



THE INFLUENCE OF ISLAMIC RELIGIOUS EDUCATION LEARNING IN IMPROVING STUDENTS' SOCIAL SKILLS AT STATE VOCATIONAL SCHOOL 1 CUGENANG

Cep Ramdan Hidayat¹, Deden Rohandi², Maharani Muria³

¹Al-Azhary Islamic College, Cianjur, Indonesia

Email : cepramdan.staialazhary@gmail.com¹, maharanimuria17@gmail.com³

ABSTRACT

Islamic religious education learning is the main pillar in instilling moral values and social ethics that underlie students' social skills. This study aims to determine 1) the implementation of Islamic religious education learning; 2) the reality of students' social skills; 3) the influence of Islamic religious education learning in improving students' social skills. The research method used is a quantitative research method, with a correlational approach. The population in this study were all 568 students of SMK Negeri 1 Cugenang and the number of samples was 57 respondents. The sampling technique used was simple random sampling. Data collection techniques used were questionnaires, observations and interviews. The implementation of Islamic religious education learning obtained a value of 86% of the expected ideal score. The reality of students' social skills obtained a value of 84% of the expected ideal score. The results of the t-test obtained a sig. 0.000 <0.05, meaning that there is a significant influence between Islamic religious education learning in improving students' social skills. This is shown by the results of quantitative data and reflective student attitudes. The results of the coefficient of determination test (R Square) obtained a value of 0.461 or 46.1%, which means that the percentage of the influence of Islamic religious education learning on students' social skills is 46.1%.

Keywords: Learning, Islamic Religious Education, Social Skills

INTRODUCTION

Islamic religious education is a field of knowledge that is mandatory for every student to study, from early childhood, namely elementary school, to tertiary education. Islamic religious education is one of the subjects taught to students, where students are expected to become individuals with strong faith, obedience to Allah SWT, noble morals, and a complete personality (Fardan Abdilah. Hermanto, 2020: 125). Islamic religious education learning not only teaches science but also teaches related to the development of social skills, which aims to shape students' personalities and also prepare students to be able to follow norms in society or in the world of work (Masyitah, 2024: 534). As mentioned in the Quran, "He it is Who sent a Messenger (Prophet Muhammad) to an illiterate people from among themselves, who recited to them His verses, purified their souls, and taught them the Book (Al-Quran) and Wisdom (Sunnah), although before that they were in manifest error" (QS. Al-Jumuah[62]:2; Ministry of Religious Affairs of the Republic of Indonesia, 2019). The

success of an education, especially in Islamic religious education learning is influenced by several factors, such as the role of parents, students, teachers, facilities and infrastructure, and the school environment. The learning process cannot be separated from the very crucial role of teachers, because teachers not only teach about understanding religious material, but teachers must also guide students in the learning process so that students can develop social skills that are very important for their social life.

Social skills are essential to learn in school. This is in line with Muijis and Reynolds's opinion that social skills are one of the main goals of education, which aims to prepare students for everyday life, such as students being able to respect the opinions of others, be able to cooperate with others, be able to control their own emotions well, listen to others, and be able to maintain relationships with others (Muijs, D. & Reynolds, D, 2008).

However, in reality, many issues arise regarding students' social skills at school. The emergence of phenomena that indicate a lack of social values in students' daily lives, such as the emergence of a tendency towards self-centeredness, reluctance to interact and communicate, a diminished sense of responsibility, selfishness, and an inability to control one's emotions. At State Vocational School 1 Cugenang, several students still lack good social skills.

Based on the results of initial observations on December 24, 2024, with one of the Islamic religious education teachers at SMK Negeri 1 Cugenang, a phenomenon was found related to students' social skills. This is indicated by students of SMK Negeri 1 Cugenang often facing problems in interacting with their friends because of difficulty controlling their own emotions such as anger, arrogance or other feelings that can damage social relationships with friends. In addition, students have difficulty working together in teams, either due to high egos, lack of communication or inability to perform various tasks, and students experience difficulties in various tasks.

