantly influence students' academic performance in Islamic Education. This quantitative study utilizes a descriptive methodology, focusing on a sample of students from a total population. Data were collected through structured questionnaires and analyzed using SPSS. The study assessed teachers' learning management skills and peer behavior, examining their relationship with PAI achievement. Statistical analyses, including correlation tests, were conducted to evaluate significance. The findings reveal a significant relationship between peer behavior and PAI achievement, with a significance value indicating a correlation coefficient that explains a portion of the variance in PAI achievement. In contrast, PAI teachers' learning management skills did not show a significant impact. The results suggest that while peer behavior plays a role in influencing PAI learning outcomes, other factors may contribute more significantly, warranting further investigation into additional variables.

Abstrak

Kemampuan pengelolaan pembelajaran guru dan perilaku teman sebaya dianggap sebagai faktor penting yang mempengaruhi hasil belajar siswa dalam Pendidikan Agama Islam (PAI). Memahami dampaknya dapat membantu meningkatkan praktik pendidikan. Penelitian ini mengkaji pengaruh kemampuan pengelolaan pembelajaran guru PAI dan perilaku teman sebaya terhadap prestasi belajar PAI siswa di SMP PGRI 396 Kelapa Dua. Penelitian ini meneliti apakah faktor-faktor tersebut berpengaruh signifikan terhadap kinerja akademik siswa dalam pendidikan Islam. Penelitian kuantitatif ini menggunakan metodologi deskriptif, dengan fokus pada sampel siswa dari total populasi. Data dikumpulkan melalui kuesioner

terstruktur dan dianalisis menggunakan SPSS. Penelitian ini menilai kemampuan pengelolaan pembelajaran guru dan perilaku teman sebaya, serta mengkaji hubungannya dengan prestasi PAI. Analisis statistik, termasuk uji korelasi, dilakukan untuk mengevaluasi signifikansi. Temuan menunjukkan adanya hubungan signifikan antara perilaku teman sebaya dan prestasi PAI, dengan nilai signifikansi yang menunjukkan koefisien korelasi yang menjelaskan sebagian varians dalam prestasi PAI. Sebaliknya, kemampuan pengelolaan pembelajaran guru PAI tidak menunjukkan dampak signifikan. Hasilnya menunjukkan bahwa meskipun perilaku teman sebaya berperan dalam mempengaruhi hasil belajar PAI, faktor lain mungkin berkontribusi lebih signifikan, sehingga diperlukan penelitian lebih lanjut terkait variabel tambahan lainnya.

Keywords: PAI achievement, peer behavior, teacher's learning management skills, student performance

Introduction

Education is a crucial aspect of human life (Žalėnienė & Pereira, 2021). According to Law No. 2 of 1999 on the National Education System, and further clarified in Law No. 20 of 2003 on the National Education System, specifically in Article 34, every citizen aged 6 years old is entitled to participate in compulsory education programs (Pelawi & Is, 2021; Reksiana & Adlia, 2022). The government and local governments are responsible for ensuring that compulsory education, at least at the basic education level, is provided free of charge (Nurislamia et al., 2024). Additionally, compulsory education is the responsibility of the state, implemented by educational institutions, the government, local governments, and the community (Nurislamia et al., 2022; Solihah et al., 2024).

Education is a system comprising many components that interact, collaborate, and depend on each other to achieve educational goals (Penuel et al., 2020). Therefore, education encompasses not only general education, which focuses solely on IQ (Intelligence Quotient) but also aims to enhance EQ (Emotional Quotient) and SQ (Spiritual Quotient) through Islamic education (PAI) (Fajrussalam et al., 2020; Juwairiyah et al., 2023; Sutarman et al., 2020). Islamic education, like other educational aspects, addresses three domains: cognitive, affective, and psychomotor (Wijaya et al., 2023). In the context of PAI, teaching Islam involves more than imparting religious knowledge; it is primarily about instilling obedience and adherence to worship and behavior according to religious norms (Khadijah & Umam, 2023).

