The Influence of PAI Learning, Parental Social Support, and Peer Quality on Prosocial Attitudes of Junior High School Students in Malang City

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Abstract

This study investigates the factors influencing prosocial attitudes among junior high school students, focusing on Islamic Religious Education (PAI) learning, parental social support, and peer quality. The research aims to analyze the effects of these variables on students' prosocial behavior and to examine the moderating role of peer quality. Employing a quantitative correlational design, the study involved 155 randomly selected eighth-grade students from three schools in Malang City (SMPN 12 Malang, SMP Lab UM, and MTs Muhammadiyah 1 Malang). Data were collected via a validated and reliable Likert-scale questionnaire and analyzed using multiple linear regression and moderated regression analysis (MRA). Results indicate that both PAI learning and parental social support significantly influence prosocial attitudes ($p < 0.001$ and $p = 0.011$, respectively), whereas peer quality did not demonstrate a significant moderating effect ($p > 0.05$). These findings suggest that the internalization of PAI values and supportive parenting are primary determinants of prosocial behavior, independent of peer relationship quality. The study concludes that educational and familial environments serve as crucial foundations for fostering prosocial attitudes, with peer interactions providing supplementary support. Practically, schools are encouraged to enhance contextualized and applicative PAI instruction, while parents should strengthen emotional and instrumental support. This research contributes to developing an integrative character education model that bridges school, family, and social environments.

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INTRODUCTION

Social care is one of the main pillars in the formation of individual character and identity who play an integral part of society. Social concern is not simply interpreted as an empathetic attitude, but as a concrete form of moral and social responsibility towards the surrounding environment. From an Islamic perspective, values such as help, solidarity, compassion, and empathy are the main foundations of a harmonious society. However, in this modern era, the advancement of information technology and the influence of globalization are slowly but surely eroding these noble values, especially among the younger generation. This phenomenon is characterized by an increase in the tendency to individualistic behavior, a decrease in face-to-face social interaction, and a low level of participation in social activities (Kardinus, 2022).

Empirical data released by the Central Statistics Agency (BPS) in 2021 shows that the participation of Indonesians aged 10 years and above in social activities has decreased significantly compared to 2018, from 85.43% to 77.42%. This decline has implications for a decrease in the level of social awareness and concern for others. Furthermore, a survey conducted by the Ministry of Religion of the Republic of Indonesia in the same year showed that the character index of middle level students decreased from 71.41 to 69.52. Both data are indications that character crises, especially in the aspect of prosocial attitudes, are problems that cannot be ignored and require serious attention from various elements, including the world of education (Statistics, 2021). Adolescents may also experience victimization by peers, such as being targeted for unwanted aggression, bullying, and social exclusion (Zhu et al., 2025).

In the context of national education, Islamic Religious Education (PAI) has a strategic function in strengthening the character of students. PAI is not only oriented to the transmission of religious knowledge, but also a means to form noble characters based on spiritual, moral, and social values. One of the main goals of Islamic education is to cultivate a balanced human being between cognitive, affective, and psychomotor aspects as described in Bloom's taxonomic theory. The affective domain in education, which includes attitudes

and values, is an important foundation in fostering strong prosocial character (Kholidah, 2022). However, the success of character education cannot only be left entirely to the school, but requires synergy with the family and social environment, especially the role of parents and peers.

In this regard, previous research conducted by Armo, Jazuli, and Tanireja (Armo et al., 2019). Researching the relationship between social attitudes, emotional intelligence, and learning achievement of elementary school students in the Gumelar District area. The results of the study showed that there was a positive and significant relationship between social attitudes and emotional intelligence on learning achievement, both partially and simultaneously. This research underlines the importance of affective aspects in this case social attitudes and the ability to manage emotions as predictors of students' academic success. These findings are also reinforced by a number of theories of educational psychology that state that non-cognitive factors, such as emotional intelligence and social interaction, have a major contribution to students' academic and personal development.

However, there are several gaps in the study that can be a foothold for further studies. First, the main focus of previous research has been more on the linkage between social attitudes and academic achievement, rather than on the development of prosocial attitudes as a primary goal in character education. Second, contextual variables such as the role of Islamic religious education learning, social support from parents, and the quality of relationships with peers have not been integratively studied as determinants of prosocial attitudes. In fact, based on Bronfenbrenner's developmental ecological theory, the development of children's personalities and characters is greatly influenced by various environmental systems that interact with each other, both from the micro environment (family, peers), meso (school), and macro (culture and social values).