The impact of social skills that are not developed in the learning process is that students have difficulty interacting with others, which can result in students being unable to manage themselves in their environment. Furthermore, it hinders students' academic progress, lowers their motivation to learn and empathy for others, and leads to a lack of adherence to classroom rules and inability to resolve problems they encounter (Chafidhatul Ulum, 2018:115).

Islamic religious education (PAI) learning has significant potential to develop students' social skills, given that the Islamic Religious Education (PAI) curriculum encompasses social and moral values that can be applied in everyday life. Islamic religious education learning not only aims to improve religious understanding but also to shape students' character, including aspects of social relationships and the development of social skills.

This research is important to examine the influence of Islamic religious education learning on improving students' social skills, especially in the context of vocational high schools (SMK), which have a focus on providing work skills. This research aims to: (1) determine the implementation of Islamic religious education learning; (2) determine the reality of students' social skills; (3) determine the influence of Islamic religious education learning in improving students' social skills. Thus, it is hoped that

this research can contribute to the development of students' character and social skills, which are not only useful in the world of education but can also be useful in social life globally.

METHODS

This study uses a quantitative method with a correlational approach, because it aims to determine the relationship between two variables and whether or not the relationship is influential, namely Islamic religious education learning (variable X) and students' social skills (variable Y). This study was conducted at SMK Negeri 1 Cugenang, with a total student population of 568 people. Sampling was carried out using the Probability Sampling technique with the Simple Random Sampling type, which means that the sample was taken randomly from members of the population. Based on the sample calculation formula according to Suharsimi Arikunto with a precision level set at 10% (Suharsimi Arikunto, 2017:173). So the number of samples in this study was 57 students.

The data collection techniques used were observation, questionnaires, and interviews. The instrument construction was strengthened by expert review to ensure content validity. To ensure the validity of the instrument, validity and reliability tests were conducted. The validity test used the Product Moment correlation technique by comparing the calculated r with the table r at a significance level of 0.05 (5%). Furthermore, the reliability test was conducted using the Crohn's Alpha formula, by comparing the reliability coefficient value with 0.70. This procedure was carried out to ensure that the instrument used had a high level of accuracy and consistency in measuring the variables studied.

The data analysis techniques used were prerequisite tests and hypothesis tests. First, the prerequisite test analysis included normality and linearity tests. The normality test was used to determine whether the sample data to be analyzed was normally distributed. The normality test was performed using SPSS 26. The linearity test was used to determine whether two variables had a significant linear relationship. The linearity test was performed using SPSS 26.

Second, hypothesis testing, which includes the t-test, simple linear regression, and coefficient of determination. The t-test is used to determine the influence between the independent and dependent variables (Sugiyono, 2021:235). The t-test technique uses the SPSS 26 (Analyze-Regression-Linear) program. A simple linear regression test is used to examine the relationship between variables. The simple linear regression test uses the SPSS 26 (Analyze-Regression-Linear) program. The coefficient of determination test is used to measure the strength of the variable's influence. The researcher used the SPSS 26 (Analyze-Regression-Linear) program to test the coefficient of determination. The results of this analysis are expected to provide an empirical and significant picture of the contribution of Islamic Religious Education learning to improving students' social skills.

Research Results and Discussion

- 1. Implementation of Islamic Religious Education Learning at State Vocational School 1 Cugenang**

The implementation of Islamic religious education is a crucial part of shaping students' morals, character, and social skills in accordance with Islamic values. Based on observations and interviews, Islamic religious education is implemented systematically, adhering to the independent curriculum and modules previously developed by teachers. This aligns with the theory outlined in Ministerial Regulation No. 103 of 2014, which includes preliminary, core, and closing activities (Permendikbud No. 103 of 2014).