The concept of education, according to the mentioned laws, indicates that learning processes and outcomes must be balanced. The success of the learning process is influenced by various factors, including teaching methods, curriculum, teaching materials, teacher-student relationships, and peer interactions (Nurislamiah et al., 2022, 2024). Research indicates that, besides family involvement, peers significantly affect students' academic performance. Khaidir & Suud (2020) define academic achievement as the results attained by students, reflected through grades and actions, which indicate their learning outcomes over a certain period, including religious values. PAI aims to prepare students to recognize, understand, appreciate, and adhere to Islamic teachings from primary sources like the Qur'an and Hadith through guidance, teaching, and experience (Halimah, 2023). Munawati et al. (2021) also suggests that Islamic education plays a crucial role in character development and should help in creating an esteemed generation within society. Islamic education prioritizes moral values as the foundation. It is expected to foster personal and social piety without breeding fanaticism, intolerance, or weakening national unity. Thus, Islamic education should promote brotherhood in faith, nationality, and within Islam.

Initial observations at SMP PGRI 396 Kelapa Dua indicate that students' achievements in PAI are relatively low. Indicators of this include poor cognitive, affective, and psychomotor learning outcomes, with several students scoring below the Minimum Completeness Criteria (KKM) of 66. Additionally, student interest in PAI lessons is low, with students often showing a lack of engagement and disruptive behavior. The low performance may stem from the teacher's management of learning and peer behavior. Factors affecting academic performance include internal factors (within the individual) and external factors (such as family, teachers, and peers) (Birhan et al., 2021; Nurislamiah et al., 2024; Randolph, 2022).

Effective teaching depends on integrating teacher and student activities (Adila et al., 2023; Brandt et al., 2019). To improve students' learning outcomes, PAI teachers need to enhance their knowledge and skills in managing the learning process, organization, and creative teaching strategies. Additionally, peer behavior impacts social, moral, and emotional development and thus affects learning (Busching & Krahé, 2020). Peers can support or hinder students' development (Liu & Chen, 2020), and a supportive peer environment can improve learning outcomes (Nurislamiah et al., 2024), while negative peer influences can disrupt learning (Zhao & Zhao, 2021). The teacher's management skills and peer behavior both significantly affect students' achievements in PAI. To maintain focus, this study limits its scope as follows: Teacher Management Skills evaluate PAI teachers' ability to plan, manage, and implement learning strategies at SMP

PGRI 396 Kelapa Dua. Peer Behavior assesses social, moral, and emotional support, quality, and patterns of peer relationships. Academic Achievement in PAI is measured using formative tests related to belief in angels and moral character in PAI lessons for Grade VIII.

Despite extensive research into teacher competencies and peer behavior within educational settings, a notable gap persists regarding their combined impact on student outcomes in Islamic education (PAI). Existing studies often treat PAI teachers' learning management skills and peer behavior in isolation, failing to explore how these factors interact to influence student performance specifically within Islamic education contexts. To address this gap, the research aims to achieve the following objectives: First, to investigate the relationship between PAI teachers' learning management skills (X1) and students' achievements in PAI at SMP PGRI 396 Kelapa Dua. This involves assessing how effectively teacher management skills contribute to students' performance in Islamic education. Second, the study will analyze the impact of peer behavior (X2) on students' achievements in PAI, examining the effects of social, moral, and emotional support from peers on academic outcomes. Finally, the research aims to evaluate the combined effect of PAI teachers' learning management skills (X1) and peer behavior (X2) on students' achievements in PAI. By integrating these factors, the study will provide a comprehensive understanding of their collective influence on educational outcomes in Islamic education, offering valuable insights for improving teaching strategies and support systems within this specific context.

