

DETERMINANTS OF STUDENT CHARACTER. DOES THE RELIGIOUS COMMITMENT ACT AS A MODERATOR IN THE RELATIONSHIP?

Ivan Fanani Qomusuddin¹, Irman Nurjaman², Siti Latifah³, Bambang Syamsul Arifin⁴

¹ Tarbiyah, Pendidikan Agama Islam, STIT At-Ta'wa Ciparay Bandung, Jawa Barat Indonesia

^{2,3,4} Doktoral Pendidikan Islam, UIN Sunan Gunung Djati Bandung, Jawa Barat, Indonesia

¹Email: ivanfanani1980@gmail.com

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Abstract. Character is a fundamental aspect in shaping individual personalities, playing a crucial role in both social and academic life. While schools play an important role in character education, the influence of family and social environment, particularly parental parenting styles and the school environment, cannot be overlooked. This study aims to examine the effects of parental parenting and school environment on student character, as well as to investigate the role of religious commitment as a moderating variable in these relationships. A quantitative approach was employed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) analysis through SmartPLS 3.0. The study involved 76 students from MTs Al Amin Sindangkasih, Ciamis Regency, West Java. The findings indicate that parental parenting has a significant positive effect on student character, whereas the school environment and religious commitment do not have a significant impact. Furthermore, religious commitment does not moderate the relationship between parenting styles or school environment and student character. These results highlight the critical role of family in character formation and emphasize the need for effective collaboration between schools and religious value education to foster character development. The study provides practical insights for educators, policymakers, and parents regarding strategies to strengthen student character, suggesting that family involvement should be prioritized alongside school-based initiatives and religious guidance.

Keywords: *parenting style, school environment, student character, religious commitment, PLS-SEM.*

INTRODUCTION

Character is a fundamental aspect in the formation of individual personalities that play a role in social and academic life [1]. Character is inherent in each individual which is reflected in the pattern of behavior in daily life. A person's character is influenced by environmental factors[2]. Character education in schools has an important role in shaping the character of students, but the influence of the family and social environment, especially parental parenting and the school environment, is a factor that cannot be ignored [3], [4]. The parenting style applied by parents and the conditions of the school environment can determine how children's character develops, both in terms of discipline, responsibility, and religious attitudes that are part of students' moral identities [5].

Several previous studies have examined the relationship between parental parenting and school environment and student character formation. For example, research conducted by Dwi Agustia Kurnianingsih, et al. (2022) revealed that parental parenting has a great influence on the formation of children's personalities, especially at elementary school age (7-12 years), where children need direction in forming good character[6]. Muhammad Ali, et al. (2022) found a significant relationship between parental parenting and the formation of children's character[7]. Research by Hikmawati, et al. (2022) shows that the school environment has a significant effect on the formation of the character of elementary school students. This study emphasizes the importance of the active role of teachers and parents in creating an environment conducive to the development of positive character in students[8]. In addition, research by Audriene Dwi Ardiyanti, et al (2024) revealed that the school environment greatly influences the development of students' personalities. A school culture that emphasizes positive values such as honesty, responsibility, and cooperation can be an ideal environment for positive and sustainable student character development [9].

Although various character education programs have been implemented in schools, there are still many character problems among students, such as low discipline, lack of responsibility, and weak mutual respect between others. This phenomenon is also seen at MTs Al Amin Sindangkasih, Ciamis Regency, West Java, where there are still students who are late to class, less active in religious activities, and show behavior that does not reflect the values of politeness and social concern. This shows that character education carried out

in schools has not been fully effective without synergy with parenting in the family environment and supportive social environmental conditions. Therefore, understanding how parental parenting and social environment affect students' character by considering religiosity factors is important to ensure a more comprehensive approach in the formation of children's character.

The relationship between parenting style, social environment, student character, and religious commitment is an interesting topic to be researched further. Religious Commitment can play a role as a moderator factor that strengthens or weakens the influence of parenting and social environment on students' character. In this context, the internalization of religious values through the habit of reading the Qur'an, congregational prayers, commemoration of Islamic holidays, and Rohis extracurricular activities can strengthen students' character education[10]. This study is unique compared to previous research because it combines the four variables in one analysis model to understand how religiosity factors can strengthen the relationship between parenting, school environment, and student character.

