

## THE IMPACT OF SOCIAL AND ENVIRONMENTAL FACTORS ON THE RESULTS OF PAI LEARNING EVALUATION

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Article Information	Abstrak
Submitted: February 13, 2025	<p><i>This research aims to analyze the impact of social and environmental factors on the results of the evaluation of Islamic Religious Education (PAI) learning at the Senior High School (SMA) level. This research using a literature review approach by summarizing and analyzing various previous studies that are relevant in the social and environmental contexts that influence learning. Social factors, such as family involvement and interaction with peers, as well as environmental factors, such as school facilities and student relationships with teachers, were found to have a significant influence on the results of PAI learning evaluations. Students who come from supportive families and have peers who support religious activities tend to have better evaluation results. Likewise, schools with adequate facilities and good relationships between students and teachers create a conducive environment for learning. The findings show the importance of this collaboration between family, school, and peers in creating an environment that supports quality religious learning. With joint efforts, it is hoped that the results of the PAI evaluation can improve and have a positive impact on the development of students' character and morals. Islamic Religious Education (PAI) plays a significant role in shaping students' character and morals in Indonesia's educational system. However, the evaluation results of PAI learning are often influenced by external factors beyond academic content. This research is motivated by the need to understand how social and environmental contexts contribute to students' performance in PAI. The study aims to analyze the impact of these factors—such as family involvement, peer interaction, school facilities, and teacher-student relationships—on the results of PAI learning evaluation at the Senior High School level.</i></p> <p>Keywords: social factors, environment, learning evaluation.</p>
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### Introduction

Islamic Religious Education (PAI) is an integral part of the education system in Indonesia which aims to instill religious values in students as a moral and spiritual foundation in their lives. Although its main goal is to improve religious understanding, PAI learning also influences students' character, attitudes, and behavior in everyday life. In this context, the results of the PAI

learning evaluation not only measure students' cognitive abilities in mastering teaching materials, but also include dimensions of attitudes and values that develop through the learning process. Therefore, various external factors, such as social and environmental factors, play an important role in determining the results of the PAI learning evaluation. (M. Ali, 2019).

Social factors that include student interactions with family, peers, and the community, have a significant influence on the process and outcomes of Islamic Religious Education learning. The family as the first social unit has a major influence on the formation of students' attitudes and values. Parenting patterns applied by parents, relationships between family members, and the level of parental education in religion all contribute to students' perspectives on Islamic Religious Education learning materials.

Families that pay more attention to religious education tend to produce students who have a better understanding of religion, which in turn can be reflected in their learning evaluations. Conversely, in families that are less supportive of religious education or do not pay enough attention to teaching religious values, students may have difficulty internalizing the material taught in Islamic Religious Education learning. (S. Wahyudin, 2020).

In addition to family, peer factors and social communities outside the family also influence the student learning process. Peers have a very important role in shaping students' attitudes and views towards the religious teachings they receive. In a positive friendship environment, students can support each other and share religious knowledge, thereby increasing their understanding. Conversely, in negative relationships, attitudes towards religion can be distorted, which has a negative impact on the results of the PAI evaluation. In addition, the community where students live also influences their understanding of religion. In a religious society, where religious values are highly respected, students tend to appreciate the religious education they receive in school more and find it easier to apply it in their daily lives.

Physical environmental factors also play an equally important role in the results of PAI learning evaluation. The school environment, including available facilities, learning atmosphere, and interactions between teachers and students, can affect the effectiveness of learning.

Schools that have adequate facilities, comfortable classrooms, and a conducive atmosphere will provide opportunities for students to focus more and understand the material being taught more easily. On the other hand, an unsupportive school environment, such as a narrow, noisy classroom, or inadequate facilities, can disrupt student concentration and reduce the quality of learning. (RN Hidayat, 2021).

In addition, the socio-economic conditions of the family also affect the results of PAI learning. Families with a good economic level usually have greater access activities that support students' understanding. In contrast, families with economic constraints may face difficulties in providing additional educational support for their children, which leads to lower evaluation results in Islamic Religious Education learning.

The importance of social and environmental factors in the learning process is increasingly felt with the development of technology and social media. In this digital era, students have wide access to information via the internet and social media, which can influence their understanding of religion. Positive influences can be in the form of easy access to more diverse religious materials, but on the other hand, the spread of incorrect or unverified information can lead to a wrong understanding of religion. This has the potential to influence students' attitudes and behavior towards the teachings conveyed in Islamic Religious Education learning. (MF Sari, 2022).

The advancement of information technology and communication is one of the many revolutionary transformations that the world is still experiencing in terms of everyday life. The world's population is now largely dependent on these technological products due to their widespread use (Okviawati, 2020). According to digital marketing research institute Emarketer, Indonesia had more than 100 million smartphone users in 2018, ranking fourth in the world as the country with the largest smartphone users (KOMINFO, 2018).

