



Parental Role Modeling in Shaping Children's Religious Character: A Qualitative Study on Religious Education Practices in the Family Environment

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Abstract

This study aims to describe the role of parents as role models in children's religious learning. The background of this study is based on the phenomenon of the weakening of parental role models in everyday life, which has an impact on the low internalization of religious values in children. In fact, parents are the first and foremost educators who should be role models in religious behavior and practice. This study uses a qualitative approach with a case study method. Data were collected through observation, in-depth interviews, and documentation of several parents who work as fishermen. The results show that some parents are not yet able to set a good example in religious life, such as not performing religious duties consistently, using language that is not polite in front of children, and exhibiting behavior that does not reflect Islamic values. This weak role modeling has an impact on children's low enthusiasm and understanding of religious teachings. These findings emphasize the importance of strengthening the role of parents as role models in shaping children's religious character. The implications of this study encourage the need for parent training programs so that they can become consistent models of Islamic behavior, thereby creating a family environment that supports the optimal spiritual growth and development of children.

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INTRODUCTION

Religious education in the family is the main foundation in shaping children's character. Before children become familiar with the school environment and society, the family is the first place where spiritual and moral values are instilled (Ramdhani et al., 2020; Riadi, 2024; Toyibah et al., 2024; Zamzami et al., 2024). In this context, parents play a central role as the first educators who set an example in religious life. Parental role modeling is not only about verbal aspects such as advice, but is also reflected in daily behaviors that are observed and imitated by children (Hikmatullah & Fachmi, 2020; Kabiba et al., 2017).

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The phenomenon occurring in various levels of society shows a decline in the quality of parental role models in educating children, especially in religious aspects (Nugraha et al., 2025; Rosikum, 2018). Many parents are unable to demonstrate consistency in practicing religious teachings, both in worship and social behavior. This lack of role modeling has an impact on children's weak understanding and practice of religious values, which ultimately affects their character and spirituality (Iqbal & Astutik, 2024; Yaasin et al., 2024).

The urgency of this research lies in the need to examine in depth how parental role modeling contributes to children's religious learning. In the modern era, which is characterized by rapid social and cultural change, the role of the family as an informal educational institution is often marginalized. In fact, religious education that comes from parental role modeling has a transformative power that cannot be replaced by formal institutions.

This study also responds to concerns about the increase in children's behavior that deviates from religious values, which largely stems from weak guidance in the family environment. When parents fail to set an example in worship, speech, and behavior, children lose a figure they can look up to in living a religious life. Therefore, this study is important to identify effective forms of role modeling and the obstacles parents face in implementing them. Theoretically, this study reinforces the concept of Islamic education that places the family as the first madrasah for children. Islamic education theory emphasizes the importance of role modeling as the primary method in nurturing children's morals and spirituality. In this perspective, parental behavior becomes the main instrument in transmitting the values of monotheism, worship, and noble character to the next generation.

In addition to reinforcing existing theories, this study also contributes to the development of contemporary Islamic education. By exploring parental role modeling practices in the context of modern life, this study opens up space for the renewal of religious education approaches that are more contextual and relevant to the challenges of the times. This is important so that religious education is not only normative, but also applicable in everyday family life. In the current context, where children are increasingly exposed to the influence of the media and the outside environment, parental role modeling becomes the main defense in maintaining children's spiritual integrity (Asrowi, 2025; Ghoust & Muhajirin, 2025; Hasanah & Maseri, 2025). When children see their parents performing prayers, speaking politely, and avoiding negative behavior, they will more easily absorb these values as part of their identity (Farizeni & Astutik, 2025; Pangestu et al., 2024). Conversely, parental inconsistency in religion can cause confusion and a crisis of values in children.

This research also has long-term relevance in national character building. Children who grow up with strong religious role models tend to have high integrity, empathy, and social responsibility. Therefore, strengthening the role of parents as role models in religious education is a strategic investment in shaping a generation with noble character that contributes positively to society. The research method used was a qualitative approach with case studies, which allowed researchers to explore in depth the experiences and practices of parents in exemplifying religious values. Data was collected through observation and interviews, resulting in a comprehensive picture of the dynamics of religious education within the family. This approach also allowed for the identification of factors that support and hinder parental exemplification.