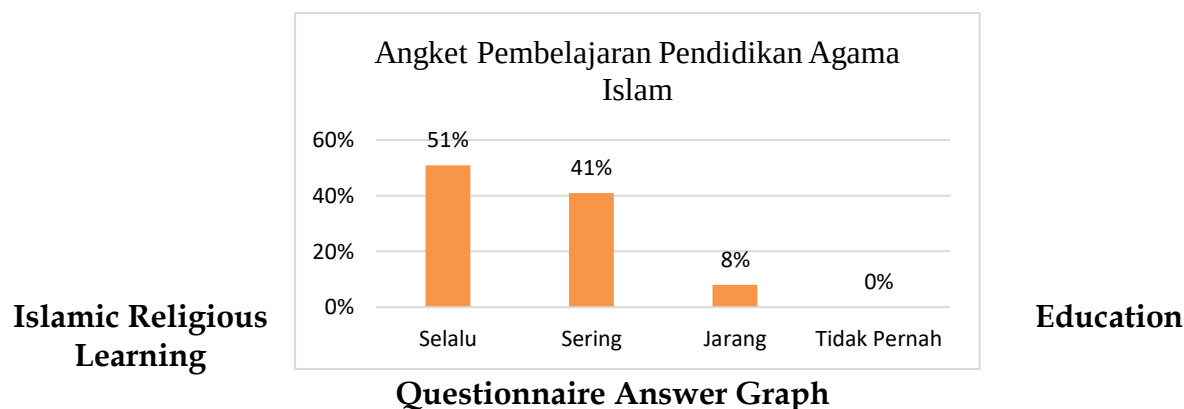
- a. In the preliminary activities, the Islamic Religious Education teacher opens the lesson with greetings, prayer, and initial motivation. This is followed by an apperception and presentation of the learning objectives.
- b. In core activities, teachers carry out the learning process, namely delivering learning materials through methods aimed at improving the learning process. Based on interviews with Islamic Religious Education (PAI) teachers at the research site, the methods used were discussion, lecture, and practice. In addition, Islamic Religious Education (PAI) teachers employ various approaches aimed at improving students' social skills through personal and peer approaches.
- c. In the closing activity, the Islamic Religious Education teacher reflects and concludes the learning material. Students are encouraged to relate the material to their daily lives, and the teacher evaluates the Islamic Religious Education learning.

The scope or aspects discussed in Islamic religious education include Aqidah (faith), Shari'ah (worship), and morals. This aligns with the scope of Islamic religious education according to Aminuddin in Mardani Umar & Feiby Ismail, who stated that the scope of Islamic religious education encompasses faith (aqidah), norms (shari'ah), and behavior (morals) (Mardani Umar & Feiby Ismail, 2020:15). This is expected to enable students to implement what they have learned in their daily lives. Furthermore, Islamic religious education encompasses not only cognitive knowledge but also psychomotor skills, aimed at improving student skills.

This is in accordance with the goal of Islamic religious education, namely to form students who are not only intelligent intellectually and knowledgeable, but also have noble morals, are oriented towards piety, and have skills in living social life with correct Islamic principles. In line with this, Mrs. Elih as a PAI teacher at the research location also argues that (Elih Herliati: 2025): "The main goal in Islamic religious education is to improve students' religious character."

In addition to intracurricular activities, there are extracurricular religious activities such as Islamic spiritual groups (Rohis), women's groups, regular religious studies, and other religious activities during Ramadan. These activities strengthen students' religious and social character by providing a space for direct practice of the values taught in the classroom.

Based on the results of research through the distribution of questionnaires, it shows good results in the implementation of Islamic religious education learning which is related to Aqidah, Shari'a and morals.



Furthermore, data obtained showed that Islamic religious education learning achieved 86% of the ideal score. This indicates that Islamic religious education learning at SMK Negeri 1 Cugenang is considered good.

