

## THE INFLUENCE OF SCHOOL ENVIRONMENT ON THE FORMATION OF RELIGIOUS VALUES IN MAN 1 MOJOKERTO

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### Abstract

This study focuses on Madrasah Aliyah Negeri (MAN) 1 Mojokerto, to understand how the school environment, particularly student's perceptions, plays a role in shaping their religious values. A survey method with questionnaires was used to collect data from students in grades X, XI, and XII at MAN 1 Mojokerto. Data analysis was conducted to identify school environment factors that influence the formation of student's religious values. The results showed that the school environment has a significant role in shaping student's religious values, which is influenced by religious education policies that support comprehensive and meaningful religious education, a religious curriculum that is relevant, interesting, and encourages understanding and practicing religious values, a school social environment that is conducive to learning and discussing religious values, and the role of teachers and staff who are role models and provide good examples in practicing religious values. This research confirms that the school environment has a strong impact on the formation of student's religious values. The results of this study make an important contribution to understanding the process of forming religious values in the school environment and opening up the possibility of religious values formation.

**Keywords:** School environment, religious values, MAN 1 Mojokerto

### Abstrak

*Penelitian ini berfokus pada Madrasah Aliyah Negeri (MAN) 1 Mojokerto, dengan tujuan untuk memahami bagaimana lingkungan sekolah, khususnya persepsi siswa, berperan dalam membentuk nilai-nilai agama mereka. Metode survei dengan kuesioner digunakan untuk mengumpulkan data dari siswa kelas X, XI, dan XII di MAN 1 Mojokerto. Analisis data dilakukan untuk mengidentifikasi faktor-faktor lingkungan sekolah yang mempengaruhi pembentukan nilai-nilai agama siswa. Hasil penelitian menunjukkan bahwa lingkungan sekolah memiliki peran yang signifikan dalam membentuk nilai-nilai agama siswa, yang dipengaruhi oleh kebijakan pendidikan agama yang mendukung pendidikan agama yang komprehensif dan bermakna, kurikulum agama yang relevan, menarik, dan mendorong pemahaman dan pengamalan nilai-nilai agama, lingkungan sosial sekolah yang kondusif untuk belajar dan berdiskusi tentang nilai-nilai agama, serta peran guru dan staf yang menjadi teladan dan memberikan contoh yang baik dalam mengamalkan nilai-nilai agama. Penelitian ini menegaskan bahwa lingkungan sekolah memiliki dampak yang kuat terhadap pembentukan nilai-nilai agama siswa. Hasil penelitian ini memberikan kontribusi penting dalam memahami proses pembentukan nilai-nilai agama di lingkungan sekolah dan membuka peluang untuk mengembangkan*

*strategi dan program Pendidikan yang lebih efektif untuk memperkuat nilai-nilai agama di MAN 1 Mojokerto dan lembaga pendidikan serupa.*

**Kata kunci:** *Lingkungan sekolah, nilai-nilai agama, Madrasah Aliyah Negeri 1 Mojokerto*

## **INTRODUCTION**

The formation of students' religious values is a complex process that not only depends on the influence of the family or community environment, but is also strongly influenced by the school environment where they study (Cahyawati et al., 2021). The role of the school environment in shaping students' religious values is very important, especially in the context of learning Islamic Religious Education. Therefore, this research aims to deeply and thoroughly understand how the school environment plays an important role in shaping students' religious values. A strong motivation underlies this research, given the important role of the school environment in the educational process. By considering the substantial impact of the school environment (Lubis, 2022), this research aims to formulate a more comprehensive understanding of the various factors that influence the development of students' religious values.

Rasyid et al. (2020) explained that education in Indonesia is not only about teaching knowledge, but also includes important aspects in shaping students' character and religious values, including Islamic values. At the upper secondary education level such as SMA / MA / SMK / equivalent, the school environment plays a very significant role in shaping the way students understand and internalize religious value formation (Pridayanti et al., 2022; Wathano, 2021). This is due to the influence of various factors in the school environment, such as interactions with teachers, the dynamics of relationships between classmates, the suitability of the curriculum, and the availability and quality of school facilities. Therefore, the role of the school environment in supporting the understanding and practice of religious values is very important (Ahmad & Mawarni, 2021; Yuhani`ah, 2022). This environment not only strengthens students' religious awareness, but also provides a solid foundation for shaping good and ethical character in daily life and developing attitudes that value tolerance and diversity in society. All this contributes to the formation of a qualified and responsible generation in the future (Musya'adah, 2020; Oktafia & Adiyono, 2023).