Nowadays, communication and technology are developing very rapidly. This is evidenced by the development of various hardware and software that make human work easier. The presence of this technology makes every job easier and more effective. The increasing use of social media, which is mainly used by teenagers, is one indicator of the development of information and communication technology. The presence of social media can have positive and

negative impacts on society, especially for teenagers (Ahmad Walid, 2020).

Focusing on the continuous learning process while avoiding distractions is known as concentration in learning. "In learning, concentration is the ability to focus attention on the lesson," said Dimiyati and Mudjiono. The content of the learning material and the process of obtaining it are the main things to pay attention to. A student may not be able to enjoy the learning process if he cannot focus on his lessons. This can be caused by challenging subjects, disliked teachers, unpleasant learning environments, or boring teaching methods.

Students sometimes have trouble concentrating while studying, especially when studying challenging subjects such as social studies and science. Children who exhibit hyperactive behavior, including tapping their fingers, constantly moving around, or chatting incessantly, often have difficulty focusing. Focus has a big impact on how well students learn. Learning is wasted if students have difficulty focusing. Focus because it will only waste time, money, energy, and thoughts (Ni Putu Wahyu Sanjiwani, 2020).

It is expected that increasing the quality of education in Indonesia will improve student learning outcomes. According to Djamarah (2008), learning achievement is the result of learning activities that produce changes in individuals through the impressions they obtain. Various technologies are now available to complement current student learning activities and provide access to new knowledge and information. Every year, advances in information and communication technology have a major impact on human life. Now, humans can access various information quickly thanks to this breakthrough, which increases the efficiency and productivity of the work of users of information and communication technology (Aditya Febrian Hadi, et al., 2018).

### **Methodologi**

This study is a literature review. A literature review describes theories, research findings, and other materials collected from reference materials to serve as a basis for research operations and to create a coherent conceptual framework from the definition of the problem being studied. The author critically and thoroughly synthesizes, revolves, and summarizes previous works.

A good literature review assesses the quality and new findings of a scientific work. After conducting a study of various literatures, the researcher compiles his findings into a table consisting of seven elements: research title, year, location, purpose, method, population, and results. After conducting a thorough analysis, the

researcher will obtain a summary of the findings that can be included in the following chapter. The twelve literary journals used are the latest ones-no more than ten years old. Health education and knowledge about clean and healthy living practices are included in the analysis, and are suggested based on the features of each publication. There is no population and sample because this study is a literature observation. Instead, the journal analysis is seven components.

## **Result and Discussion**

### **1. Impact of Social Factors**

Social factors, especially family involvement, play a very important role in Islamic Religious Education learning. Parents who actively accompany their children in understanding religious teachings tend to produce students who are more enthusiastic in following lessons. For example, students whose parents routinely carry out religious activities together, such as reading the Qur'an or praying in congregation, show a better understanding of religion and higher evaluation results. This study is in line with the findings of Rahim (2019) who stated that family support can influence the level of student motivation in learning, including in Islamic religious learning (IS) Rahim, 2019).

In addition, interaction with peers also plays an important role. Peers are often a source of motivation and support for students in learning. Groups of friends who share the same interest in religious activities, such as holding religious studies or discussions about religious teachings, can strengthen students' understanding of Islamic Religious Education material and encourage them to be more active in learning. This supports the social theory that states that social interaction can enrich the learning experience and influence evaluation results.

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### 3. Implications of Research Findings

The findings of this study have important implications in efforts to improve the quality of Islamic Religious Education learning in high schools. Based on the results obtained, it is important for schools and parents to work together in creating a social and physical environment that supports religious learning. For example, parents need to be more active in accompanying their children in religious activities, while schools need to provide adequate facilities and create good relationships between students and teachers to support an effective learning process.

### 4. Definition of Evaluation

Learning The word "evaluation" is literally translated from the English word "evaluation," the Arabic word "al-Taqdir," and the Indonesian word "assessment." The fundamental term is "value," known as "al-Qimah" in Arabic and "value" in Indonesian. The act of measuring something is called measurement, or *muqayasah* in Arabic and "measurement" in English. Comparing something based on its size is the essence of measurement. Making judgments based on a scale, such as good or bad, healthy or sick, and so on, is called assessment. Both of these tasks measuring and assessing are part of evaluation. (Sudijono, 2008) One of the most important elements of the educational.

Evaluation is a procedure or action used to assess the value of students during a teaching and learning session. Although measurement and

assessment are two different concepts, they are closely related. Evaluation is primarily concerned with the process of evaluating something, On the other hand, measurement is concerned with the process of finding out how much or how big something is. While measurement attempts to answer the question “How big?” assessment attempts to answer the question “What is the value?” This shows that assessment is an important step in all learning processes.

