



The Role of Teachers' Teaching Styles and Parental Support in Student Engagement: The Mediating Role of Religious Character in Akidah Akhlak Learning

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Abstract:

Although religiosity is an important aspect of students' lives, religious orientation does not always correspond with active engagement in religious learning. This study examined the associations of teachers' teaching styles and parental support with student engagement in Akidah Akhlak learning and investigated the mediating role of religious character. A quantitative explanatory design was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM). Data were collected from 63 students from two Islamic-based schools in Yogyakarta, Indonesia, using a five-point Likert-scale questionnaire. The measurement and structural models were evaluated using SmartPLS, and hypothesis testing was conducted through bootstrapping with 5,000 resamples. The results showed that parental support was positively and significantly associated with student engagement ($t = 2.932$, $p = 0.004$), while religious character was also positively and significantly associated with student engagement ($t = 3.509$, $p < 0.001$). However, teachers' teaching styles and parental support were not significantly associated with religious character. Teachers' teaching styles were also not significantly associated with student engagement. Furthermore, the indirect relationships through religious character were not statistically significant, indicating that religious character did not mediate the relationships of teachers' teaching styles and parental support with student engagement. These findings suggest that, within the present sample, parental support and religious character showed stronger associations with student engagement than teachers' teaching styles. The study highlights the importance of considering family-related and individual factors when examining student engagement in Akidah Akhlak learning.

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Introduction (مقدمة)

Globally, religiosity remains an important characteristic of society, with more than 80% of the world's population identifying with a religion (Weziak-bialowolska et al., 2025). However, studies have identified a paradox in religious education: high levels of religious identification are not always followed by active involvement among younger generations in religious practices and formal learning activities (Nurholis, 2025)(Bulhayat & Akbar, 2025). Similarly, high levels of students' religiosity do not necessarily correspond with active participation in religious learning or consistency in religious behavior in daily life (I. Maulida et al., 2025). Studies of Islamic education in Indonesia have also reported that more than 80% of students are categorized as having high levels of religiosity (Fahrudin & Anwar, 2022).

Previous studies have generally examined teachers' teaching styles and parental support as important factors associated with the formation of students' religious character (Pharisees, 2025). However, the process through which external educational and family factors are associated with students' religious character and their engagement in learning has not been sufficiently examined within an integrated model. At the same time, studies have reported low student participation in Akidah Akhlak learning, weak internalization of moral values, and inconsistencies in religious attitudes outside the formal school context (G. R. Maulida & Ratnasari, 2024). This phenomenon indicates that the formation of religious character involves more than cognitive mastery and requires a broader understanding of the factors associated with students' participation and value internalization.

From the perspective of Islamic education, the formation of religious character cannot be understood as the result of mastery of learning materials alone. Rather, it is a multidimensional process involving interactions between the school environment, family, and students' learning experiences (Khasanah, 2023). Recent literature identifies teachers' teaching styles and parental support as important contextual factors associated with the development of students' religious character and attitudes (Mujahid et al., 2025). A participatory, reflective, and value-based teaching style may support meaningful learning experiences, while parental support may strengthen religious values through habituation and role modelling in the family environment (Syafika & Marwa, 2024). Nevertheless, empirical findings regarding the relationships of these factors with students' religious character remain mixed and inconclusive (Ritonga, 2024).

Previous studies have also examined teachers' teaching styles and parental support in relation to students' learning outcomes and involvement (Anayanti & Zainuddin, 2025; Safitri et al., 2024). In the context of Akidah Akhlak learning, student engagement includes behavioral, emotional, and cognitive involvement in understanding and internalizing the values of faith and morality (Nafisah et al., 2025). However, these variables are still often examined separately. Therefore, the specific research gap of this study lies in the limited examination of teachers' teaching styles, parental support, religious character, and student engagement within a single structural model.

The theoretical contribution of this study is to examine religious character not only as an

outcome of educational processes but also as a potential mediating variable associated with the relationship between external factors and student engagement. The formation of religious character is associated with external factors, such as teachers' teaching styles and parental support, as well as the process of internalizing values through students' educational experiences (Silvia Salsabila et al., 2024). Character formation also requires consistent interactions among educational environments, religious practices, and meaningful learning experiences (Mahluf et al., 2025). From the perspective of student engagement, students' cognitive, emotional, and behavioral involvement is important in supporting their understanding, appreciation, and practice of learned values (Nurhikmah et al., 2025).

Based on these considerations, this study examines a model that integrates teachers' teaching styles, parental support, religious character, and student engagement in the context of Akidah Akhlak learning. Specifically, this study aims to examine: (1) the relationship between teachers' teaching styles and religious character; (2) the relationship between parental support and religious character; (3) the relationship between teachers' teaching styles and student engagement; (4) the relationship between parental support and student engagement; (5) the relationship between religious character and student engagement; and (6) the mediating role of religious character in the relationships of teachers' teaching styles and parental support with student engagement.