The results of this research are expected to provide benefits for various parties, especially for parents, educators, and education policy makers. Parents can gain insight into the most effective parenting and social environment in shaping a good child's character. Educators and schools can use the results of this research as a basis for designing character education strategies that are more effective and in harmony with religious values and supportive social conditions. In addition, education policymakers can use the findings of this research as a consideration in formulating policies that support the synergy between character education in schools, parenting at home, and strengthening the social environment. Thus, this research contributes to efforts to create a young generation with strong character and a high religious commitment.

METHODS

Study area

This study uses a quantitative approach with a survey method to analyze the influence of parenting style on the character of students with religious commitment as a moderator variable. This approach was chosen because it allows the measurement of the relationship between the variables that are studied systematically and objectively [11]. The population in this study is all students of MTs Al Amin Sindangkasih Ciamis Regency, West Java. The research sample was selected using random sampling techniques. The number of samples used in this study was 76 students. Data is collected through the distribution of questionnaires to students online to ensure maximum participation. The data obtained was analyzed using SEM – PLS (Structural Equation Modeling – Partial Least Square) analysis techniques to determine the influence of parental parenting on student character and the role of religious commitment as a moderator variable.

RESULTS AND DISCUSSION

Profil Responden

The profile of the respondents in this study consisted of 76 students who came from diverse social and demographic backgrounds as seen in Table 1. Based on gender, the majority of respondents were women as many as 45 people (59.2%), while men amounted to 31 people (40.8%). This shows that the involvement of female students in this study is higher than that of men. In terms of family status, as many as 29 respondents (38.2%) were first children, 19 people (25.0%) were middle children, 27 people (35.5%) were youngest children, and only 1 person (1.3%) was an only child. This composition shows that most students have social experiences in family structures that involve relationships between siblings, which could potentially influence their character formation. The education of the respondents' parents varied, with the majority having a secondary to higher education background. A total of 4 parents were educated in elementary / middle school (5.3%), 11 people in junior high school / MTs (14.5%), 26 people in high school/vocational school (34.2%), 32 people in S1 (42.1%), and 3 people in S2 (3.9%), while there were no parents who had a S3 education. This level of education reflects the capacity of parents to understand the importance of parenting and the influence of the educational environment on children's character development.

In terms of employment, most parents work as private employees (39.5%), followed by civil servants (26.3%), self-employed (15.8%), teachers (10.5%), and housewives (7.9%). This work shows that most of the parents come from relatively stable middle-class economic backgrounds. Meanwhile, the respondents' residential neighborhoods were dominated by rural areas as many as 47 people (61.8%), and the rest lived in urban areas as many as 29 people (38.2%). The dominant rural environment can be a factor that also influences students' character through more traditional and communal social values. In terms of religious activities outside of school, as many as 12 respondents (15.8%) admitted to participating in religious activities very often, 27 people (35.5%) often, 36 people (47.4%) sometimes, and only 1 person (1.3%) who never participated in religious activities. This data shows that the majority of students have a fairly

active level of religious involvement, which plays an important role in shaping students' religious commitment as a moderator variable in this study.

Table 1. Respondent Profile

Item	Profile	Frequency	%
Gender	Male	31	40,8%
	Female	45	59,2%
Status In The Family	First Child	29	38.2%
	Middle Child	19	25.0%
	Anak Bungsu	27	35.5%
	Only Child	1	1.3%
Parent Education	SD/MI	4	5.3%
	SMP/MTs	11	14.5%
	SMA/SMU/SMK	26	34.2%
	S1	32	42.1%
	S2	3	3.9%
	S3	0	0.0%
Parenting Work	Private Employees	30	39.5%
	Civil Servants	20	26.3%
	Self employed	12	15.8%
	Teacher	8	10.5%
	Housewives	6	7.9%
Residential Environment	Urban	29	38.2%
	Rural	47	61,8%
Religious Activities Outside of School	Very Often	12	15.8%
	Often	27	35.5%
	Sometimes	36	47.4%
	Never	1	1.3%

Source : (processed data, 2025)

Measurement Model (Outer Model)

The Partial Least Squares-Structural Equation Modeling (PLS-SEM) technique was used in this study with the help of SmartPLS 3.0 software to analyze the data and test the role of moderator variables. The analysis process in PLS-SEM is carried out in stages, starting from the initial stage known as the measurement model (outer model), which aims to evaluate the validity and reliability of indicators. Furthermore, the final stage is focused on structural model analysis (inner model) and hypothesis testing, which is carried out using the bootstrapping method to obtain an estimate of the significance of the relationship path between variables[12]. The evaluation of the measurement model or outer model was carried out through a convergent validity test, which involved analysis of the value of factor loading, average variance extracted (AVE), and composite reliability (CR)[12]. Based on figure 1 and table 2, all indicators have a factor loadings above the minimum limit of 0.4 as set by [13]. Chin (1998) also stated that factor loadings in the range of 0.6–0.7 are still acceptable[14].