The novelty of this research lies in an integrative approach that combines three important variables in forming prosocial attitudes, namely: (1) the effectiveness of PAI learning as a means of internalizing moral and social values; (2) social support from parents who play a role in strengthening religious and social values at home; and (3) the quality of peer relationships that reflect students' daily social interactions in the school environment. These three factors are believed to have a corroborating relationship in the formation of students' prosocial character, so this approach can be a theoretical and practical contribution in efforts to strengthen character education in Indonesia.

Prosocial behavior is voluntary and intentional behavior that provides benefits to others, such as helping, sharing, cooperating, and comforting others (Zhang et al., 2020). Conceptually, prosocial attitudes are defined as a tendency to perform actions that benefit others, such as helping, sharing, providing emotional support, and showing empathy. Individuals who have high emotional intelligence tend to be more sensitive to the needs of others and are able to establish harmonious social relationships. Therefore, the formation of prosocial attitudes is inseparable from affective abilities and a supportive social environment. In Islamic studies, prosocial behavior is in line with the concepts of *ukhuwah*, *ta'awun* (helping), and *rahmah* (compassion), all of which are integral parts of Islamic teachings taught through the subject of Islamic Religious Education (Berndt, 1981).

Based on this background and theoretical study, this study specifically aims to analyze the influence of Islamic Religious Education learning, parental social support, and the quality of peer relationships on the prosocial attitudes of students in Malang City. This research is expected not only to make an empirical contribution in the realm of Islamic education, but also to be the basis for designing more effective learning strategies and strengthening the synergy between schools, families, and the social environment in forming a generation with high character and social spirit.

METHODS

This study adopts a quantitative approach as the main type of research, focusing on the objective measurement of research variables through numerical data. This approach was chosen to allow statistical hypothesis testing of the relationships between the variables studied (Anshori & Iswati, 2019). The research design used was correlational, which allowed the researcher to analyze the relationship pattern between PAI Learning (X1), Parental Social Support (X2), and Peer Quality (Z) as independent variables against Prosocial Attitudes (Y) as bound variables, by applying multiple linear regression analysis and Moderated Regression Analysis (MRA) to test the effect of moderation (Kusumastuti & Khoiron, 2020).

The research participants consisted of grade VIII students of three schools in Malang City, namely SMP Negeri 12 Malang, SMP Laboratory of the State University of Malang, and MTs Muhammadiyah 1 Malang. The selection of class VIII is based on the consideration that they have received complete PAI learning for the previous year. The sampling technique used random sampling by taking 25-30% of each class with the category of 72 students of

SMPN 12 Malang, 48 students at SMP Lab UM and 34 students at MTs Muhamdiyah 1 Malang, resulting in a total of 155 respondents distributed in the three schools (Yusuf, 2017).

The research instrument is in the form of a Likert scale questionnaire (1-5) developed from several standardized instruments. PAI learning was measured using Student Evaluations of Teaching (SETs) modifications, Parent Social Support using Perceived Social Support From Family adaptation, Peer Quality using Friendship Quality Questionnaire (FQQ) modifications, and Prosocial Attitudes using Prosocial Tendencies Measure (PTM) adaptation. Data collection was carried out through the distribution of questionnaires after going through validity and reliability tests on 30 respondents, with Cronbach's Alpha > 0.7 results for all instruments (Sugiyono, 2022).

The data analysis technique includes several stages. First, classical assumption tests include normality (Kolmogorov-Smirnov), multicollinearity (tolerance and VIF), and heteroscedasticity. Second, the hypothesis test uses the t-test for partial effect, the F-test for simultaneous effect, and MRA for the moderation effect. All analyses were carried out using SPSS 29.0 and Microsoft Excel to ensure the accuracy of the results (Setya Budi et al., 2024).