This study aims to explain: (1) understand how the school environment affects the understanding of religious values of students at Madrasah Aliyah Negeri 1 Mojokerto, (2) explain how the influence of peers in the formation of religious values in the school environment, (3) factors that influence the formation of religious values of students at Madrasah Aliyah 1 Mojokerto, (4) explain how the role of the school curriculum in the formation of religious values of students at Madrasah Aliyah 1 Mojokerto. The methodological plan to be applied in this research carries a quantitative approach to investigate the relationship between school environmental factors and the formation of religious values at Madrasah Aliyah Negeri (MAN) 1 Mojokerto. This approach was chosen because it allows the collection of structured and statistically measurable data

through the use of a carefully constructed questionnaire. The questionnaire is designed to explore students' perceptions and experiences related to the school environment and religious values.

The collected data will be analyzed using relevant statistical methods, with the aim of finding patterns and significant relationships between school environment variables and students' religious value formation. This analysis is expected to not only provide a deeper understanding of the factors that influence the formation of religious values at Madrasah Aliyah 1 Mojokerto, but also to make a meaningful contribution in improving the quality of education towards religious values at the school in the future. Through this approach, it is hoped that the results of the study can serve as a solid foundation for designing more effective educational strategies and programs in strengthening the understanding and practice of religious values in the school environment. Thus, this effort will not only improve the quality of religious education at MAN 1 Mojokerto, but also serve as a useful model for other religious education institutions.

## **METHOD**

The method in this research is quantitative research method, the research data is related to the influence of the school environment on the formation of religious values. The data needed for this research are survey results. Primary data is information obtained directly by researchers from the source of the question. In this study, primary data was obtained directly by researchers through the use of questionnaires or questionnaires that had been prepared by the researchers themselves. The data collection method is the most important strategic step in research, because the goal is to get data (Djaali, 2021). In this study, researchers chose to use a questionnaire through Google Form as a data collection tool. Questionnaires or questionnaires are used to obtain answers directly from respondents in the form of written questions. Questionnaires can also be in the form of paper distributed directly to respondents or in digital form which can be accessed via the internet. This method is used to collect data regarding the influence of the school environment on the formation of religious values at MAN 1 Mojokerto.

The way researchers obtain data is by distributing questionnaires to students who are researcher respondents. The content of the questionnaire may vary depending on the purpose of the research or information gathering to be achieved, and usually includes open and even closed questions and rating scales. The process of developing a questionnaire involves careful planning to ensure questions are clear, relevant, and can generate useful data for further analysis.

## **RESULTS AND DISCUSSION**

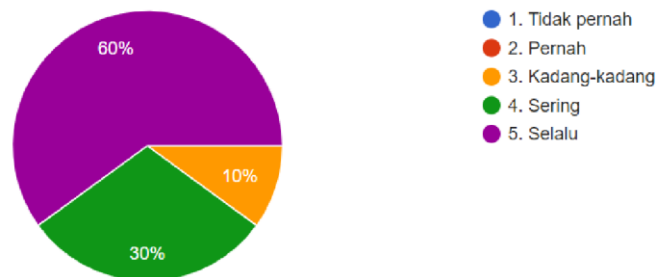
From the data obtained through the use of questionnaires as part of this research method, we were able to obtain valuable and relevant data. The use of questionnaires as a research instrument provides respondents with the opportunity to provide their responses in writing to the questions presented. Thus, the data obtained can include a variety of perceptions, views, and experiences from respondents related to the research topic under

investigation. Thus, questionnaires are one of the effective instruments in supporting the research process to achieve the set objectives. The following are the results of the questionnaire data collection:

### Spiritual activities and the school's role in shaping religious values

4. Seberapa sering kalian mengikuti sholat fardhu berjamaah di sekolah?

20 responses

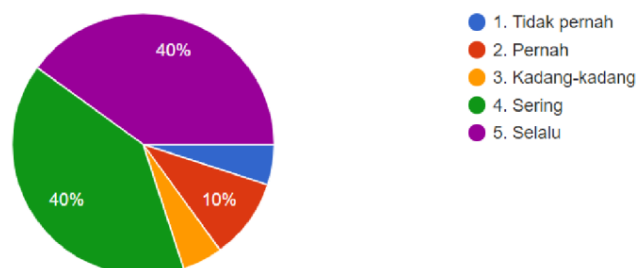


Based on data from 20 respondents, the following results were obtained 11 people or 55% chose that they always follow congregational prayers at school. In addition, 6 people or 30% often perform fardhu prayers in congregation at school, while 2 people or 10% argue that they only sometimes follow fardhu prayers in congregation at school. Thus, participation in congregational prayers at MAN 1 Mojokerto tends to be high. With the majority of respondents choosing to always do it.