In the later stage, the rho-A value is used to determine the internal consistency of the reliability, the higher the rho-A estimate, the greater the level of model reliability [15] the rho-A value obtained above 0.7 is considered sufficient indicating that the item in the construct has a sufficiently high consistency. In addition to rho-A, Cronbach's alpha was also used to analyze the internal consistency of reliability, with a suggested value of more than 0.700 [16].

From the calculation results, Cronbach's alpha value is above 0.700, indicating that the model has adequate internal consistency. In addition, the AVE value obtained was more than 0.5, indicating that the convergent validity was well met[16]. In accordance with the recommendations [15], discriminant validity was evaluated using the heterotrait-monotrait ratio (HTMT) of the correlation. The results of the analysis in Table 3 showed that the HTMT value was below 0.85, which confirms the discriminant validity of the entire construct[17].

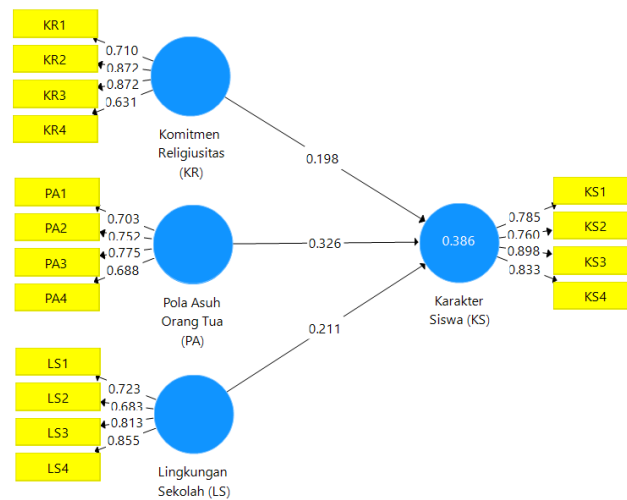


Figure 1. PLS-Algorithm Results

Table 2. PLS-Algorithm Results

Variables	Indicator	Loading Factor	Construct Reliability	ρ_A	Cronbach's alpha	Average Variance Extract
Religious Commitment (KR)	KR1	0.710	0.858	0.857	0.784	0.606
	KR2	0.872				
	KR3	0.872				
	KR4	0.631				
Parenting Style (PA)	PA1	0.703	0.820	0.713	0.710	0.533
	PA2	0.752				
	PA3	0.775				
	PA4	0.688				
School Environment (LS)	LS1	0.723	0.854	0.772	0.769	0.595
	LS2	0.683				
	LS3	0.813				
	LS4	0.855				
Student Character (KS)	KS1	0.785	0.891	0.879	0.839	0.673
	KS2	0.760				
	KS3	0.898				
	KS4	0.833				

Source : (Smart-Pls processing data, 2025)

Table 3. Discriminant validity (HTMT)

	Student Character (KS)	Religious Commitment (KR)	School Environment (LS)	Parenting Style (PA)
Student Character (KS)				
Religious Commitment (KR)	0.559			
School Environment (LS)	0.584	0.642		
Parenting Style (PA)	0.691	0.768	0.765	

Source : (Smart-Pls processing data, 2025)

Once the measurement model meets the criteria of reliability and validity, the next stage is to test the structural relationships between the research constructs. This evaluation aims to test the hypothesis and analyze the extent to which independent variables affect dependent variables in the model that has been developed.

Model Structural (Inner Model)

According to [16] the process of assessing structural models begins by analyzing the problem of collinearity. To assess the strength, contribution, and predictive ability of the model, further analysis was carried out on several key indicators, namely: Determination coefficient (R^2), Effect size (F^2), and Predictive relevance (Q^2). The collinearity test between latent variables was analyzed using Variance Inflation Factor (VIF). This value is used to see no problems in collinearity at the construct level [18]. In this context, the higher the VIF value, the greater the degree of collinearity between variables, VIF values of

more than 5.00 indicate the existence of collinearity problems in structural models [16]. However, based on table 4, all VIF values were below 5, which confirms that there were no collinearity issues in this study model.