The research process was carried out for 3 months on February 10 – May 12, 2025 which was carried out in 3 schools, namely SMPN 12 Malang which is located on Jalan. Slamet Supriyadi No. 49, Bandungrejosari Village, Sukun District, Malang City, East Java, then SMP LAB UM which is located on the street. Simpang Bogor No. T-7, Sumbersari Village, Lowokwaru District, Malang City, East Java and finally at MTs Muhammadiyah 1 Malang which is located on Jalan Baiduri Sepah No. 27, Tlogomas Village, Lowokwaru District, Malang City, East Java

RESULTS

DESCRIPTION OF RESEARCH VARIABLES

As for the answer categories received by the researcher based on questionnaires distributed to respondents from four research variables, namely PAI learning, parental social support, peer quality and prosocial attitudes are as follows:

**Table 1. Descriptive Statistics Between Variables**

	N	Minimum	Maximum	Mean	Std. Deviation

PAI Learning	155	24	60	47,70	6,837
Parental support	155	39	55	48,14	4,544
Peer quality	155	38	75	57,28	8,395
Prosocial	155	36	54	45,49	3,686
Valid N (listwise)	155				

Based on table 1 from the research conducted on 155 respondents, it can be concluded that, for the PAI learning variable, the minimum score is 24, the maximum score is 60 with an average score of 47.70 and the standard deviation is 6.837. The variable of parental social support has a minimum score of 39, a maximum score of 55 with an average score of 48.14 and a standard deviation of 4.544. The peer quality variable has a minimum score of 38, a maximum score of 75 with an average score of 57.28 and a standard deviation of 8.395. The variable of prosocial attitude has a minimum value of 36, a maximum value of 54 with an average score of 45.49 and a standard deviation of 3.686

1. PAI Learning

   PAI learning is a process that involves individuals with the guidance of teachers to develop faith and devotion to Allah as well as the formation of noble morals. The following is a description of the research that reflects the variants and diversity of respondents with the following categorization:
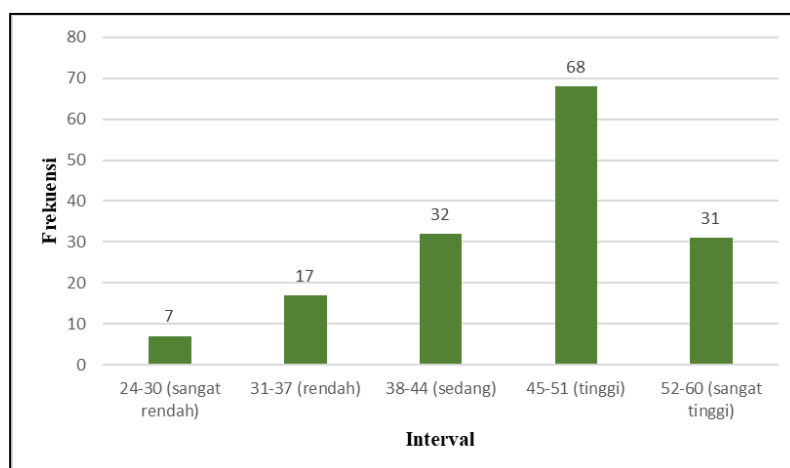
Figure 1. Categorization of PAI learning variables

Based on figure 1, it can be stated that the data taken from the questionnaire for the PAI learning variables for the PAI learning variable for the category is very poor, namely 7

students (4.5%), not good 17 students (11%), only 32 students (20.6%), good 68 students (43.9%) and very good 31 students (20%).

2. Social support

    Social support refers to a person's feeling or belief that he or she is loved and cared for by others, valued and considered important, and is part of a social system that helps each other and has shared responsibility. The following is a description of the research that reflects the variants and diversity of respondents with the following categorization :
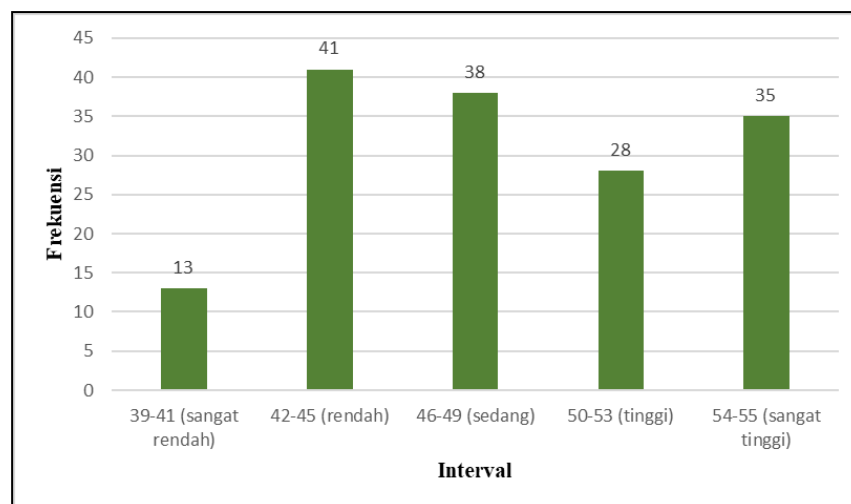