Thus, this study is expected to make a real contribution to strengthening the role of the family in children's religious education. The findings can be used as a basis for developing parent training programs and as a reference for Islamic education academics and practitioners in designing role model-based learning strategies. This study also opens up opportunities for further, broader, and more in-depth research

on religious education in families in various social contexts.

METHODS

This study uses a qualitative approach with a case study method. This approach was chosen because it allows researchers to gain an in-depth understanding of the phenomenon of parental role modeling in children's religious education through the context of real life. Case studies are used to explore in depth the practices, experiences, and social dynamics that occur within families, particularly in interactions between parents and children related to religious education. This method is relevant for revealing the meaning and value contained in the behavior of parents as role models, which cannot be explained quantitatively (Alsokari et al., 2025; Engkizar et al., 2022, 2024; Febriani et al., 2022; Oktavia et al., 2023; Sabrina et al., 2022; Saidi et al., 2025; Sari et al., 2021).

The data sources in this study were parents who had children of middle school age and worked as fishermen. Informants were selected purposively, based on the consideration that they had direct and relevant experience with the focus of the study. In addition to parents, children and community leaders were also used as supporting informants to obtain a triangulated perspective. Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation. Interviews were conducted in a semi-structured manner so that researchers could explore information flexibly while remaining focused on the topic of parental role models.

The research instruments used were interview guidelines and observation sheets compiled based on indicators of exemplary behavior in religious education, such as worship practices, social behavior, and communication within the family. Observations were made to record the actual behavior of parents in their daily lives, while documentation was used to supplement the data through daily notes, photographs, or other relevant documents. Data validity was maintained through source and method triangulation techniques, as well as rechecking interview results with informants to ensure the accuracy and validity of the information.

The data obtained was analyzed using thematic analysis techniques. The analysis process was carried out through the stages of data reduction, data presentation, and conclusion drawing. The researchers identified the main themes that emerged from the interview and observation results, then categorized the data based on indicators of parental role modeling. Interpretation was carried out contextually, taking into account the social, cultural, and religious backgrounds of the informants. The analysis results were presented in the form of a descriptive narrative that fully described the role of parents as role models in their children's religious learning (Engkizar et al., 2025; Oktavia et al., 2025; Rahawarin et al., 2023).

RESULT AND DISCUSSION

The results of this study reveal that parental role modeling in children's religious learning encompasses three main dimensions: moral role modeling, positive attitudes, and social behavior that reflects religious values. Moral role modeling is demonstrated through daily behavior that reflects honesty, patience, and kindness. Children learn from what they see and experience in the family environment, so parental behavior becomes the main source of shaping children's religious character. When parents are able to show patience in facing problems, honesty in words and actions, and a gentle heart in treating others, children will imitate and internalize these values as part of their religious identity.

In addition to moral aspects, parental role modeling is also reflected in positive attitudes demonstrated in social interactions, such as being friendly, polite, and greeting others with a smile. These attitudes serve as concrete examples for children

in building Islamic and loving social relationships. In addition, parents also need to demonstrate consistent behavior in terms of politeness, responsibility, and honesty, as well as actively teaching values such as sympathy and hard work. When children see their parents working diligently, helping others, and watching their words, they will find it easier to understand and apply religious values in their daily lives. This kind of role modeling not only shapes children's character, but also strengthens their understanding of the essence of Islamic teachings, which emphasize integrity, empathy, and social responsibility.

The first finding is moral exemplarity, which is the ability of parents to demonstrate behavior that reflects honesty, patience, and kindness. In practice, some parents are not consistent in displaying patience and honesty in their daily lives. Children witness behaviors such as yelling, using harsh language, or blaming children for minor mistakes. One informant stated, *"I sometimes get angry when my child is slow to learn, even though I know I should be patient."* This statement shows moral awareness, but it is not yet followed by consistent practice.