Literature Review

PAI Teachers' Learning Management Skills

Effective learning management is crucial in education, involving the systematic administration and organization of teaching activities to achieve educational goals. Derived from the term "kelola," management in this context refers to the coordination and regulation of teaching components, including teachers, students, and educational materials (Komalasari et al., 2020; Setyaningsih & Suchyadi, 2021). According to Susanto (2023), effective learning management involves clear planning and coordination of teaching activities to ensure that objectives, content, methods, and evaluations are systematically addressed. This structured approach aims to make the educational process efficient and productive by using methods, media, and classroom environments to facilitate learning (Wahjusaputri et al., 2024).

Teacher competency in learning management encompasses several key areas, including a deep understanding of educational foundations,

curriculum development, and effective teaching strategies. Teachers are expected to master various aspects of learning management, such as designing interactive and dialogical teaching methods, utilizing educational technology, and evaluating learning outcomes (Engeness, 2020). Competency in this area ensures that teachers can create a conducive learning environment and address students' needs effectively. The ability to manage learning involves not only theoretical knowledge but also practical skills in planning, executing, and evaluating teaching activities to achieve educational goals.

Effective learning management includes thorough planning, execution of teaching activities, and evaluation (Turnbull et al., 2020). Teachers' skills in managing these elements significantly impact the learning process, ensuring that it is both engaging and effective. The study will explore how these management skills affect students' achievements in Islamic education, with a focus on the perceptions of students regarding their teachers' learning management abilities at SMP PGRI 396 Kelapa Dua.

Peer Behavior

Husna (2023) describes peers as those of the same age or developmental level, typically found in school or social settings. Peers, or individuals of similar age and developmental stage, significantly influence behavior and social development (Ragelienė & Grønhøj, 2020). Kelly and Hansen emphasize that peers provide emotional and social support, fostering independence and self-efficacy (Khotimah et al., 2024). The influence of peers extends to academic achievement and social behavior. According to Scholte & Aken (2020), common interests, values, and personalities are crucial for forming strong peer relationships. Peer groups can either positively or negatively impact students' academic performance (Liu & Chen, 2020; Nurislamiah et al., 2024; Zhao & Zhao, 2021). Positive peer influences can motivate students and enhance their learning experiences (Nurislamiah et al., 2024), while negative influences may hinder academic progress (Zhao & Zhao, 2021). Thus, peer behavior, characterized by social, moral, and emotional aspects, is integral to understanding student interactions and their impact on learning outcomes. For this study, the focus will be on three dimensions: the characteristics of peer relationships, patterns of peer interaction, and the overall quality of peer interactions.

PAI Learning Achievement

PAI learning achievement refers to the extent to which students have successfully acquired the knowledge, skills, and values imparted through PAI education. It encompasses not only cognitive understanding of Islamic

teachings but also the practical application of these teachings in daily life (Khadijah & Umam, 2023). Achievement in PAI is typically assessed through various methods, including written tests, oral examinations, and observations of students' behavior and attitudes. Measuring PAI learning achievement involves evaluating both academic performance and the development of Islamic character. Traditional assessments might include tests on Islamic history, Quranic studies, and Fiqh (Islamic jurisprudence) (Halimah, 2023). However, a comprehensive assessment of PAI achievement also considers students' ability to demonstrate Islamic values in their interactions with others and their commitment to Islamic practices. This dual focus on cognitive and affective outcomes makes PAI learning achievement a complex and multidimensional construct.

Several factors influence PAI learning achievement, including the quality of instruction, the learning environment, peer behavior, and parental support (Nurislamiah et al., 2022). Teachers' learning management skills are a critical determinant, as effective teaching methods can enhance students' understanding and retention of PAI content (Adila et al., 2023). Additionally, positive peer interactions and a supportive school environment can further boost PAI learning achievement (Nurislamiah et al., 2024). Conversely, challenges such as lack of motivation, negative peer influence, and inadequate instructional materials can hinder students' progress (Zhao & Zhao, 2021).

Method

In this study, the population consists of the seventh-grade students at SMP PGRI 396 Kelapa Dua, Tangerang Regency. Given the constraints in terms of time, resources, and practicality, the researcher selected a sample of 50 respondents. The sample was chosen using a stratified random sampling method based on gender proportions within the population. Specifically, 23 male and 27 female students were selected, distributed proportionally across different classes. The sampling was conducted using a lottery method, where each student was assigned a number, and the numbers corresponding to the required sample size were drawn randomly.