Figure 2. Categorization of parental social support variables

Based on figure 2, it can be stated that the data taken from the questionnaire results of the research for the variables of parental social support for the category is very low, namely 13 students (8.39%), low 41 students (26.45%), just 38 students (24.52%), good 28 students (18.06%) and very good 35 students (22.58%)

3. Peer Quality

    Peers in the concept of child development are individuals—individuals who are in the age range with similar maturity levels, so they can interact and develop together. The following is a description of the research that reflects the variants and diversity of respondents with the following categorization:
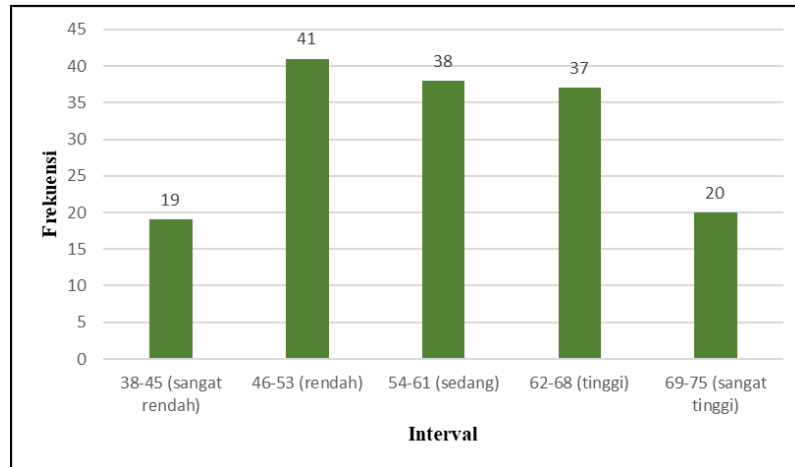
Figure 3. Categorization of peer quality variables

Based on figure 3, it can be concluded that the data taken from the questionnaire results of the research for the peer quality variables for the category are very low, namely 19 students (12.26%), low 41 students (26.45%), only 38 students (24.52%), both 37 students (23.87%) and very good 20 students (12.9%).

4. Prosocial Attitudes

Prosocial Attitudes are Attitudes that can benefit others such as helping, comforting, sharing, cooperating, empathy, and others. The following is a description of the research that reflects the variants and diversity of respondents with the following categorization:

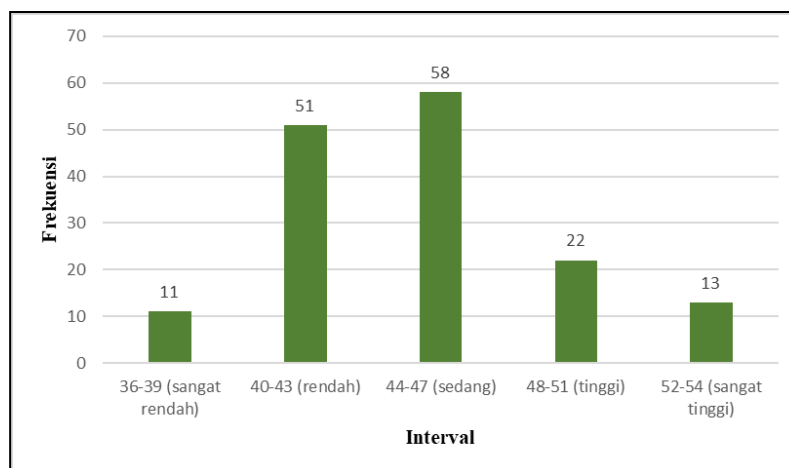Figure 4. Categorization of prosocial attitude variables

Based on figure 4, it can be concluded that the data taken from the questionnaire results of the research for the prosocial attitude variable for the category is very low, namely 11 students (7.1%), low 51 students (32.9%), enough 58 students (37.42%), good 22 students (14.19%) and very good 13 students (8.39%).