Table 4. kolinearitas

Construct	VIF	Construct	VIF
KR1	1.445	LS1	1.349
KR2	2.089	LS2	1.258
KR3	1.849	LS3	2.048
KR4	1.448	LS4	2.181
KS1	1.825	PA1	1.583
KS2	1.853	PA2	1.777
KS3	2.810	PA3	1.412
KS4	1.693	PA4	1.284

Source : (Smart-PLS processed data, 2025)

The determination coefficient (R^2) is used to measure how well the independent variable explains the dependent variable, the R^2 value ranges from 0 to 1, where the higher the R^2 value, the greater the accuracy of the prediction in a research model [18]. Cohen (1988) said that the value of R^2 greater than or equal to 0.25 shows a high influence [19]. Based on the results of SmartPLS as shown in Table 5, the R^2 value was obtained as 0.386 which means that the exogenous variable explains the endogenous variable by 38.6% and the remaining 61.4% is influenced by other variables that are not included in this study. Thus, the model has high predictive capabilities

Table 5. R^2

	R Square	R Square Adjusted	Interpretasi
Student Character (KS)	0.386	0.361	high

Source : (Smart-PLS processed data, 2025)

In addition to R^2 , the value of f^2 is used to assess the dominant variable influencing the endogenous variable. In table 6, the f^2 value of parental parenting is the exogenous variable that has the most influence on student character. The Stone–Geisser value Q^2 (cross-validated redundancy) is used to measure predictive relevance. The study obtained a cross-validated redundancy of 0.227 and as shown in table 7, which is much higher than zero [20]. Thus, the model shows acceptable fit and high predictive relevance [21].

Table 6. f^2

	Student Character (KS)	Commitment to Religiosity (KR)	School Environment (LS)	Parenting Style (PA)
Student Character (KS)				
Religious Commitment (KR)	0.039			
School Environment (LS)	0.047			
Parenting Style (PA)	0.094			

Source : (Smart-PLS processed data, 2025)

Table 7. Stone–Geisser Q^2 (cross-validated redundancy)

	SSO	SSE	Q^2
Student Character (KS)	304.000	235.064	0.227
Religious Commitment (KR)	304.000	304.000	
School Environment (LS)	304.000	304.000	
Parenting Style (PA)	304.000	304.000	

Source : (Smart-PLS processed data, 2025)

After the measurement and structural models are declared to meet the requirements for validity and reliability, then a bootstrapping process is carried out to test the significance of the relationships between variables in the structural model [22]. This bootstrapping process is carried out using SmartPLS 3.0. The results of the bootstrapping analysis produced t-statistical values and p-values for each path coefficient contained in the model as shown in Figure 2 and Table 8. The relationship between variables is stated to be significant when the t-statistical value > 1.96 (at a significance level of 5%) or the p-value < 0.05 [16].

Thus, this bootstrapping process becomes the basis for hypothesis testing to determine whether the influence between constructs in the model has statistical significance.

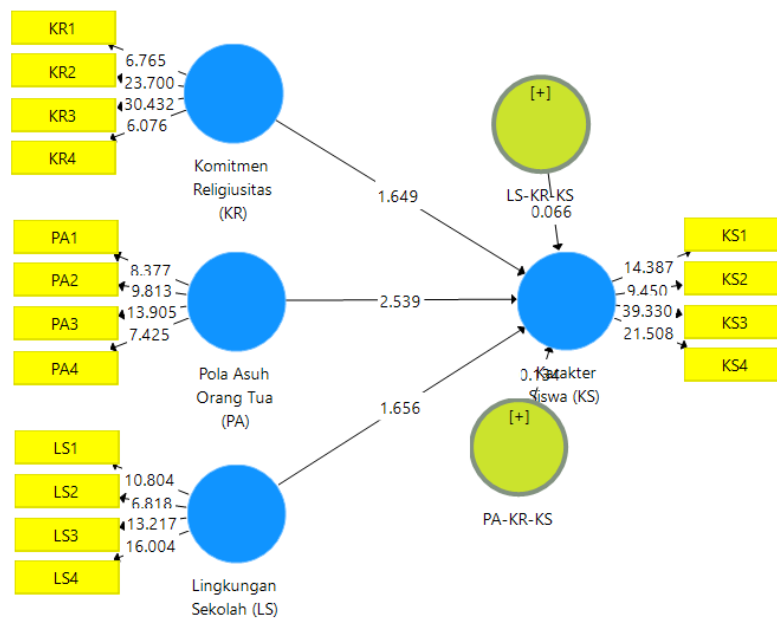


Figure 2. Path Coefficients

Table 8. Hypothesis Testing

Hypothesis	Relationships	<i>t</i> -value	<i>p</i> -value	Decision
Hypothesis I	KR - KS	1.649	0.100	Insignificant
Hypothesis II	LS - KS	1.656	0,098	Insignificant
Hypothesis III	PA - KS	2.539	0,011	Significant
Hypothesis IV (Moderator)	KR (PA – KS)	0.134	0.893	Insignificant
Hypothesis V (Moderator)	KR (LS – KS)	0.066	0.947	Insignificant