The instruments used in this research consist of questionnaires designed to measure the variables under study. The research focuses on three variables: students' achievement in Islamic Education (Y), the ability of Islamic Education teachers to manage the learning process (X1), and the influence of peer behavior (X2). The questionnaires for the independent variables (X1 and X2) are designed using a Likert scale, where respondents rate their agreement with statements on a scale of 1 to 5, with higher scores indicating stronger agreement. The dependent variable, students' academic achievement, is operationalized by the students' scores on the final semester

exam for Islamic Education, focusing on topics such as faith in Allah, praiseworthy morals, and the rejection of despicable behavior. The instruments were carefully developed to ensure they cover all dimensions and indicators relevant to each variable, providing a comprehensive assessment of the factors influencing students' learning outcomes in Islamic Education.

Data collection in this study was carried out using field research methods, which included observation, questionnaires, and documentation. Observations were made to gather information about the general conditions of the school, including student behavior and the state of learning facilities. Questionnaires were distributed to collect quantitative data on the abilities of Islamic Education teachers and the influence of peer behavior on student achievement. The data were then analyzed statistically to test the predetermined hypotheses. The Likert scale responses were scored, and the data were analyzed to identify relationships between the independent variables (teacher management ability and peer behavior) and the dependent variable (student achievement). Documentation was also used to supplement the data, providing additional context on the students' academic performance and the teaching practices observed during the study. This combination of data collection methods ensured a comprehensive analysis of the factors affecting students' performance in Islamic Education.

The data collected were then analyzed using various statistical techniques. Descriptive statistics were employed to summarize the data, while reliability testing was conducted using Cronbach's Alpha to ensure the instruments' consistency. The reliability of the questionnaire measuring the ability of Islamic Education teachers to manage learning was tested using Cronbach's Alpha. The result was a Cronbach's Alpha value of 0.852 based on responses from 36 trial respondents. This value was compared to the product-moment table value, where the degrees of freedom (df) were calculated as $N-1 = 36-1 = 35$, with a significance level (α) of 0.05, resulting in a table value (r_{tabel}) of 0.33. Since the calculated reliability value ($r_{11} = 0.852$) is greater than the table value ($r_{\text{tabel}} = 0.33$), the questionnaire on the teacher's ability to manage learning is deemed reliable.

For the variable concerning peer behavior, the reliability test also used Cronbach's Alpha. The result was a Cronbach's Alpha value of 0.787 from the responses of 36 trial participants. This was again compared to the product-moment table value ($r_{\text{tabel}} = 0.33$) with the same degrees of freedom ($df = 35$) and significance level ($\alpha = 0.05$). The result ($r_{11} = 0.787$) was higher than the table value, leading to the conclusion that the peer behavior questionnaire is reliable. The reliability of the questionnaire measuring students' academic achievement in Islamic Education was similarly tested, yielding a Cronbach's Alpha value of 0.801. Using the same

degrees of freedom and significance level as the previous tests, the table value remained at 0.33. Since the obtained reliability value ($r_{11} = 0.801$) exceeds the table value ($r_{\text{tabel}} = 0.33$), the questionnaire is considered reliable.

Furthermore, the study included normality and linearity tests to assess the distribution and relationships within the data. Hypothesis testing was performed through regression analysis and correlation, aiming to establish the relationships between the variables. Additionally, an ANOVA (F-Test) was used to evaluate the significance of the regression models. The analysis was facilitated by the use of SPSS for Windows 21.0, a software package commonly employed in quantitative research for statistical analysis.

Results and Discussion

In the study involving students from Grade VII at SMP PGRI 396 in Kelapa Dua, Tangerang Regency, the gender distribution of the respondents is as follows: Out of the total sample, 23 students are male, representing 46% of the participants. In contrast, 27 students are female, accounting for 54% of the sample. This indicates a slight predominance of female students in the study, with the gender distribution being relatively balanced but with a marginally higher percentage of female respondents.