Classic Assumption Test

1. Normality Test

   Normality tests are performed to ensure that the data studied does not deviate significantly from the normal distribution. This research utilizes the Kolmogorof Smirnov method. If the number of calculations > 0.05, then the distribution is declared normal, on the other hand, if the calculation amount is < 0.05, then the distribution is declared abnormal

Table 2. Results of the Junior High School Normality Test in Malang City

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			155
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		2,48628270
Most Extreme Differences	Absolute		,054
	Positive		,054
	Negative		-,046
Test Statistic			,054
Asymp. Sig. (2-tailed)[c]			,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		,334
	99% Confidence Interval	Lower Bound	,322
		Upper Bound	,347
a. Test distribution is Normal.			
b. Calculated from data.			

Based on table 2 the results of the normality test using the Kolmogrof-Smirnov test were obtained which was 0.200 > 0.05, so it can be said that the data is distributed normally.

2. Multicollinearity Test

For the Multicollinearity test, the resulting values for tolerance > 0.10 and VIF < 10

Table 3. Results of the Multicollinearity Test of Junior High School in Malang City

Coefficients[a]		Collinearity Statistics	
Model		Tolerance	VIF
1	PAI Learning	,836	1,196
	Parental support	,991	1,009
	Peer quality	,832	1,201
a. Dependent Variable: Prososial			

Based on table 3, it was obtained that for PAI learning, the tolerance value was 0.836 > 0.10 and VIF 1.196 < 10, parental social support tolerance value was 0.991 > 0.10 and VIF 1.009 < 10, Peer quality tolerance value was 0.832 > 0.10 and VIF 1.201 < 10. So it can be concluded that the three independent variables do not have multicollinearity

3. Heteroscedasticity Test

Heteroscedasticity aims to examine whether residual variation in the regression model remains constant across the range of values of the independent variable. This test is important to ensure that there is no residual variance disparity between observations. The regression model should be free of heteroscedasticity

Tabel 4. Hasil Uji Heteroskedastisitas SMP di Kota Malang

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2,959	1,639		1,805	,073

	Pembelajaran PAI	-,040	,020	-,171	-1,969	,051
	Dukungan ortu	,035	,028	,100	1,258	,210
	Kualitas teman sebaya	-,015	,017	-,078	-,903	,368
a. Dependent Variable: ABS						

Based on table 4, it was obtained that in PAI learning the value of sig. namely 0.051 > 0.05, parental social support is 0.210 > 0.05 and peer quality is 0.368> 0.05. So it can be concluded that the four variables did not find heteroscedasticity

Uji Hypothesis

1. Uji F (Simultan)

The F test aims to find out whether the independent variables together exert a significant influence on the bound variables. The F test criteria are based on the value of sig. p and F. If the sig p value < 0.05 then the resulting multiple regression is judged to be accurate. As for the value of F, it is assessed if the Fcal > F table. The following are the F test scores from three schools in Malang City

Table 5. Results of the F Test for Junior High School in Malang City

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1140,769	3	380,256	60,316	<,001[b]
	Residual	951,967	151	6,304		
	Total	2092,735	154			
a. Dependent Variable: Prososial						
b. Predictors: (Constant), Kualitas teman sebaya, Dukungan ortu, Pembelajaran PAI						

Based on table 5, it can be seen that the sig value is <0.001 < 0.05. Based on the research conducted in the three schools, it can be concluded that PAI learning has a significant effect on prosocial attitudes

2. Uji T

The t-test is used to test each independent variable partially against the bound variable assuming the other variables remain constant. This test is carried out after there is certainty that the F test is carried out. The results of the analysis show the influence between independent variables on dependent variables, if the p value < 0.05. The following are the T test scores from three schools in Malang City

Table 6. Junior High School T Test Results in Malang City

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	18,817	2,611		7,207	<,001
	PAI Learning	,160	,032	,298	4,957	<,001
	Parental support	,115	,045	,141	2,560	,011
	Peer quality	,236	,026	,537	8,927	<,001
a. Dependent Variable: Prososial						

Based on table 6, it can be seen that the sig value for PAI learning and peer quality is <0.001 < 0.05. As for the sig value. The variable of parental social support was 0.011 < 0.05. Based on the research conducted in the three schools, it can be concluded that PAI learning has a significant effect on prosocial attitudes