Method (منهج)

1. Design and Research Approach

This study employed a quantitative approach with an explanatory research design and was analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The PLS-SEM approach was selected because it is suitable for examining complex causal relationships among latent variables, including direct effects and moderating effects within a single structural model. In this study, teacher teaching style and parental support were positioned as exogenous variables, student religious character as a moderating variable, and student engagement in Akidah Akhlak learning as the endogenous variable.

2. Participants and Sampling Techniques

The population of this study consisted of senior high school students enrolled in two Islamic-based schools in Yogyakarta, Indonesia. A total of 63 students participated in the study and were selected using a simple random sampling technique. The sampling procedure was conducted by assigning identification numbers to all eligible students and selecting respondents through a computer-generated randomization process, ensuring that each member of the population had an equal opportunity to participate in the study. Although the sample size was relatively limited, it was considered adequate for exploratory PLS-SEM analysis. Nevertheless, the findings should be interpreted with caution, and future studies are encouraged to involve larger samples to enhance statistical power and generalizability.

3. Data Collection Techniques

Data were collected using a structured questionnaire administered directly to the respondents. Prior to questionnaire distribution, participants were informed about the objectives of the study, the voluntary nature of participation, and the confidentiality of their responses. Respondents completed the questionnaire independently under limited supervision to ensure clarity of instructions and completeness of responses.

4. Research Instruments

The study employed a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement instruments were adapted from previously validated studies. Teacher teaching style was measured using 13 indicators adapted from Aini (Aini, 2020). Parental support was measured using 15 indicators adapted from Khoirunnisa and Purwandari (Khoirunnisa & Purwandari, 2023). Religious character was measured using 15 indicators adapted from Jubaedah's (Jubaedah, 2021). Student engagement in learning was measured using 15 indicators adapted from Saputra's (Saputra, 2022).

The initial measurement model consisted of 58 indicators. During the evaluation of the measurement model, several indicators demonstrated loading factors below the recommended threshold and some exhibited negative loading values. Indicators with negative loadings, namely DO8, KR10, KR11, and KR15, were considered conceptually inconsistent with their respective constructs and were therefore removed during the iterative model refinement process. The elimination of indicators was conducted sequentially based on statistical criteria and theoretical considerations until acceptable levels of validity and reliability were achieved.

5. Data Analysis

Data were analyzed using descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The analysis followed a second-order embedded two-stage approach, involving measurement at both dimension and construct levels (Hair et al., 2025). The measurement model (outer model) was evaluated through convergent validity, discriminant validity, and construct reliability assessments. Convergent validity was established when indicator loadings exceeded 0.70 and the Average Variance Extracted (AVE) exceeded 0.50 (Hair et al., 2019). Discriminant validity was assessed using the Fornell-Larcker criterion by comparing the square root of AVE values with inter-construct correlations. Reliability was evaluated using Composite Reliability (CR) and Cronbach's Alpha, with values above 0.70 (Ghozali, I., & Latan, 2012) indicating satisfactory internal consistency.

The structural model (inner model) was subsequently evaluated through the coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and multicollinearity assessment using Variance Inflation Factor (VIF). VIF values below 5 indicated the absence of multicollinearity issues among the predictor constructs. Hypothesis testing, including the examination of moderating effects, was conducted using the bootstrapping procedure with 5,000 resamples. Statistical significance was predicted by t -values greater than 1.96 and p -values lower than 0.05.

6. Ethical Considerations

This study adhered to the ethical principles of educational research involving human participants. Prior to data collection, permission was obtained from the school authorities of the participating institutions. Participation in the study was voluntary, and respondents were informed about the purpose of the research, the confidentiality of their responses, and their right to withdraw from the study at any stage without any consequences. As the participants were high school students, the data collection process was conducted under the supervision and approval of the respective schools. No personally identifiable information was collected, and all responses were analyzed anonymously and reported only in aggregate form for academic purposes.

Result (نتائج)

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated

previously in the introduction part.