The descriptive statistics provide a comprehensive overview of the data used in this study, which focuses on the Learning Management Skills of PAI Teachers, Peer Behavior, and PAI Learning Achievement. The PAI teachers' learning management skills variable has a mean score of 90.42, with a median of 92.00 and a mode of 81, indicating a central tendency toward these values. The standard deviation is 13.185, reflecting moderate variability, while the skewness of -0.831 suggests that the distribution is slightly left-skewed, meaning more scores are concentrated at the higher end. The kurtosis value of 0.825 indicates a moderately peaked distribution, with scores ranging from 47 to 109 and a total sum of 4521. For the Peer Behavior variable, the mean score is 99.08, with a median of 95.00 and a mode of 95, showing a central tendency close to these values. The standard deviation is higher at 15.695, indicating greater variability. The skewness is 0.234, suggesting a slight rightward skew in the distribution, while the kurtosis of -1.110 indicates a flatter-than-normal distribution. The scores range from 72 to 129, with a total sum of 4954.

Regarding PAI Learning Achievement, the mean score is 14.72, with a median of 15.50 and a mode of 19, reflecting a central tendency toward slightly higher scores. The standard deviation is relatively low at 5.319, indicating less variability in the data. The skewness of -0.505 shows a slight leftward skew, while the kurtosis of -0.886 suggests a flat distribution. The scores range from a minimum of 3 to a maximum of 22, with a total sum of

736. In summary, the descriptive statistics offer valuable insights into the central tendencies, variability, and distribution shapes for each variable, highlighting differences in data spread and skewness, which are crucial for interpreting the results in this study.

Partial t-Test

The t-test is conducted to test the hypothesis contained in it whether the independent variable has a partial effect on the dependent variable, so it is necessary to use this t-test to test the independent variables significantly against the dependent variable. Based on the findings of the t-tests yield the following insights regarding the influence of the independent variables on PAI learning achievement (Y):

First, concerning PAI teachers' learning management skills (X1), the analysis shows a t-value of 0.724, which is below the critical t-value of 1.684, with a significance level (p-value) of 0.473 (> 0.05). This indicates that PAI teachers' learning management skills do not have a statistically significant effect on students' PAI learning achievement. As a result, the alternative hypothesis (H1) is rejected. Next, regarding Peer Behavior (X2), the computed t-value is 1.952, exceeding the critical t-value of 1.684, with a p-value of 0.057 (approximately equal to 0.05). Although the p-value is slightly above the conventional threshold, the results suggest a marginally significant positive relationship between peer behavior and PAI learning achievement. Therefore, the alternative hypothesis (H2) is cautiously supported. Overall, these findings highlight the limited role of PAI teachers' learning management skills in influencing PAI learning achievement, while peer behavior exhibits a more notable impact on students' performance in PAI, albeit at a borderline significance level.

Simultaneous F-Test

The F-test is conducted to examine whether the independent variables collectively influence the dependent variable (simultaneously). According to the ANOVA results, the F-test yields a value of 2.951, which does not exceed the critical F-value of 3.21. The significance level is 0.062, which is higher than the 0.05 threshold. This suggests that the combination of PAI teachers' learning management skills and peer behavior does not collectively have a significant impact on PAI learning achievement.

This research explores the relationship between PAI (Islamic Education) teachers' learning management skills, peer behavior, and students' PAI Achievement. The analysis offers several key insights.

1. Relationship Between PAI Teachers' Learning Management Skills (X1) and PAI Achievement (Y):

The hypothesis testing showed a significance value of 0.473 and a t-value of 0.724, with a critical t-value of 1.684. Since the significance value is

greater than 0.05 and the t-value is less than the critical t-value, the study concludes that there is no significant relationship between PAI teachers' learning management skills (X1) and students' PAI Achievement (Y). Despite the essential role of effective classroom management in enhancing learning outcomes, the findings suggest that factors like inadequate classroom control, limited motivation provided by teachers, and unengaging teaching methods diminish the expected positive impact. This contrasts with other studies where PAI teachers' management skills were found to positively influence learning motivation and outcomes.

