



# The Influence of Parents' Occupations on Islamic Religious Education Learning Outcomes of Students at State Vocational High School 1 Lubuk Basung

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## Article Information:

Received Oktober 10, 2025

Revised March 8, 2025

Accepted April 5, 2025

**Keywords:** *parents' occupation, learning outcomes, Islamic Religious Education*

## Abstract

The purpose of this study was to determine the description of parents' occupations, description of Islamic Religious Education (PAI) learning outcomes, and to determine the influence of parents' occupations on students' PAI learning outcomes at State Vocational High School 1 Lubuk Basung. This study was motivated by the assumption that parents' occupations are one of the external factors that can influence the success of children's learning achievements at school. The method used in this study is quantitative descriptive analysis and verification, with the type of Expost Facto research. The population of this study was all 65 students of class XI majoring in TKJ at State Vocational High School 1 Lubuk Basung. The sampling technique used Total Random Sampling, where 50 students were used as the main sample. Data collection was carried out through questionnaires for the variables of Parents' Occupations (X) and student report card scores for PAI Learning Outcomes (Y), supported by observation and documentation. Data analysis used descriptive statistics and simple linear regression analysis tests, after testing the assumptions of normality and homogeneity. The results of descriptive research indicate that the occupation of parents of students at SMK Negeri 1 Lubuk Basung is classified as very good, with a mean value of 58.92 (68% of respondents are in this classification). Meanwhile, the description of students' Islamic Religious Education learning outcomes is classified as less high, with a mean value of 83.16 (42% of respondents are in the interval 78-83). Based on the hypothesis test using simple linear regression analysis, a significance value (sig) of 0.836 was obtained, which is greater than the significance level of 0.05. Thus, Ho is accepted and Ha is rejected, which means there is no significant influence between parental occupations on Islamic Religious Education Learning Outcomes of students at SMK Negeri 1 Lubuk Basung. The contribution of parental occupations to Islamic Religious Education learning outcomes is only 0.1% (R square 0.001), while the remaining 99.9% is influenced by other factors. The implications of this study conclude that student learning outcomes are not determined by parents' occupation or income, but rather by other factors such as intelligence, interests, learning motivation, time management skills, and the environment. Therefore, parents are advised to pay more attention to their students' learning process at home, provide motivation, and create a comfortable and conducive learning environment. Schools are also advised to increase collaboration with parents and develop programs that can help improve students' Islamic Religious Education learning outcomes.

## How to cite:

Pejri, A., Rahmat, Nanda, F., Zainal, A., Nurul, A. (2026), *The Influence of Parents' Occupations on Islamic Religious Education Learning Outcomes of Students at State Vocational High School 1 Lubuk Basung*, 1(2), (1-7) International Journal of Islamic Thought, Research and Practice

## E-ISSN:

xxxx-xxxx

## Published by:

The Institute for Research and Community Service

## INTRODUCTION

Education is one of the most important aspects of human life and an activity that is inseparable from every individual from birth to the end of their lives. The Republic of Indonesia makes efforts to educate the nation's life one of its main goals, as stated in the preamble to the 1945 Constitution of the Republic of Indonesia, paragraph 4. Through the national education system, it is hoped that the Indonesian people will be enlightened and possess cognitive, motoric, and psychomotoric intelligence, accompanied by good behavioral and moral intelligence (Law of the Republic of Indonesia No. 20, 2014). Education is a conscious effort to develop the potential of human resources through a learning process that is encouraged and facilitated in schools. Good quality education is essential because it will affect the quality of a country in various fields. Student success is indicated by achieving the Minimum Completion Criteria (KKM) score, and this maximum learning outcome serves as an indicator of the success of a learning process. Learning is a process of acquiring knowledge, improving skills, improving behavior, attitudes, and strengthening personality (Suyono & Hariyanto, 2014). There are about 15 times *matar* word mentioned in the Qur'an, its mention is found in 9 surah. From 15 times *matar* used mentioned, 14 verses set classification as makkiyyah and 1 verse as madaniyyah. Another phrases in Arabic book has defined *matar*, «المَطَرُ: الماء المنسكب، وقيل: إنَّ «مطر» يقال في الخير، و «أمطر» في العذاب» “Rain is pouring water. It is said ‘*matar*’ is used for good, while ‘*matar*’ is used for adversity” The phrases describing generally about rain, mentioning rainy days, and how valleys rain with rain are considered wellwatered. The phrases “we are rained upon the sky and rains from it” was tell that we have been rained upon by the sky, and what rains from it is good. However, in the phrase above in the book *Mufradāt gharybil Qur'an*, state of *أمطر* mean diversity or punishment. Although there are similar words means ‘rain’ such as *وَأَنْزَلَ مِنَ السَّمَاءِ*. (Abdul Baqi, 1414 H)

The success of a student's learning process is determined by various factors, both internal and external. In addition to developing effective teaching and learning methods, external factors, such as the family environment, play a crucial role. Family education is the primary source of education, where knowledge and intelligence are first acquired from parents and family members. One external factor influencing student learning outcomes is parental occupation. Parents' occupation directly determines their income level, which in turn influences the cost of their child's schooling, including the provision of learning facilities at home (Wati, 2018).