Moral exemplarity is the main foundation in children's religious education. According to (Astarini et al., 2018; Langi & Talibandang, 2021), children learn through observation and imitation of their parents' behavior. When parents fail to demonstrate good behavior, children lose a role model to guide them in their religious life. In the context of fishing families, work pressure and physical exhaustion often make parents less able to control their emotions, which affects the quality of the role models they present. This is in line with the opinions of (Hadian et al., 2022; Suhartono et al., 2024), who state that an emotionally unstable family environment can hinder the process of character building in children.

The second finding is parents' positive attitudes in social interactions. These attitudes include being friendly, polite, and open toward others, which should be consistently demonstrated in front of children. However, the results of the study show that some parents do not demonstrate these positive attitudes. Children witness their parents being indifferent, speaking in a raised voice, or even gossiping in public. One informant said, *"I rarely greet people, so my child also becomes indifferent when meeting neighbors."* This attitude shows that children tend to imitate their parents' social behavior, including in terms of interaction with the surrounding environment.

A positive attitude on the part of parents is very important in shaping a child's personality to be polite and open to their social environment. In (Widianto, 2015), character education in the family must begin with the attitudes and behaviors of parents that reflect good social values. When children see their parents being polite and friendly, they will imitate and apply these attitudes in their social interactions. Conversely, negative attitudes from parents can foster aggressive or closed tendencies in children. Research by (Diananda, 2020; Juwita & Yunitasari, 2024) also confirms that parents' social behavior greatly influences the formation of children's social attitudes, especially in terms of empathy and communication.

The third finding is that parents' social behavior reflects religious values, such as politeness, honesty, responsibility, sympathy, and hard work. Research shows that these values have not been explicitly instilled through role modeling. Parents place more emphasis on material aspects or appearance than on demonstrating a spirit of hard work and empathy towards others. One informant revealed, *"I am busy with work, so I rarely talk about religion or set an example of responsibility."* This statement shows that time constraints and focus on work make parents less involved in directly instilling religious values.

In Islamic education theory, good social behavior is part of noble character that must be instilled from an early age. According to (Munawwaroh, 2019; Wardhani & Wahono, 2017) effective education must begin with exemplary behavior, not just verbal instruction. When parents do not practice the values they teach, children will

doubt their parents' moral authority and tend to ignore those teachings. In fishing families, time constraints and a focus on meeting economic needs often shift attention away from the cultivation of religious social values. This is reinforced by research by (Tsakila & Basri, 2025), which states that parents who are inconsistent in demonstrating religious behavior tend to have children who lack an understanding of spiritual values.

These three findings collectively answer the research objective, which is to describe the role of parents as role models in their children's religious education. Weak role modeling in terms of morals, positive attitudes, and social behavior indicates that parents are not fulfilling their role to the fullest extent. This has an impact on the low quality of children's religious education, both in terms of understanding and practicing religious values. Children who do not receive real examples from their parents tend to experience confusion about values and difficulties in forming their religious identity.

This discussion reinforces the findings of previous studies that emphasize the importance of role models in children's education. Research by (Imamah et al., 2024; Wahyuni & Putra, 2020) shows that parental behavior greatly influences children's discipline and character. When parents are role models in religion, children will find it easier to understand and practice religious teachings. Conversely, weak role modeling will lead to a crisis of values and difficulties in the formation of religious character. This study is also in line with Luqman's concept in the Quran, which emphasizes the importance of giving advice through role modeling, not just commands.

Thus, this study makes an important contribution to the development of family-based religious education. These findings highlight the need for parent education programs that emphasize the importance of role modeling in everyday life. Role modeling is not only a method of education, but also the foundation for shaping children's character to be virtuous and pious. In the current and future context, strengthening the role of parents as role models is a strategic step in building a religious and integrity-driven generation.

CONCLUSION

The conclusion of this study confirms that parental role modeling in children's religious education, particularly in terms of morals, positive attitudes, and social behavior, has a significant influence on the formation of children's religious character. Weak role modeling has the potential to hinder the process of internalizing religious values, especially in families with physically demanding and time-consuming occupations such as fishing. Therefore, educational interventions are needed in the form of community-based parent coaching programs that emphasize exemplary practices in everyday life. In addition, schools and religious institutions can play a strategic role in strengthening the family's function as a center for moral education by providing spaces for dialogue and contextual and practical training for parents.

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