2. Relationship Between Peer Behavior and PAI Achievement

The second hypothesis revealed a significance value of 0.057 and a t-value of 1.952, with a critical t-value of 1.684. Since the significance value is close to 0.05 and the t-value is higher than the critical t-value, the study finds a significant relationship between peer behavior (X2) and PAI achievement (Y). Peer interactions help students build social skills, foster motivation, and create a supportive learning environment. This aligns with established theories that external social factors, such as peer influence, play a critical role in student success.

3. Combined Effect of PAI Teachers' Learning Management Skills and Peer Behavior on PAI Achievement

The third hypothesis combined both independent variables. The correlation analysis indicated a coefficient of 0.334, suggesting a weak relationship overall. Regression analysis provided the equation $Y = 1.355 + 0.42X_1 + 0.96X_2$. While peer behavior showed some impact, PAI teachers' learning management skills did not significantly influence the outcome. The significance test (Sig = 0.062, F = 2.951) confirmed that neither variable, individually or combined, had a substantial effect on PAI achievement, as the regression coefficients were not statistically significant. Moreover, the regression line was not linear. The findings highlight that, despite the theoretical importance of both factors, only peer behavior exhibited a significant impact, suggesting that students' social environments are more influential than instructional management in this context.

Overall, the study suggests that enhancing PAI achievement requires a focus on fostering positive peer interactions while acknowledging that teacher management alone may not be sufficient without addressing classroom dynamics and student engagement.

Several limitations were identified in this study. Firstly, the sample was limited to seventh-grade students from SMP PGRI 396 Kelapa Dua in Tangerang District, which restricts the generalizability of the findings to other schools or educational contexts. Secondly, the study focused exclusively on specific variables, such as students' Islamic Religious Education (PAI) achievement in relation to PAI teachers' learning management skills and peer behavior, without considering other potentially

influential factors. Additionally, the research relied solely on students' perceptions of their teachers' management skills, which may not fully capture the complexity of teaching practices or their impact on student performance. Lastly, the study used assumptions based on students' responses, suggesting that incorporating other methods or sources of data could enhance the research's validity.

Future research should address these limitations by expanding the sample to include a wider range of schools and educational settings to improve the generalizability of the results. It would be beneficial to explore additional variables that might affect PAI learning achievement, such as intrinsic motivation, parental involvement, and the overall learning environment. Incorporating multiple data sources, including objective assessments and teacher evaluations, could provide a more comprehensive understanding of the factors influencing student achievement. Moreover, examining the impact of different teaching methods and peer interactions on academic performance could offer valuable insights for improving educational practices and enhancing students' learning outcomes in PAI.

Conclusion

The study on the "Relationship between Peer Behavior and PAI Learning Achievement" demonstrates that peer behavior significantly impacts students' PAI performance. Although this effect is statistically significant, it has a relatively modest practical impact, accounting for a small portion of the variance in students' achievement. This finding highlights the importance of PAI teachers in monitoring and guiding peer interactions to create a supportive learning environment. However, the study has limitations, such as its narrow focus on a specific grade and school, which may affect the generalizability of the findings. Additionally, the research concentrated on a limited set of variables and relied on students' perceptions, which may not fully capture the complexity of teaching practices. Future research should address these limitations by including a broader sample from various schools and contexts. It should also explore additional factors that might influence PAI achievement and incorporate diverse data sources to gain a more comprehensive understanding of the dynamics affecting student performance.

Conflict of Interests

There are no disclosed conflicts of interest for the authors. I attest that the submission is unique and is not already being considered by another publisher.

Ethical Considerations

The sources of this research—articles, books, research papers, and scientific forum proceedings—are all free of copyright violations. Disclaimer

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