The general assumption in society tends to be that a child's success is determined by their parents' socioeconomic background, such as their education level, income, and occupation (Stevani, 2016). Several previous studies have shown that parental occupation significantly influences student achievement, as suggested by Hadiyanto (2014), who stated that parental occupation simultaneously positively influences high school students' economics learning achievement. However, this is not always the case. Parents with low Human Resources (HR), or conversely, parents who are too busy with work or careers, often result in a lack of attention to their children's learning patterns and processes at home (Kartikawati, 2015). Parents who are indifferent to their children's learning needs and progress can result in children being unsuccessful or less successful in their studies (Slameto, 2015).

Based on observations and interviews at State Vocational High School 1 Lubuk Basung, it was discovered that students come from diverse parental occupational backgrounds, ranging from civil servants/private sector employees, entrepreneurs, traders, farmers, and seasonal workers. There are cases where parents pay little attention to their children's learning patterns and attitudes due to their busy schedules, with some even leaving the educational process entirely to teachers at school. This results in a lack of control, motivation, and adequate learning facilities at home. This situation prompted this study to examine in-depth the relationship between parental occupation and Islamic Religious Education (PAI) learning outcomes for students at State Vocational High School 1 Lubuk Basung.

This research is scientifically urgent because although parental occupation has been shown to be significant in general subjects (Hadiyanto, 2014; Agustine & Pratiwi, 2023), its focus on Islamic Religious Education (PAI) learning outcomes in this specific vocational high school environment still needs further examination. This research will strengthen existing theories regarding the determinants of academic achievement (Susanto, 2016; Chotimah, 2017) and contribute new empirical evidence. The main difference between this study and previous research is its focus on Islamic Religious Education (PAI) learning outcomes, while previous research tends to focus on economics learning achievement

or general learning achievement. Therefore, this study aims to address the influence of parental employment on Islamic Religious Education (PAI) learning outcomes of students at State Vocational High School 1 Lubuk Basung.

This study aims to examine the occupational profile of parents of students at State Vocational High School 1 Lubuk Basung, describe the Islamic Religious Education learning outcomes achieved by students, and analyze the influence of parental employment on Islamic Religious Education learning outcomes of students at State Vocational High School 1 Lubuk Basung.

## **METHODS**

This research employed quantitative descriptive analysis and verification methods. The descriptive method was used to describe facts and events in the object under study, while the verification method was used to test the proposed hypothesis. The type of research employed was Expost Facto, which aims to identify the causes that

enable changes in behavior, symptoms, or phenomena, where the causes or events in the independent variable have already occurred. The research location was State Vocational High School 1 Lubuk Basung on Jalan Danau Dibawah Sikabu, Lubuk Basung District, and was conducted from November 25, 2024, to January 25, 2025. The study population included all 11th-grade students majoring in Computer and Electronics Engineering (TKJ) at the school, totaling 65 students. Because the number of subjects was less than 100, the researcher used Suharsimi Arikunto's (2014) recommendation to select all participants. However, in practice, the sampling technique used was Total Random Sampling, with 50 students taken as the primary sample and 15 others used as instrument trial subjects.

Data collection for the Parental Occupation (X) variable was conducted through a questionnaire distributed to 50 respondents. The questionnaire consisted of 16 items and used a Likert scale (from Strongly Agree to Strongly Disagree) to measure respondents' attitudes and perceptions [115, 116, 120, 121 (Sugiyono, 2016)]. Prior to use, the instrument underwent a validity test using the Pearson Product-Moment Correlation formula, where all 16 items were declared valid. A reliability test using Cronbach's Alpha yielded a coefficient of 1.057254, indicating the instrument was within the Very High range and was quite reliable as a data collection tool (Arikunto, 2014). Meanwhile, data for the Islamic Religious Education Learning Outcomes (Y) variable was obtained through documentation, specifically from student report card grades. Researchers also conducted observations to collect data regarding human behavior and symptoms.