3. Coefficient Test of Determination R

The Determination Coefficient (R) test is a percentage that shows the proportion of independent variables affected by dependent variables. The results obtained from *R square* show the amount of the existing percentage, while the rest is explained by other variables that were not formulated in the research. The following are the *R square* test scores from three schools in Malang City

Table 7. Results of the Junior High School Determination Test in Malang City

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,738ª	,545	,536	2,511
a. Predictors: (Constant), Peer quality, Parental support, PAI Learning				

Based on table 7, it can be seen that *the r square* results carried out in three schools in Malang City in the study were 0.545. This means that prosocial attitudes influenced by PAI learning, parental social support and peer quality are 54.5%. Meanwhile, the other 45.5% were influenced by other variables that were not formulated in this study

4. Moderated Regression Analysis test

A multivariate linear regression method that incorporates interaction variables is called an interaction test or moderated regression analysis (MRA), namely multiplication between two or more independent variables in the regression equation. The variable Z is said to moderate between the values of X1, X2 against Y, if the value of $p < 0.05$

Table 8. Results of the Moderated Regression Analysis Test for Junior High School in Malang City

Coefficientsª						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	16,273	17,357		,938	,350
	PAI Learning	-,055	,174	-,102	-,316	,753
	Parental support	,381	,309	,470	1,235	,219
	Peer quality	,281	,291	,639	,966	,336
	X1M	,004	,003	,709	1,300	,196
	X2M	-,005	,005	-,666	-,914	,362
a. Dependent Variable: Prososial						

Based on table 8, it can be seen that the quality of peers does not moderate the PAI learning variable to prosocial attitudes. This is seen from the sig value, which is 0.196 > 0.05. In addition, the quality of peers also does not moderate the variable of parental support for Prosocial attitudes, as shown in the table above, which is a sig value of 0.362 > 0.05. So it can be concluded that the peer quality variable does not moderate between PAI learning and parental social support for the prosocial attitude of students in Malang City

DISCUSSION

The Influence of PAI Learning on Prosocial Attitudes of Students in Malang City

The results of the study show that learning Islamic Religious Education (PAI) has a significant influence on the formation of prosocial attitudes of students in Malang City. This is evidenced by the results of statistical analysis that showed a significance value below 0.001 in the three schools that were the location of the research, namely SMP Negeri 12 Malang, SMP Laboratory of the State University of Malang, and MTs Muhammadiyah 1 Malang. These findings indicate that partially, the PAI learning variable (X1) has a direct effect on the prosocial attitude variable (Y). Thus, the higher the intensity and quality of PAI learning that students receive, the higher the level of prosocial attitudes they have. These results empirically strengthen the first hypothesis in the study, which states that PAI learning has a significant effect on students' prosocial attitudes.

Theoretically, this finding can be explained through the approach of religious psychology carried out by figures such as Sigmund Freud, who views religion as one of the cultural instruments to suppress and divert destructive impulses in human beings in a constructive and social direction. In this context, religious teachings are understood as a mechanism for internalizing values that can foster prosocial behaviors, such as empathy, care, and responsibility towards others. In addition, the results of a study conducted by Brooks also support this view, where it was found that individuals who have spiritual habits such as prayer tend to be more active in charitable activities and other prosocial actions. As many as 83% of respondents who regularly pray every day reported giving donations frequently, compared to only 53% of those who had never prayed but did the same.

This research is also strengthened by previous studies conducted by several researchers such as Dian Rahmawati, Hasanudin, and Pahlawan, which showed that PAI learning has a positive and significant influence on students' prosocial attitudes. This means that students' involvement in PAI learning activities is able to increase their moral and social awareness, which ultimately contributes to the increase of prosocial behavior in the school environment and society (Hasanudin, Wawan Ahmad Ridwan, 2016).

Although the results of this study are in line with previous findings, the uniqueness of this research lies in its approach that focuses on students' perceptions of PAI learning that they follow. Through this perception, students provide an assessment of the extent to which PAI learning not only conveys religious normative material, but is also able to inspire and motivate them to internalize these values in daily social life. This includes assessing whether PAI learning is delivered in an engaging and enjoyable way, as well as whether the material taught is able to increase their insight and awareness of the importance of being kind to others.

In other words, students' positive perception of PAI learning is an important indicator for the effectiveness of internalizing prosocial values. When students feel that PAI learning is able to provide meaningful understanding and arouse enthusiasm in doing good, then they tend to have a higher prosocial attitude. Therefore, it can be concluded that PAI learning, both through material approaches, delivery methods, and teacher examples, is one of the external factors that has a central role in shaping students' character and social behavior.