In other words, evaluation is an important component that is closely related to learning and education. Thus, one of the skills that teachers need to have is the ability to conduct evaluation. If teachers are familiar with evaluation activities from the beginning, they will be better able to understand these evaluation skills. Assessment is mainly focused on certain elements that are included in the scope of evaluation, but evaluation has a broader scope. Because evaluation covers all aspects of learning, evaluation is the right term to use if a complete learning system is being evaluated. However, assessment is the right phrase when only one or several aspects of learning such as learning outcomes are evaluated. However, evaluation and assessment are more qualitative, while measurement refers to quantitative elements, such as scores or numbers obtained from measuring instruments. Arifin (2012).

The evaluation plan is introduced at the reference stage, when the instructor explains the learning markers. This assessment plan outlines the components that will be assessed and the prerequisites for meeting them.

The teacher begins the learning process at the input assessment stage by giving the class an initial test, consisting of a number of oral questions, before delivering the day's lesson material. After delivering the information, the instructor also observes 19 students' activities directly. The instructor gives a final test at the end of the class by asking a number of additional questions. Islamic Religious Education and Character Education teachers use oral tests to evaluate student learning by asking several questions related to the material discussed in class. Zulhammi (2023).

To ensure, organize, and ensure the quality (meaning and value) of learning based on criteria and considerations of various learning components, learning evaluation is a comprehensive, continuous, and methodical activity or process. This is one way for teachers to be held accountable for the implementation of the learning process. Therefore, learning evaluation in the context of Islamic religious education requires a choice of teaching strategies and learning exercises.

#### The Influence of Social and Environmental Factors on the Evaluation of Islamic Religious Education Learning

These interrelated social and environmental factors have an impact that big impact on the results of PAI learning evaluation. Students who come from supportive families, have supportive peers, and study in a school environment those with good facilities and positive relationships with teachers tend to show better evaluation results.

On the other hand, less supportive social factors or an uncondusive environment can reduce the quality of learning, so that the results of the PAI learning evaluation tend to be low. Students will get better results in the PAI learning evaluation if they are in a physical and social environment that supports learning.

The following is a summary table of literature based on the content you provided, with a comparative method approach between study results, the relationship between results, and the theories or concepts used:

No	Factor	Study Findings	Result Relevance	Underlyng Theoty
1.	Social Factor - Family	Parental involveme Nt in religious activities increases students' enthusias M and	Students with active religious engageme nt at home show better understand	Family support as a learning motivator (Rahim, 2019); Motivation Theory.

		Achievement in Islamic Education (PAI).	Ding and higher evaluation scores.	
2.	Social Factor – Peer Group	Religious peers positively influence students' motivation and understanding of PAI.	Religious discussions and group activities strengthen students' grasp of religious materials.	Social interaction theory in learning; Community-based learning.
3.	School Environment	Adequate facilities and a comfortable physical environment enhance student participation and evaluation results.	Well-equipped schools with complete resources support active student involvement and improved outcomes.	Conducive learning environment theory; Physical support in education (Yusuf, 2021).
4.	Student-Teacher Relationship	Teachers who show personal attention and build good relationships	Mutual communication and personal approach strengthen learning evaluation	Interpersonal relationship in education; Intrinsic motivation theory (Yusuf, 2021).

		enhance student motivation and understanding.	.	
5.	Definition & Concept of Evaluation	Evaluation includes measurement, assessment, and determining students' learning value holistically.	Evaluation covers both quantitative (scores) and qualitative (attitude, understanding) aspects.	Educational evaluation theory (Sudijono, 2008; Arifin, 2012); Measurement vs. Assessment concepts.

### Conclusion

Based on the results of research on the Impact of Social and Environmental Factors on the Evaluation of Islamic Religious Education (PAI) Learning, it can be concluded that these two factors have a significant influence on the results of PAI learning evaluation at the Senior High School (SMA) level. Social Factors: Family involvement and peer interaction play a major role in improving students' motivation and learning outcomes. Families who provide support and guidance in religious activities, as well as peers who have similar interests in religious learning, will encourage students to be more active and focused in following Islamic Religious Education lessons.

Environmental Factors: The physical and social environment in schools, such as adequate facilities and harmonious relationships between students and teachers, affect the comfort and effectiveness of learning. Schools with good facilities and positive relationships between students and teachers create a conducive atmosphere for the learning process, so that it can improve the results

of PAI learning evaluation. Overall, social and environmental factors have been shown to influence the success of Islamic Religious Education learning. Therefore, collaborative efforts are needed between families, peers, and schools to create an environment that supports quality religious learning. With more attention to these factors, it is hoped that the results of Islamic Religious Education evaluation can improve and have a positive impact on the formation of students' character and morals.

The socio-economic conditions of the family, interpersonal relationships within the family, and social norms that develop in society are external factors that shape students' attitudes and behavior towards teaching materials. In addition, a conducive school environment and adequate facilities will affect the quality of the teaching and learning process. Therefore, evaluation of Islamic Religious Education learning must consider social and environment to get a more complete picture of students' spiritual and moral development.

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