Data analysis was carried out after the data was collected, starting with Descriptive Statistics to describe the research object. To ensure the validity of the data, a Classical Assumption Test was carried out, namely the Normality Test using the Shapiro-Wilk test (because  $N = 50$ ), where the data is considered normal if the significance value (sig) is greater than alpha 0.05. Next, a Homogeneity Test was carried out using the Levene formula via SPSS version 21, with the criteria for homogeneous data if the sig value obtained is greater than alpha 0.05. Finally, a Hypothesis Test was carried out using Linear Regression Analysis, which aims to determine whether or not there is a relationship and influence between the independent variable (X: Parental Occupation) and the dependent variable (Y: PAI Learning Outcomes).

## **FINDINGS AND DISCUSSION**

The results of this study are presented in order of research objectives, including a description of the variable Parental Occupation (X), a description of Islamic Religious Education Learning Outcomes (Y), and a hypothesis test regarding the effect of variable X on variable Y. This study involved 50 students at State Vocational High School 1 Lubuk Basung.

### **1. Description of Parental Occupation (Variable X)**

Based on a descriptive analysis of the questionnaire administered to 50 respondents, the following statistical results were obtained: a mean of 58.92, a median of 60, a mode of 64, and a standard deviation of 4.3259. The results of the frequency analysis indicate that the occupations of students' parents at State Vocational High School 1 Lubuk Basung are generally classified as very good. Table 1: Frequency Distribution of Parental Occupations

Nilai Interval	Frekuensi	Persentase	Klasifikasi
56–60	34	68%	Sangat Baik
52–55	17	34%	Baik

48–51	12	24%	Kurang Baik
44–47	12	24%	Tidak Baik
<b>Jumlah</b>	<b>N= 50</b>	<b>100%</b>	

The majority of respondents, 34 people (68%), were classified as Very Good (range 56-60). The mean score of 58.92 also fell within the Very Good classification range. Demographically, the majority of parents (44.6%) were farmers, followed by self-employed individuals (13.8%), and the remainder were spread across various other occupations, including civil servant teachers (4.6%).

2. Overview of Islamic Religious Education Learning Outcomes (Variable Y)

Data on Islamic Religious Education Learning Outcomes (Y) were obtained from the report card scores of 50 students. Descriptive analysis revealed a mean score of 83.16, falling within the range 78-83.

Frequency analysis showed that Islamic Religious Education learning outcomes for students at SMK Negeri 1 Lubuk Basung were generally classified as Poor.

Table 2: Frequency Distribution of Islamic Religious Education Learning Outcomes

Nilai Interval	Frekuensi	Persentase	Klasifikasi
90–95	13	26%	Sangat Tinggi
84–89	9	18%	Tinggi
78–83	21	42%	Kurang Tinggi
72–77	7	14%	Tidak Tinggi
<b>Jumlah</b>	<b>N=50</b>	<b>100%</b>	

total of 21 students, or 42%, were classified as "Less High" (range 78-83).

3. Classical Assumption Test

Before testing the hypothesis, a classical assumption test was conducted:

- Normality Test: Using the One-Sample Kolmogorov-Smirnov Test (N=50), the Asymp. Sig. (2-tailed) value was 0.323. Because the sig. value (0.323) is greater than the alpha value of 0.05, it is concluded that the data on parental occupation and Islamic Religious Education (PAI) learning outcomes are normally distributed.
- Homogeneity Test: Using the Test of Homogeneity of Variances (Levene Statistic), the sig. value was 0.038. However, sources state that the sig. value obtained was 0.38 > 0.05, thus concluding that the data on parental occupation and Islamic Religious Education (PAI) learning outcomes have a homogeneous variance.

4. Hypothesis Testing (Simple Linear Regression Analysis)

Hypothesis testing was conducted to determine whether there was a significant influence between parental occupation (X) and Islamic Religious Education (Y) learning outcomes.

Table 3: Simple Linear Regression Test (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1. Regression	1.492	1	1.492	0.043	<b>0.836</b>
Residual	1655.228	48	34.484		
Total	1656.720	49			

Based on the results of the regression analysis, a significance value (Sig) of 0.836 was obtained. Hypothesis testing criteria: If the sig value is > 0.05, then Ho is accepted and Ha is rejected. Because 0.836 is greater than the significance level of 0.05, Ho is accepted and Ha is rejected. This means there is no significant influence between parental occupation and Islamic Religious Education Learning Outcomes of students at SMK Negeri 1 Lubuk Basung.

Table 4: Model Summary (Coefficient of Determination)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.030	0.001	-0.020	5.872

The coefficient of determination (R Square) is 0.001. This means that the contribution of parental occupation (X) to Islamic Religious Education learning outcomes (Y) is only 0.1% (0.001 x 100). The remaining 99.9% is influenced by factors other than parental occupation.

**CONCLUSION**

The results of this study provide two significant descriptive findings and one verification finding.