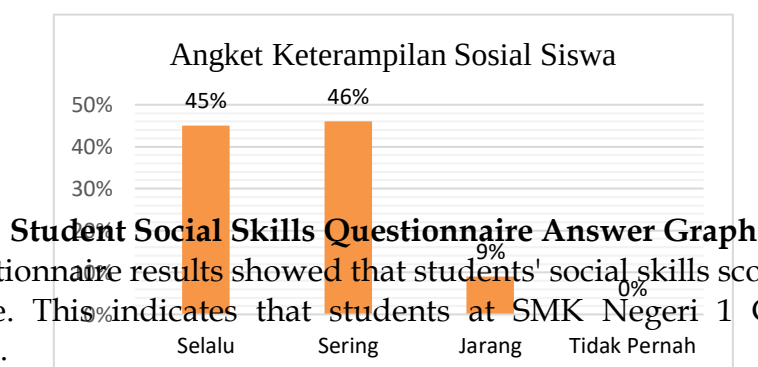
Learning Islamic religious education is not only a means of understanding religion conceptually, but also a vehicle for forming social individuals who have character, empathy and competitiveness in a society that is constantly changing.

2. The Reality of Students' Social Skills at State Vocational School 1 Cugenang

Students' social skills are examined from three important aspects: peer relations, self-management, and academic behavior, as explained in Raimundo's theory and supported by Elksnin & Elksnin. The results of the study indicate that students have a very positive tendency in establishing social relationships, managing themselves, and maintaining academic behavior.

- In the aspect of peer relations, students show attitudes of empathy, cooperation, and mutual respect, such as helping friends and respecting other people's opinions.
- In the self-management aspect, students demonstrate the ability to manage time, control emotions, and maintain attitudes in accordance with applicable norms.
- In terms of academic behavior, students demonstrate discipline, honesty during exams, and enthusiasm in improving academic achievement.

Based on the results of research through the distribution of questionnaires, it shows good results for the reality or state of students' social skills, this is related to peer relations (maintaining good relationships with peers), self-management and academic behavior.



The questionnaire results showed that students' social skills scores were 84% of the ideal score. This indicates that students at SMK Negeri 1 Cugenang have developed well.

This finding is in line with the opinion of Muijis & Reynold that social skills are very important in the lives of adolescents because they directly influence their ability to adapt, academic achievement, and social relationships.

Based on the results of interviews with Islamic Religious Education teachers, there are several factors that pose challenges in improving students' social skills, because according to them "It is not easy to change someone's character because everything requires a process". Based on the results of observations and interviews, factors that influence students' social skills are methods and approaches in learning, one example is in Islamic religious education learning, which aims to improve students' social skills. In line with this, according to Jamaluddin Hanapi & et al, methods and approaches in Islamic religious education learning play an important role in improving students' social skills. Interactive, collaborative and contextual learning can encourage students to be more active in participating, communicating and ultimately strengthening students' social skills (Jamaluddin Hanapi & et al, 2025:378).

In addition, the factors that influence social skills according to Mrs. Elih as a PAI teacher are as follows.

- a. Friends of the same age
- b. Family
- c. Public
- d. School

According to Mrs. Elih, "The role of the school environment in improving students' social skills is through improving and reinforcing student discipline." This is in line with Engla & Zaka's opinion that reinforcing discipline in students aims to improve students' social skills. Discipline helps students understand and follow rules, as well as develop the ability to interact well in social environments (Engla Guselviana & Zaka Hadikusuma Ramadan, 2024:3685). This can encourage students' social skills to improve, such as effective communication, cooperation, and good self-control.

3. The Influence of Islamic Religious Education Learning in Improving Students' Social Skills at State Vocational School 1 Cugenang

Based on the results of the simple linear regression test analysis, the results obtained statistically show that the influence of Islamic religious education learning and students' social skills shows that in terms of stimulus (together) the Islamic religious education learning variable has a significant and positive influence on students' social skills.

The data analysis obtained a sig. value of $0.000 < 0.05$, which means there is a significant influence between Islamic religious education learning and students' social skills. The results of the model summary table in the determination coefficient test explain that the influence of Islamic religious education learning on students' social skills is 46.1%.