Based on the data obtained through the use of questionnaires as part of this research method, the spiritual activities commonly carried out at the school include Dhuha prayers, reading surah Yasin, congregational prayers, istighosah, and khataman. The majority of respondents mentioned that they pray Dhuha and read Yasin every day, both individually and in congregation. In addition, there are also activities such as istighosah and khataman that are carried out regularly. This consistent response indicates an awareness and commitment in carrying out spiritual activities in the school environment.

6. Seberapa aktif mengikuti kegiatan keagamaan disekolah

20 responses

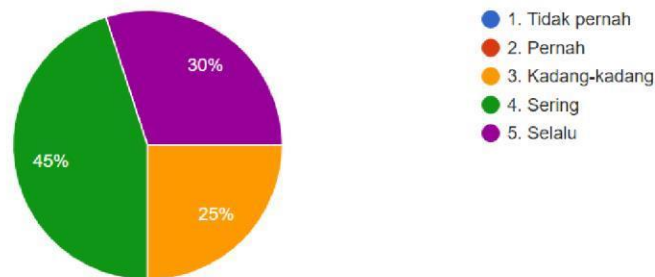


Based on data from 20 respondents, based on data obtained through the use of questionnaires as part of this research method, there are 8 people or 40% who choose that

they are always or often active in participating in religious activities at school. In addition, 2 people or 10% have been active in participating in religious activities at school, while 2 people or 5% once again we get the same number as the two choices, namely only sometimes or even individuals who have never been active in participating in religious activities at school. Thus, we can conclude that participation in religious activities at school varies with the majority of respondents showing active involvement.

7. Saya merasa lingkungan sekolah memberikan perhatian yang cukup terhadap pembentukan nilai agama siswa?

20 responses

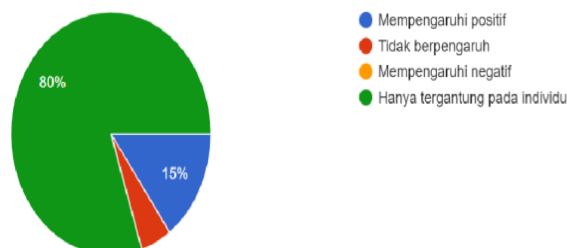


Based on data from 20 respondents, the following results were obtained 9 people or 45% felt that the school environment often paid sufficient attention to the religious formation of students. In addition, 6 people or 30% answered that the school environment always paid sufficient attention to the religious formation of students, while 5 people or 25% thought that only sometimes the school environment paid attention to the religious formation of students. Thus, we can conclude that the school's attention to the formation of religious values to students varies, with the majority of respondents feeling that the school environment pays adequate attention to the religious formation of their students.

### The role of peers on religious knowledge

2. Bagaimana pengaruh teman sebaya dalam pembentukan nilai agama di lingkungan sekolah?

20 responses

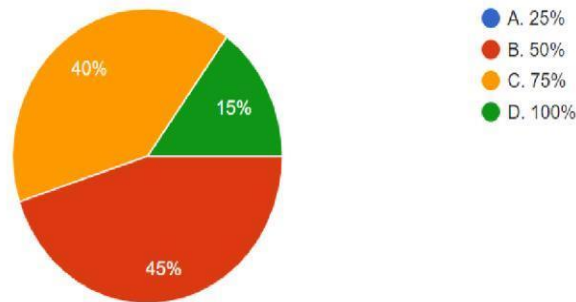


Based on data from 20 respondents, the following results were obtained 16 people or 80% chose that the influence on the formation of religious values in the school environment only depends on the individual. In addition, 3 people or 15% stated that peer influence

had a positive impact, while 1 person or 5% thought that the influence had no effect at all. Thus, it can be concluded that the majority of respondents tend to view that religious values are more influenced by individual factors than the influence of peers in the school environment.

8. Seberapa penting peran teman dalam membentuk nilai agama di lingkungan sekolah?

20 responses

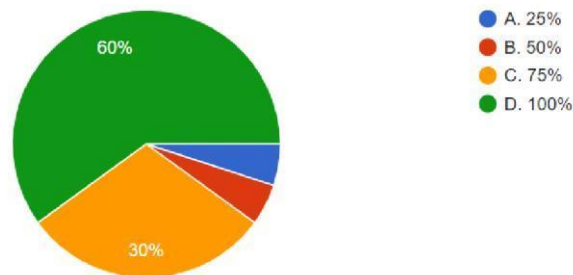


Based on data from 20 respondents, 9 people chose 50% with a percentage of 45%, 8 people chose 75% with a percentage of 40%, while 3 people chose 100% and a percentage of 15%. Thus, the conclusion obtained is that the majority of respondents tend to view that the role of friends in shaping religious values in the school environment only has an effect of 50%. Although some believe that peers have a greater role such as 75% or 100%, the majority still consider that individual factors also have a significant share in shaping religious values.