1. Outer Model Test

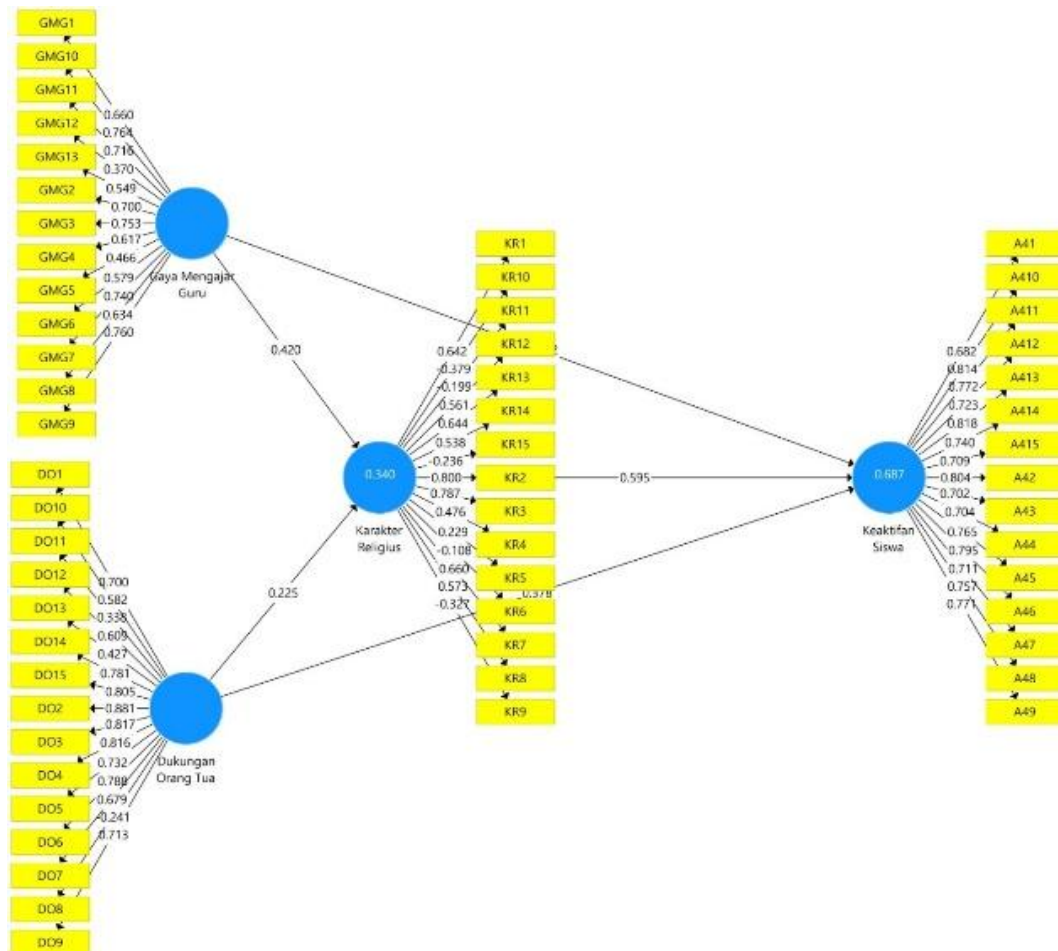


Figure 1. Outer Model Test Results

a. Validity Test

The questionnaire can be said to be valid with two stages of testing, namely the convergent validity test and discriminant validity. The convergent validity test is by looking at the results of the results of external loading and AVE data processing. Meanwhile, in the discriminant validity test, you can see the results of data processing on the Fornell-Larcker Criterion, cross loading, and HTMT values.

b. Convergent Validity Test

Table 1. Final Outer Loading of Retained Indicators

Construct	Indicator	Loading
Student Activity	A410	0.814
Student Activity	A411	0.772
Student Activity	A412	0.723
Student Activity	A413	0.818
Student Activity	A414	0.740
Student Activity	A415	0.709
Student Activity	A42	0.804
Student Activity	A44	0.704

Student Activity	A45	0.765
Student Activity	A46	0.795
Student Activity	A47	0.711
Student Activity	A48	0.757
Student Activity	A49	0.771
Parent Support	DO1	0.700
Parent Support	DO2	0.881
Parent Support	DO3	0.817
Parent Support	DO4	0.816
Parent Support	DO5	0.732
Parent Support	DO6	0.788
Parent Support	DO14	0.781
Parent Support	DO15	0.805
Teaching Style	GMG7	0.740
Teaching Style	GMG9	0.760
Teaching Style	GMG10	0.764
Teaching Style	GMG11	0.716
Religious Character	KR2	0.967
Religious Character	KR3	0.959

Thirty-one indicators that did not meet the minimum loading factor threshold of 0.70 were removed iteratively from the measurement model. The final model retained 27 indicators that demonstrated satisfactory convergent validity. The following are the final results of the processing of convergent validity data analysis as seen from the Average Variance Expected (AVE) value which must be > 0.5 as explained in the following table:

Table 2. AVE Values

	Average Variance Extracted (AVE)
Parent Support	0,656
Teacher's Teaching Style	0,567
Religious Character	0,928
Student Activity	0,591

(Source.primary data.researcher.2026)

Based on the data results in table 2 above, it is known that the Average Variance Expected (AVE) value of each variable is > 0.5 . The Average Variance Expected (AVE) value of each variable has > 0.5 , which means it meets the requirements of the convergent validity test. So it can be concluded that all variables in this study have met the requirements of the convergent validity test.

c. Discrimination Validity Test

The results of the discriminant validity test can be seen from the correlation value of each dimension to the dimension itself must be greater than the correlation value of the other dimensions as a whole. In addition to looking at the correlation value, the results of the discriminant validity test can also be obtained from the Fornell and Larcker Criterion value, the Cross loading value, and the Heterotrait-Monotrait Ratio (HTMT) value on the statement item (Hair et al., 2019). An indicator is declared to have met the discriminant validity test if the cross loading value on the statement items of the dimension to the dimension itself must be greater than the correlation value on the statement item to the other dimension, as explained in the table of Fornell and Larcker Criterion value calculation results below:

Table 3. Fornell-Larcker Criterion

	Parent Support	Teacher's Teaching Style	Religious Character	Student Activity
Parent Support	0,810			
Teacher's Teaching Style	0,559	0,753		
Religious Character	0,355	0,310	0,963	
Student Activity	0,618	0,495	0,604	0,769

(Source: primary data, processed by researchers, 2026)

Based on the data results in table 3 above, it can be seen that the correlation value of each variable to the variable itself is greater when compared to the correlation value of the variable to other variables. So it can be concluded that the variables in this study have met the discriminant validity test. In addition, to see the correlation value between variables, the discriminant validity test can be seen from the cross loading value. The cross loading value of the item for each variable is explained in the following table:

Table 4. Cross Loading

	Parent Support	Teacher's Teaching Style	Religious Character	Student Activity
A410	0,528	0,441	0,642	0,817
A411	0,504	0,413	0,426	0,768
A412	0,449	0,304	0,554	0,729
A413	0,469	0,356	0,581	0,830
A414	0,467	0,482	0,493	0,751
A415	0,507	0,415	0,540	0,706
A42	0,551	0,405	0,428	0,794
A44	0,356	0,205	0,379	0,715
A45	0,416	0,343	0,278	0,782
A46	0,425	0,318	0,341	0,792
A47	0,427	0,322	0,286	0,721
A48	0,541	0,403	0,529	0,779
A49	0,451	0,451	0,348	0,795
DO1	0,730	0,334	0,183	0,502
DO14	0,788	0,532	0,268	0,564
DO15	0,803	0,449	0,414	0,472
DO2	0,921	0,518	0,317	0,618
DO3	0,832	0,518	0,234	0,420
DO4	0,856	0,403	0,341	0,477
DO5	0,761	0,434	0,239	0,434
DO6	0,774	0,423	0,274	0,479
GMG10	0,409	0,731	0,050	0,267
GMG11	0,430	0,731	0,094	0,278
GMG2	0,423	0,772	0,420	0,482
GMG3	0,408	0,815	0,323	0,469
GMG7	0,393	0,703	0,046	0,293
GMG9	0,517	0,760	0,148	0,248

KR2	0,347	0,310	0,967	0,621
KR3	0,338	0,285	0,959	0,538

(Source.primary data.researcher.2026)

Based on the data presented in table 4 above, it can be seen that the correlation value of each variable dimension to the variable dimension itself has a greater cross loading value compared to the correlation value to other variable dimensions. Thus, it can be stated that each variable dimension used in this study has met the discriminant validity test.

The last discriminant validity test is by looking at the Heterotrait-Monotrait Ratio (HTMT) value. According to Hair et al. (Sarstedt et al., 2019) the value of the Heterotrait-Monotrait Ratio (HTMT) is more recommended to look at the discriminant validity test than the Fornell and Larcker Criterion value and the value on the loading factor. The value of the Heterotrait-Monotrait Ratio (HTMT) is met if the correlation between dimensions is <0.90 (Hair et al., 2019) The results of the Heterotrait-Monotrait Ratio (HTMT) processing are described in the table below:

Table 5. HTMT Value

	Parent Support	Teacher's Teaching Style	Religious Character
Parent Support			
Teacher's Teaching Style	0,629		
Religious Character	0,380	0,263	
Keaktifan Siswa	0,648	0,484	0,622

(Source. Primary Data, Processed by Researchers, 2026)

Based on the data presented in table 5 above, it can be seen that the value of the Heterotrait-Monotrait Ratio (HTMT) on each value statement item has been valued < 0.90 . This means that the dimension validity level meets the requirements of the discriminant validity test. Thus, it can be stated that each statement item used in this study has met the requirements of the discriminant validity test. Looking at the results of the convergent validity and discriminant validity tests above, each statement item used in this study has met the validity test requirements. Each indicator of each variable has met the requirements of convergent validity and discriminant validity tests. Therefore, indicators on each variable can be declared feasible or tested for validity, so that the research data can be used to continue the analysis of the next data

d. Reliability Test

Reliability tests are used to measure the consistency of measuring instruments or to assess the validity of the statement items of each variable in a questionnaire. The reliability test of the statement items in the research dimension was carried out with a composite reliability test. A dimension can be said to be reliable if it has a reliable composite value ≥ 0.7 . The results of the composite reliability value are explained in the table below

Tabel 6. Composite Reliability

	Composite Reliability
Parent Support	0,938
Teacher's Teaching Style	0,887
Religious Character	0,962

Student Activity**0,949**

(Source. Primary Data, Processed by Researchers, 2026)

Based on the results of data processing from the composite reliability value of the indicator level in table 6 above, it can be seen that each dimension has a composite reliability value of ≥ 0.7 . The results of these values show that each variable has met the requirements for the composite reliability test, so that it can be concluded that these three research variables can be said to be reliable.

Based on the results of data processing in the validity and reliability test of the dimension level above, it can be concluded that each dimension of each variable in this study has met the requirements of the validity test and reliability test. Thus, it can be said that every statement of each variable dimension is valid and reliable. Therefore, the research data can be used to carry out the analysis stage of the structural model evaluation test (inner model).