The social skills achieved by an individual are the result of the interaction of various influencing factors, both internal and external, such as family, education, peer group, and community. Internal factors are factors originating from within the student that determine learning success because in the teaching and learning process,

the primary target is the student themselves as the subject of learning. One of the internal student factors that can support student success is good social skills.

The analysis of Islamic religious education learning significantly influences students' social skills. The t-test results obtained a sig. $0.000 < 0.05$, which means the hypothesis is accepted. Therefore, there is a significant influence between Islamic religious education learning and students' social skills at SMK Negeri 1 Cugenang.

This finding indicates that Islamic religious education learning has an impact on students' social skills, as evidenced by previous research conducted by Jamaluddin Hanapi & et al. in 2025 entitled "Development of students' social skills through Islamic religious education learning in secondary schools" which concluded that Islamic religious education learning plays a very important role in the development of students' social skills. As an integral part of the educational curriculum, Islamic Religious Education not only aims to provide an understanding of religious teachings, but also to instill Islamic values that can shape students' social character. In addition, Islamic Religious Education is a means to shape a generation that is not only academically intelligent but also has good social skills (Jamaluddin Hanapi & et al., 2025:383).

Islamic religious education learning can be interpreted as an effort to make students able to learn, motivated to learn, willing to learn, and interested in continuously studying Islam as a whole which will ultimately result in several consistent changes in behavior both in knowledge, attitudes and skills. According to Abdul Majid, Islamic religious education is a conscious and planned effort in preparing students to know, understand, appreciate, believe, be pious and have noble morals in practicing Islamic teachings from the main sources, namely the Qur'an and Hadith, through guidance activities, teaching, training and use of experience (Abdul Majid, 2014: 11). Islamic religious education learning in this study has three indicators, namely, aqidah, shari'ah and morals.

According to Darmiany, social skills are a crucial part of all human life skills. Without social skills, humans cannot interact with others in their environment, as social skills are essential for social life (Darmiany, 2021:28). Su'ud expressed a similar opinion, stating that social skills, both directly and indirectly, will help a person adapt to societal expectations and the prevailing norms around them (Su'ud, F, M, 2017:236-237). This demonstrates that social skills, both directly and indirectly, are crucial for social life.

The magnitude of the simultaneous influence of Islamic religious education on students' social skills can be seen from the coefficient of determination (R-square). The resulting R-square value of 0.461, or 46.1%, indicates that students' social skills are influenced by Islamic religious education. The remaining 53.9% is influenced by other factors outside this study or other variables not examined. In other words, there are still other factors that influence students' social skills. Therefore, further research on this topic is needed.

The improvement in students' social skills as a result of Islamic religious education can be seen in the results of a questionnaire distributed to respondents.

Several questionnaire statements indicate that students experienced significant improvements in their social skills.

Based on the above description, it can be concluded that, in general, Islamic religious education has a significant impact on improving students' social skills. This is demonstrated by quantitative and reflective data on student attitudes, which point to strengthening values related to maintaining good peer relationships, self-management, and academic behavior. This improvement also aligns with the goal of Islamic religious education, which is to develop students not only spiritually religious but also socially and emotionally mature.

CONCLUSION

Islamic religious education learning achieved a score of 86% of the expected ideal score. This indicates that the implementation of Islamic religious education learning is considered good. Based on the 13 questionnaire questions provided, 51% of respondents answered "always," 41% answered "often," 8% answered "rarely," and 0% answered "never."

Students' social skills achieved a score of 84% of the expected ideal score. This reflects the well-developed social skills of students at SMK Negeri 1 Cugenang. Based on the 13 questionnaire items provided, 45% of respondents answered "always," 46% answered "often," 9% answered "rarely," and 0% answered "never."

There is a significant influence between Islamic religious education learning and improving students' social skills. This is demonstrated by both quantitative and reflective data on student attitudes. The Islamic religious education learning variable has a 0.461% effect, or 46.1%, while the remaining 53.9% is influenced by factors outside this study or other variables not examined.

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