These findings are proof that PAI learning not only plays a role as a conveyor of religious doctrine, but also as a strategic instrument in character education that is able to answer contemporary social challenges. Thus, it is important for schools and educators to continue to develop a PAI learning model that is contextual, applicative, and able to touch the affective realm of students, so that Islamic values are not only understood theoretically, but also implemented in real social life.

The Effect of Parental Social Support on Prosocial Attitudes of Students in Malang City

The results of this study show that parental social support has a significant influence on students' prosocial attitudes. These findings confirm that the parental social support variable (X2) directly contributes to the formation of prosocial behavior in students (Y), as shown by the results of statistical analysis with a significance value of 0.011 in the three

schools where the study was located. This means that partially, the higher the level of social support provided by parents, the higher the level of prosocial attitudes shown by students. Thus, the second hypothesis in this study which states the influence of parental social support on students' prosocial attitudes can be empirically accepted.

Theoretically, this result can be explained through the social learning theory put forward by Albert Bandura. In Bandura's view, children tend to imitate the behavior of the adults around them who are considered models, especially if the model is an admired figure or has an emotional closeness. In this context, parents who exhibit prosocial attitudes or actively provide support for their children's prosocial actions are more likely to encourage similar behaviors in their children. The behavior displayed by parents is an important stimulus in the observational learning process, where the child learns not only from verbal instructions but also from concrete examples seen and experienced in daily life (Carlo et al., 2007).

Pemikiran ini sejalan dengan hasil penelitian Eisenberg yang mengungkap bahwa pengaruh model prososial dalam keluarga terhadap anak sangat kuat, meskipun penelitian mengenai pengaruh langsung teladan orang tua terhadap perilaku prososial remaja masih relatif terbatas. Menunjukkan bahwa pola asuh yang diterapkan dalam keluarga mempengaruhi kecenderungan anak untuk menunjukkan perilaku prososial, termasuk kepada siapa dan dalam konteks apa perilaku tersebut ditunjukkan. Artinya, dukungan orang tua tidak hanya menciptakan dorongan umum terhadap sikap prososial, tetapi juga membentuk struktur nilai sosial anak dalam memilih dan memaknai tindakan prososial itu sendiri (Saroglou et al., 2015).

However, what distinguishes this study from previous studies is the measurement approach to parental forms of social support. If previous studies focused more on the dimension of emotional attachment or parenting style in general, then in this study parental social support is operationalized into four main forms: informational, instrumental, emotional, and social support. Informational support includes providing advice, knowledge, and direction to children in dealing with certain social situations. Instrumental support includes the provision of physical resources, materials, and facilities needed by children in carrying out their activities. Emotional support is shown through the closeness, attention, affection, and concern of parents for the child's emotional state. Meanwhile, social support

reflects the active presence of parents in children's lives, especially when children are in difficult situations or need psychological support (Inagaki & Orehek, 2017).

Parents play a key role in promoting social adjustment and prosocial behavior in their children. In general, the psychosocial adjustment of children is better within families that engage in affective and communicative behaviors and establish rules that govern parent-child relationships (Malonda et al., 2019). Parents must be a source of support and protection throughout the teenage years as they adapt to respond to the changing demands of their adolescent children (Vagos & Carvalhais, 2020)

With a more comprehensive approach to the definition and indicators of social support, this study provides a more in-depth picture of how forms of parental support contribute significantly to the development of students' prosocial attitudes (van Hoorn et al., 2016). This emphasizes the importance of synergy between the family environment and school in forming a generation that is not only academically intelligent, but also has strong character and high social concern. Therefore, efforts to improve students' prosocial behavior need to be accompanied by strengthening the role of parents as role models as well as the main source of emotional and social support in the family environment.

The Influence of Peer Quality on Prosocial Attitudes of Students in Malang City

The results of this study reveal that the quality of relationships with peers has a significant influence on the formation of prosocial attitudes of students in Malang City. Based on the results of statistical analysis, a significance value of <0.001 was obtained in the three schools that were the location of the study, which confirmed that the peer quality variable (Z) partially had a direct effect on the prosocial attitude variable of students (Y). Thus, it can be concluded that the higher the quality of the relationship established between students and their peers, the higher the tendency of students to show prosocial attitudes, such as helping, sharing, showing empathy, and cooperating with each other. These findings provide strong support for the third hypothesis in the study, which states that the quality of peers has an effect on students' prosocial attitudes.