2. Test Inner Model.

After the testing on the outer model has been fulfilled, the next step is testing on the inner model. The structural model analysis test (inner model) in this study consisted of 5 tests, including the path coefficient test, R Square, F Square, Prediction Relevance (Q2), Collinearity Statistics (VIF), and model fit and goodness test. As for the results of the internal analysis of the research model, it is explained in the figure below:

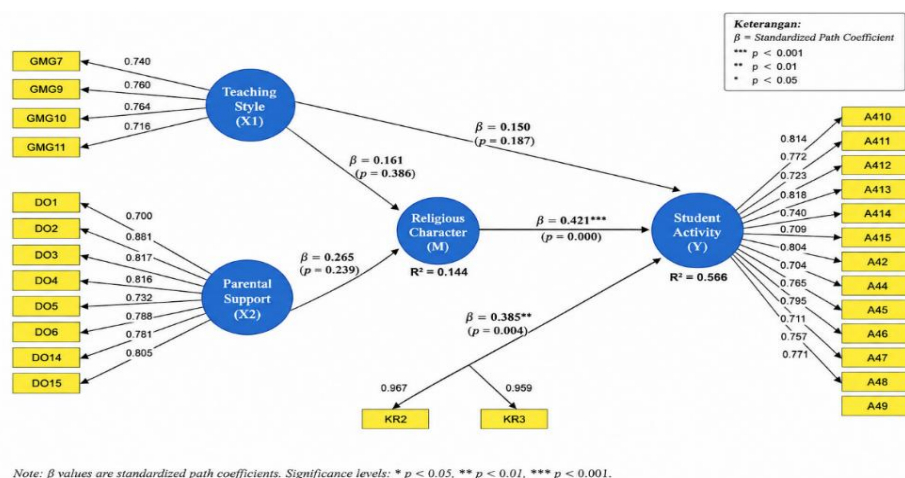


Figure 2. Test Inner Model

a. test Goodness of Fit

Evaluation of the fit and goodness of the model is used to find out whether the formed research model matches the data for testing. The test of the fit and goodness of the model can be predicted byd from the results of data processing on the Standardized Root Mean Square Residual (SMSR) value, and the Normal Fit Index (NFI) value. As for the results of data processing in the suitability and goodness test, it is explained in the fit summary table below:

Table 7. Fit Summary

	Saturated Model	Estimated Model
SRMR	0,094	0,094
d_ULS	3,837	3,837
d_G	3,740	3,740
Chi-Square	891,318	891,318
NFI	0,548	0,548

(Source.primary data, processed by researchers, 2026)

Based on the results of the data presented in table 7 above, it was found that: the SMSR value was $0.094 < 0.10$ (meeting the criteria), so the model can be said to be fit. The model test is seen from the NFI test value, in this study it shows an NFI value of 0.548, so the research model can be said to be fit and has the compatibility or goodness of the model with research data of 54.8%.

b. Test R Square(R^2)

One of the inner model tests is by looking at the R Square value. R Square values > 0.840 indicate high prediction accuracy, a range of $0.33 - 0.67$ indicates a moderated effect, R Square between $0.19 - 0.33$ indicates a low effect, while R Square values below 0.19 are considered unacceptable (exogenous variables cannot explain endogenous dependent variables) (Cassano et al., 2015). The results of the research data processing obtained the following R-Square values:

Table 8. R-Square Value(R^2)

	R Square	R Square Adjusted
Religious Character	0,144	0,116
Student Activity	0,566	0,544

(Source: primary data processed by researchers 2026)

The R^2 value for Religious Character was 0.144, indicating that Parental Support and Teacher Teaching Style explained only 14.4% of the variance in Religious Character. This suggests that Religious Character is largely related to by other factors outside the present model (85.6%). Therefore, the predictive power of the model for Religious Character can be considered weak. Meanwhile, the R^2 value for Student Activity was 0.566, indicating that Parental Support, Teacher Teaching Style, and Religious Character jointly explained 56.6% of the variance in Student Activity. This reflects a moderate level of predictive power according to PLS-SEM guidelines.

The R^2 value of 0.144 indicates that Teacher Teaching Style and Parental Support jointly accounted for only 14.4% of the variance in Religious Character. This finding suggests that Religious Character is likely related to by a broader set of factors beyond those included in the present model. From a theoretical perspective, religious character is

a multidimensional construct that develops through long-term internalization processes involving spiritual awareness, intrinsic motivation, personal religious experiences, peer related to, and religious practices within both family and community settings. Therefore, external educational factors alone may be insufficient to explain substantial variation in students' religious character.