### Parents' role in shaping religious values in the school environment

9. Seberapa besar dukungan orang tua terhadap pembentukan nilai agama di lingkungan sekolah?

20 responses



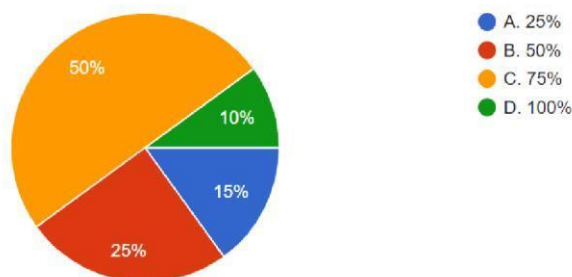
Based on data from 20 respondents, the majority of respondents support the formation of religious values in the school environment with 12 people choosing 100% with a percentage of 60%, 6 people choosing 75% with a percentage of 30%, 1 person choosing 50% with a percentage of 5%, while 1 person choosing 25% with a percentage of 5%. The conclusion is that the majority of parents support the existence of religious values in the school environment, with most supporting up to the full level and believing that religious

education has the development of children's character - this role has important significance.

### The impact of mass media on religious values or norms in schools?

10. Seberapa besar dampak media massa terhadap nilai agama siswa di sekolah?

20 responses



Based on data from 20 respondents, the majority of respondents support the formation of religious values in the school environment with 12 people choosing 100% with a percentage of 60%, 6 people choosing 75%, with a percentage of 30%, 1 person choosing 50% with a percentage of 5%, while 1 person choosing 25% with a percentage of 5%. The conclusion is that the majority of parents support the existence of religious values in the school environment, with most supporting up to the full level and believing that religious education has an important role in developing children's character.

### Positive Impact

- Formation of Strong Religious Identity:** A school environment that supports religious values can help students strengthen their religious identity. With a conducive environment, students are more likely to understand and accept religious values as an integral part of themselves (Nurgiansah, 2022).
- Increased Religious Knowledge:** Students may be influenced by the behavior of teachers or school staff who may not conform to religious teachings. This can lead to confusion or even value conflicts among students (Nuraeni & Labudasari, 2021).
- Increased Moral Awareness:** If the school environment does not provide a comprehensive understanding of religion, there is a possibility of students developing a wrong or narrow perception of their own religion or the religion of others (Gunawan, 2023).
- Formation of a Solid Community:** In a school environment that does not prioritize religious values, there is a risk of increasing secularism among students. This can lead to neglect of religious values in daily life (Anisa, 2020).
- Development of Religion-Based Life Skills:** The integration of religious values in the school environment also plays a role in helping students develop

religion-based life skills, such as tolerance, empathy, and concern for others (Ningsih et al., 2023).

### **Negative Impacts**

- a. **Inappropriate Value Formation:** Although the school environment aims to shape positive religious values, sometimes other factors such as peer or media influence can lead to the formation of inappropriate religious values (Hikmawati et al., 2022).
- b. **Influence of Behavior Models:** Students may be influenced by the actions of teachers or school staff that may not align with the religious values taught. This can lead to confusion or even value conflicts among students (Nopandri, 2022).
- c. **Misperceptions of Religion:** If the school environment does not provide a comprehensive understanding of religion, it is possible for students to develop wrong or narrow perceptions about their own religion or the religion of others (Lestari & Ain, 2022).
- d. **Increased Secularism:** If the school environment does not provide a comprehensive understanding of religion, there is a possibility of students developing a false or narrow perception of their own religion or the religion of others (Masriah et al., 2023).
- b. **Divisions within Religious Communities:** If the school environment is not able to manage differences in religious views well, there is a risk of divisions within the school's religious community. This can hinder the process of forming healthy and harmonious religious values (Jannah, 2023).

### **CONCLUSION**

Based on the research findings and discussion above, it is concluded that the school environment has a crucial or important role in shaping students' religious values at the secondary school level. This is because students spend a lot of time at school and their experiences and interactions in the school environment have a strong impact on their beliefs and attitudes towards religion. The school environment provides a structured environment for students to learn and practice their religious values. Religious lessons and activities are often incorporated into the school curriculum, which exposes students to different aspects of religion and encourages them to reflect on their beliefs. In addition, the presence of religious symbols and spaces in schools, such as prayer rooms or chapels, creates a supportive environment for students to practice their beliefs. Then the school environment also plays a role in shaping students' moral values, which are closely related to religious values. Schools often have codes of conduct that promote ethical behavior, which is in line with many religious teachings. Through relationships with educators such as course teachers and peers, students are directed to develop strong moral values and empathy is an integral part of religious values.



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