Source : (Smart-PLS processed data, 2025)

The results of hypothesis testing through bootstrapping analysis show that not all relationships between variables in the model have statistical significance. In Hypothesis I, the relationship between religious commitment (KR) and student character (KS) showed a *t*-value of 1.649 with a *p*-value of 0.100, so it was not significant. Similarly, in Hypothesis II, the relationship between the school environment (LS) and the character of the students (KS) was also not significant (*t* = 1.656; *p* = 0.098). These results show that neither religious commitment nor school environment have had a significant direct influence on the formation of student character in this context. This finding is in contrast to several previous studies that show that religious commitment, the school environment greatly influences students' character [23], [24], [25].

In contrast, Hypothesis III, which examined the influence of parenting style (PA) on students' character, showed statistically significant results (*t* = 2.539; *p* = 0.011). This finding is in line with the results of previous research which stated that parental parenting has a very important influence on the development of a child's character [26], [27]. In the family context, parents play a central role as the first and foremost educator in the formation of moral and ethical values in children.

In Hypotheses IV and V, testing the effect of moderation of religiosity commitment on the relationship between parenting style–student character and the school–student environment also showed insignificant results (*t* = 0.134; *p* = 0.893 and *t* = 0.066; *p* = 0.947). That is, religiosity in this context does not moderate the relationship between independent variables and student character. These findings are in contrast to several previous studies that show that religiosity plays a role in strengthening the influence of parenting on students' character [27], [28]. This discrepancy may be due to the level of internalization of religious values that is not optimal among students, or because religiosity is more ritualistic than transformative in everyday life. Research on halal-certified food decisions likewise shows that religious commitment can act as a moderator in another behavioral context [29], underscoring that its moderating role is context-dependent.

Based on respondent profile data, it is known that most students have an intensity of religious activities outside of school that are classified as occasional (47.4%) and frequent (35.5%), while only a small

percentage participate in religious activities very often (15.8%) and some even never (1.3%). This finding provides context for the results of the study that religious commitment does not have a significant effect on student character, nor in moderating the relationship between parental parenting and the school environment on character. This condition shows that although students have access to religious activities outside of school, their involvement in depth is still limited. This may cause religious values to not be strong enough to form character or strengthen the influence of parenting and school environment on students' character. Thus, it is important to encourage an increase in the quality and intensity of religious activities outside of school, which are not only ritual, but also touch on aspects of understanding values and attitudes. Schools and families need to work together to support the development of more substantive religiosity, so that it can be a strengthening factor in the formation of students' character holistically.

Overall, these results underscore the importance of parental parenting in shaping students' character, while the role of the school environment and religiosity has not shown significant influence. Therefore, a collaborative approach involving family, school, and deeper religious coaching is needed to shape students' character holistically [30], [31]. Furthermore, U Abdullah Mu'min (2025) concluded that by integrating Islamic values in the school environment through integration in the curriculum, exemplifying these values through teachers, familiarizing religious activities, and involving parents and the community, students can live and practice Islamic moral, ethical, and cultural values in daily life [32].

CONCLUSION

This study shows that parenting style has a significant effect on students' character, while school environment and religious commitment do not show a significant influence. Commitment to religiosity also does not moderate the relationship between parenting and the school environment on student character. These findings confirm the importance of the role of the family in shaping student character. The suggestion from this study is for schools to establish closer cooperation with parents in supporting the formation of students' character, as well as strengthening religious programs that are not only ritualistic, but also able to form values and attitudes. In addition, it is necessary to improve the quality of the learning environment that supports students' moral and social values. Future studies are encouraged to examine the influence of parental education level and occupation on student character development. These variables may provide deeper insights, as education influences parenting style and values, while occupation affects time availability and socio-economic conditions. Including these factors could lead to a more comprehensive understanding of what shapes student character.

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