Another possible explanation relates to the measurement of Religious Character in the present study. Following indicator purification, only two indicators remained in the final construct, which may have limited the construct's ability to capture the complexity of religious character development. Future studies should employ more comprehensive instruments that represent multiple dimensions of religiosity and moral development.

c. Test F Square(F^2)

The value of F^2 is used to provide an overview of the magnitude of the related to of exogenous latent variables on endogenous latent variables in the structural order. According to Chin (1998), the F^2 value is categorized as a weak related to, namely the F^2 value of 0.02 is categorized as a weak related to, the F^2 value of 0.15 is categorized as a moderate related to, and finally the F^2 value of 0.35 is categorized as a strong related to. The results of the data processing of the F^2 value of the research are explained in the table below:

Table 9. F-Square Value(F^2)

	Parent Support	Teacher's Teaching Style	Religious Character	Student Activity
Parent Support			0,056	0,222
Teacher's Teaching Style			0,021	0,035
Religious Character				0,350
Student Activity				

(Source.primary data.researcher.2026)

Based on the data presented in table 9 above, it is known that the F^2 value of the Parent Support → Student Activeness variable is 0.222, which means that the Parent Support variable has a moderate related to. While the F^2 value in the Teacher Teaching Style → Student Activity variable is 0.035, it shows that the Teacher Teaching Style variable has a weak related to on student activity. Furthermore, the value of F^2 in the variable of Parental Support → Religious Character is 0.056, which shows that the variable of Parental Support has a weak related to on Religious Character.while the Teaching Style of Teachers → Religious Character is 0.021, it shows that the variable of Teacher Teaching Style has a weak related to on Religious Character.Furthermore, in the variable of Religious Character → Student Activity is 0.350, This shows that the Religious Character variable has a strong related to on Student Activeness.

d. Test Q Square(Q^2)

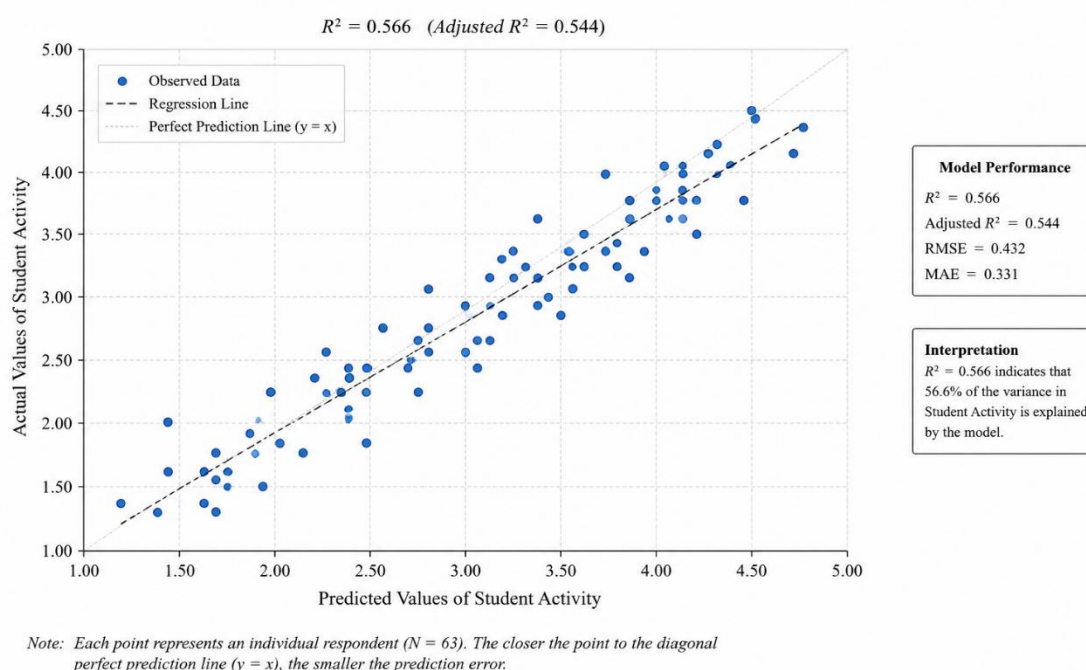
The next structural model test is to look at the Stone Geisser Value (Q^2). The Stone Geisser Value (Q^2) is used to describe predictive relevance, which is the fit of the structural relevance of the model or not. The results of data processing for Q^2 values are explained in the following table:

Table 10. Q-Square Value(Q^2)

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Parent Support	504,000	504,000	
Teacher's Teaching Style	378,000	378,000	
Religious Character	126,000	118,427	0,060
Student Activity	819,000	569,821	0,304

(Source.primary data.researcher.2026)

Based on the results of the data processing presented in table 10 above, it is known that the Q^2 value of the Religious Character variable is $0.060 > 0$, so it can be said that the Religious Character variable has a good predictive relevance value. Meanwhile, the Q^2 value in the Student Activity variable is $0.304 > 0$, or in other words the discipline behavior variable also has a good predictive value of relevance.