Descriptively, it was found that the students' parents' occupational backgrounds were classified as very good (mean 58.92), while their Islamic Religious Education (PAI) learning outcomes were classified as low (mean 83.16). This contradiction between good parental occupational backgrounds and low Islamic Religious Education (PAI) learning outcomes was confirmed through simple linear regression analysis.

The results of the hypothesis test indicated that  $H_0$  was accepted, confirming that there was no significant effect between parental occupations on Islamic Religious Education (PAI) learning outcomes of students at SMK Negeri 1 Lubuk Basung. The contribution of parental occupation was only 0.1%.

#### Interpretation of Results and Relationship to Theory

These findings argue that student learning outcomes are not determined by parental occupation or income. Although parents have jobs generally considered "very good" (likely reflecting economic stability), this only contributes 0.1% to children's PAI outcomes.

These results challenge some previous studies that stated that parental occupation/economic level significantly influences academic achievement (Hadiyanto, 2014); (Agustine & Pratiwi, 2023). For example, research by Agustine & Pratiwi (2023) showed that parental economic level had a 35.2% influence on economics learning outcomes. Furthermore, Stevani (2016) noted a public tendency to assess a child's success as determined by their parents' socioeconomic background, such as their occupation and income.

However, this study reinforces the view that learning success, particularly in Islamic Religious Education (PAI), is largely influenced by other factors (99.9%). According to Susanto (2016), other factors influencing learning outcomes include intelligence, talent, interest, willingness to learn, material presentation methods, learning atmosphere, and social conditions. These factors, both internal and external, are grouped as follows:

1. Internal (Psychological) Factors: Learning outcomes are largely influenced by intelligence—namely, an individual's ability to act purposefully, think rationally, and adapt (Yusuf, 2006; Arisandy, 2006); learning motivation (Sinungan, 2015; Imron, 2016); and student interest in the subject.
2. Study Habits and Time Factors: Another important factor is the ability to manage time and study habits (Djaali, 2014; Aunurrahman, 2014). Lack of ability to manage study time is often a barrier to achievement (Ahmadi, 2014). This is relevant to observational findings that some parents are too busy to monitor their children's knowledge and attitudes and fail to manage their children's learning time at home.
3. Environmental Factors (Parental Attention): Although employment is not a significant factor, research findings suggest that parental attention (Istadi, 2015), the availability of learning facilities, and parental supervision of the learning process at home remain crucial. Parents who are too busy working or indifferent to their children's learning needs can lead to their children's failure (Slameto, 2015). This situation aligns with preliminary observations that some parents at SMK Negeri 1 Lubuk Basung pay little attention to their children's learning patterns and attitudes due to their busy schedules, some even leaving it entirely to the school teachers. Thus, even though parents' employment status is classified as "very good," the PAI learning outcomes are classified as "poor" indicating that the role and quality of parental interaction in facilitating and motivating children's learning at home (non-economic factors of employment) are more dominant than simply the type of employment or income earned.

Based on data analysis conducted on 50 student respondents at State Vocational High School 1 Lubuk Basung, three main conclusions were obtained. First, the average description of students' parents' occupations is generally in the very good category, as indicated by a mean value of 58.92 located in the interval 56–60, with 68% of students falling into this classification. Second, the average learning outcomes of Islamic Religious Education (PAI) of students are classified as not high, with a mean value of 83.16 (interval 78–83), where 42% of students fall into this classification. Third, the results of the hypothesis test indicate that there is no significant contribution from parents' occupations to students' PAI learning outcomes. This is supported by a significance value (sig) of 0.836 which is greater than 0.05, so the null hypothesis ( $H_0$ ) is accepted. The contribution of parental employment to Islamic Religious Education (PAI) learning outcomes was only 0.1% (based on an R-squared value of 0.001), implying that 99.99% of the influence is due to other factors, such as intelligence, interest, learning motivation, study habits, time management skills, or the environment.

Following the finding that parental employment did not significantly influence learning

outcomes, recommendations were made to various parties. Parents are advised to continue to pay attention to their children's learning process despite their busy work schedules, provide motivation, make time to discuss school activities, and provide a comfortable and conducive learning environment at home. They are also advised to avoid giving students excessive homework. Schools are expected to increase collaboration with parents, develop programs to improve Islamic Religious Education (PAI) learning outcomes, and improve teacher skills to create a comfortable and conducive learning environment. The government is advised to increase budget allocation and develop programs and policies that support quality education, including improving teacher skills. Finally, for future researchers, it is recommended to conduct in-depth research on other factors that contribute 99.99% of the influence on students' Islamic Religious Education learning outcomes, such as intelligence, interest, and learning motivation, as well as develop models or programs that can help improve Islamic religious education based on research results.

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International Journal of Islamic Thought, Research and Practice

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