**Figure 3.** Predicted versus Actual Values of Student Activity

The scatter plot illustrates the relationship between the predicted values generated by the PLS-SEM model and the actual observed values of Student Activity. The diagonal line ($y = x$) represents perfect prediction, while the dashed line represents the regression trend between predicted and observed scores. The relatively close clustering of data points around the diagonal indicates that the model has a moderate predictive capability. This visual result is consistent with the R^2 value of 0.566, which indicates that 56.6% of the variance in Student Activity is explained by the model.

e. Test Hypothesis

Based on the results of testing on the inner model, the results can be used as data to see that the hypotheses formulated in this study can be declared accepted or rejected. Looking at the results of the internal model test, a T-statistical value is obtained, the hypothesis can be declared acceptable if the T-statistical value is greater than the T-table, which is 1.96 (α 5%). In addition,

the hypothesis test can be seen from the P Value, provided that the P Value must be < 0.05 , meaning that the hypothesis is accepted. The results of the hypothesis test in this study were obtained direct and indirect related to hypothesis test data as described in the following table:

Table 11. Hypothesis-Direct Test Value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Parental Support -> Religious Character	0,265	0,287	0,225	1,180	0,239
Parent Support - > Student Activeness	0,385	0,419	0,131	2,932	0,004
Teacher's Teaching Style - > Religious Character	0,161	0,173	0,186	0,867	0,386
Teacher's Teaching Style - > Student Activity	0,150	0,156	0,113	1,322	0,187
Religious Character - > Student Activity	0,421	0,379	0,120	3,509	0,000

(Source.primary data, processed by researchers.2026)

Table 12. Hypothesis-Indirect Test Value

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Parental Support -> Religious Character -> Student Activeness	0,112	0,091	0,073	1,532	0,126
Teacher's Teaching Style -> Religious Character -> Student Activity	0,068	0,071	0,079	0,857	0,392

(Source.primary data, processed by researchers.2026)



Discussion (مناقشة)

1. The Related to of Parental Support on Religious Character

The findings showed that parental support was not significantly associated with students' religious character ($t = 1.180$, $p = 0.239$). Although the relationship was positive, the statistical evidence was insufficient to support a significant association in the present sample. This finding suggests that general parental support may not necessarily be sufficient to explain differences in students' religious character. Parental support may be more effective when it is reflected in specific forms of religious involvement, such as religious role modelling, the habituation of worship, and the consistent internalization of religious values in students' daily lives.

This interpretation is consistent with (Shodiq, 2024) and Mutia (Mutia Handayani, 2021) who indicated that parental support may contribute to students' moral and religious development when combined with structured religious learning and other supporting factors. Similarly, (Mir & Afifah, 2025) suggest that the contribution of parental support may depend on the form and quality of parental involvement. Therefore, the non-significant finding in this study does not necessarily indicate that parents are unimportant in religious character

development. Instead, it suggests that general parental support, as measured in this study, was not significantly associated with religious character.

This finding also helps explain the relatively limited explanatory power of the model for religious character. The formation of religious character may involve more specific processes, including religious role modelling, habituation, and consistent value internalization. Thus, future studies should examine more specific dimensions of parental religious involvement in order to obtain a broader understanding of their relationship with students' religious character.

2. *The Effect of Parental Support on Student Activity*

The results of the hypothesis test showed that parental support had a positive and significant effect on student activity, with a T-statistical value of 2.932 and a P-value of 0.004. These findings confirm that parental involvement has an important role in encouraging students to be more active in the learning process. Support in the form of attention, motivation, intense communication, and involvement in school activities can increase students' confidence and motivation, so that they are more courageous to participate in learning activities in the classroom.

These findings are in line with recent studies that state that parental involvement linked with to increased student engagement, both emotionally and behaviorally (Martinez-Yarza et al., 2024; Zurriyati & Mudjiran, 2020). (Kumalasari et al., 2024). other research shows that parental support has a significant effect on student activity and participation bec corresponded with students feel valued and supported in their learning process. However, some studies also emphasize that excessive or oppressive parental support can actually reduce student activity. Therefore, effective parental support is support that is supportive and provides space for student independence.

These findings are consistent with international evidence demonstrating that parental involvement is positively associated with student engagement and academic participation. Research published in the Journal of Adolescence has shown that emotional and academic support from parents linked with to higher levels of behavioral and cognitive engagement among adolescents. Similarly, studies in Child Development indicate that supportive family environments foster students' self-regulation, motivation, and active participation in learning activities (Sitepu et al., 2024).

3. *The Related to of Teachers' Teaching Styles on Religious Character*

The non-significant relationship between Teacher Teaching Style and Religious Character may indicate that religious character formation involves processes that extend beyond classroom instructional practices. Character education literature emphasizes that religious character develops through sustained moral habituation, role modeling, social interaction, and value internalization over extended periods of time (Nurgenti et al., 2025). Therefore, variations in teaching style alone may not be sufficient to foster meaningful differences in students' religious character. Rozi (Rozi, 2024) and Parhan (Parhan et al., 2024) states that the measurement of teaching style used in this study. The instrument primarily assessed general instructional practices rather than specific religious mentoring behaviors, moral exemplification, or character-building activities. Consequently, the construct may not have adequately captured those aspects of teaching that are theoretically relevant to religious character formation

4. *The Related to of Teachers' Teaching Styles on Student Activity*

The results of the hypothesis test showed that the teacher's teaching style did not have a significant effect on student activity, with a T-statistical value of 1.322 and a P-value of 0.187. These findings show that student activity is not only predicted by the teacher's teaching methods, but is also related to by internal factors of students, such as learning motivation,

interests, and psychological conditions, and other external factors such as the classroom environment and social support

Recent research in the field of education shows that emotional and interpersonal teacher support has a stronger related to on student activity compared to methodological teaching styles (Cardenal et al., 2023) Review (Fitrianti & Hidayati, 2025; Mallik, 2023) concluded that student involvement was more related tod by the quality of the teacher-student relationship than the variation in learning methods alone. However, the research of Rizqa et. al (Rizqa et al., 2025)

also shows that innovative and participatory teaching styles can increase student activity when combined with a supportive learning environment. This shows that the teacher's teaching style is not the only determining factor for student activity.

5. *The Related to of Religious Character on Student Activity*

The findings showed that religious character was positively and significantly associated with student engagement ($t = 3.509$, $p < 0.001$). This result suggests that students with stronger religious character tend to demonstrate greater involvement in the learning process. In the context of Akidah Akhlak learning, religious character may be associated with values such as responsibility, discipline, and commitment, which can support students' participation in learning activities.

This finding is consistent with previous studies reporting a positive relationship between religiosity and student engagement (Izdiharunnisa et al., 2023) Research by Ratih et al. (Ratih et al., 2025) found that Islamic religiosity was significantly associated with student involvement in learning. These findings support the interpretation that religious values may function as internal resources associated with students' willingness to participate in educational activities. However, the relationship between religiosity and student engagement may also be influenced by contextual factors.(Mangestuti & Aziz, 2023; Pratama & Pramana, 2025) suggest that the relationship between religiosity and student activity may vary according to social and cultural contexts. Therefore, the present finding should be interpreted within the specific context of the participating students and Akidah Akhlak learning. Nevertheless, the result supports the argument (Madjid & Shodiq, 2026) hat religious character represents an important internal factor associated with students' participation in learning.

The present findings are also supported by international literature emphasizing the role of personal values and internal motivation in promoting student engagement. Research in the Journal of Educational Psychology suggests that students who possess strong moral commitment and value-based self-regulation tend to demonstrate greater persistence, responsibility, and engagement in academic activities. Religious character may function as an internal psychological resource that encourages students to participate actively in learning processes

6. *Indirect Related to of Parental Support and Teacher's Teaching Style on Student Activity through Religious Character*

The results of the indirect effect analysis showed that parental support and teachers' teaching styles were not significantly associated with student engagement through religious character. Therefore, religious character was not supported as a mediating variable in the proposed relationships.

This result can be interpreted in relation to the weak relationships between the independent variables and religious character. Although religious character was significantly associated with student engagement, parental support and teachers' teaching styles were not significantly associated with religious character. As a result, the indirect relationships through religious character were not statistically significant.

This interpretation is consistent with Ahmed et al., (Ahmed et al., 2022) and Atmayanti et al., (Atmayanti & Fadila, 2025) who explain that mediation involving character or religiosity depends on the relationships among the variables forming the indirect pathway. When the relationship between an independent variable and the proposed mediator is weak or not significant, evidence for mediation is also limited. In addition, Qodratulloh et al. (Qodratulloh S et al., 2025) indicate that religiosity may function as a mediator when it is measured more specifically and supported by a consistent religious environment.

Therefore, the present findings suggest that religious character was more strongly associated with student engagement as an internal student factor than as a mediating mechanism connecting parental support and teachers' teaching styles with student engagement. Future studies may examine more specific dimensions of religious character and additional contextual factors associated with its development.



Conclusion (خاتمة)

Based on the hypothesis testing results, parental support was positively and significantly associated with student engagement, and religious character was also positively and significantly associated with student engagement. These findings indicate that family support and internal factors related to religious character were associated with differences in students' participation in the learning process within the present sample. In contrast, parental support and teachers' teaching styles were not significantly associated with students' religious character. Teachers' teaching style was also not significantly associated with student engagement. These findings suggest that religious character and student engagement may be associated with factors beyond general parental support and teaching approaches.

Furthermore, the indirect effect analysis showed that religious character did not significantly mediate the relationships of parental support and teachers' teaching styles with student engagement. Although religious character was significantly associated with student engagement, the relationships of parental support and teachers' teaching styles with religious character were not statistically significant. This study has several limitations. First, the relatively small sample size of 63 students from two schools limits the generalizability of the findings. Second, the Religious Character construct was represented by only two indicators after measurement model refinement, which may not fully capture the multidimensional nature of religious character. Third, the cross-sectional design does not allow causal conclusions regarding the observed relationships.

Future research is encouraged to employ larger and more diverse samples, longitudinal designs, and more comprehensive measures of religious character. Further studies may also examine additional variables already identified as relevant to students' educational experiences, such as school culture, intrinsic motivation, and the quality of teacher-student relationships, in order to provide a more comprehensive understanding of factors associated with student engagement.



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