Theoretically, this result can be explained using the social cognitive theory approach put forward by Albert Bandura. In Bandura's view, the social environment, including relationships with peers, is a major source of experience that contributes significantly to the development of individual behavior (Dhari et al., 2022). Prosocial behavior, in this context, is not only formed through direct instruction, but also through the process of observation

and imitation of social behavior shown by those around them, especially peers who have a high emotional closeness and frequency of interaction. In this case, children and adolescents tend to learn from their peers how to act, respond to conflicts, or show empathy in certain social situations (Hardy & Carlo, 2015). Relationships with peers are a valuable resource for adolescent well-being because peers and friends are increasingly influential compared to family members (Affuso et al., 2024). Peers can serve as a source of help and, thus, can promote students' academic adjustment (Brouwer & Engels, 2022)

One of the most important developmental milestones of childhood and adolescence is the capacity to connect socially with peers in a competent manner (Monahan & Booth-Laforce, 2016). One of the most important developmental milestones of childhood and adolescence is the capacity to connect socially with peers in a competent manner. (Monahan & Booth-Laforce, 2016). Berndt reinforces this view by explaining that the quality of good friendship is characterized by trust, emotional support, mutual understanding, and healthy cooperation (Dovidio et al., 2018). Positive relationships with peers will create a social climate conducive to the development of prosocial behavior. Friends who show caring, kindness, and a cooperative attitude tend to be social models that other students emulate. Therefore, the existence of peers with good relationship qualities serves as one of the effective social agents in the formation of students' prosocial character (Delamater et al., 2018).

However, this study makes a different contribution compared to previous studies. While previous research has focused more attention on aspects of social conformity or peer group pressure that encourage individuals to passively conform to group norms, this study takes a different approach. The main focus is on the quality of interpersonal relationships between students and their peers, not just the uniformity of behavior imposed by the group, but rather on aspects of closeness, mutual respect, and supportive and healthy communication. In other words, this study emphasizes that peer influence on prosocial attitudes is not solely due to social pressure, but because the quality of relationships themselves form interaction patterns that support the development of positive social behaviors.

Therefore, it is important for schools and educators to create a learning environment that facilitates healthy relationships between students. Programs that support cooperation, group discussions, and value-based and empathy-based activities can be a means to strengthen the quality of peer relationships. By improving the quality of students' social

interaction in the school environment, it will indirectly encourage the growth of prosocial attitudes that are essential in forming a generation with character and high social concern (Andharini & Kustanti, 2020).

The Effect of Peer Quality as a Moderator Variable between PAI Learning and Parental Social Support on Prosocial Attitudes

This study also examines the role of peer quality as a moderator variable that connects the learning of Islamic Religious Education (PAI) and parents' social support for students' prosocial attitudes. This study aims to answer the formulation of the fourth problem as well as test the hypothesis that the quality of peer relationships can strengthen or weaken the influence of PAI learning and parental support on prosocial attitudes. However, based on the results of the analysis using *the Moderated Regression Analysis* (MRA) technique, it was found that the peer quality variable did not have a significant moderation effect on the two relationships.

The results of the statistical test showed that the significance of the interaction between PAI learning and peer quality on prosocial attitudes was 0.196, while the significance of the interaction between parental social support and peer quality on prosocial attitudes was 0.362. Both values were above the significance limit of 0.05, indicating that there was no significant moderation effect of peer quality on the relationship between PAI learning and parental social support and students' prosocial attitudes. Thus, it can be concluded that the quality of peers does not play a role as a moderator in the relationship model tested in the context of students in Malang City.

Although these results do not show statistical significance, they still make an important contribution to the development of science, particularly in the study of prosocial behavior and character education. The absence of a moderation effect actually opens up opportunities for future studies to explore the possibility of other variables that are more appropriate and relevant as moderators in the relationship between PAI learning and parents' social support for prosocial attitudes. In other words, these results suggest that the influence of PAI learning and parental support on students' prosocial behavior tends to stand alone, and is independent of the quality of social interactions with peers in the context of moderation.

Thus, the results of this study provide new insights that not all substantively relevant variables will show a moderation effect in a given empirical context. It is important to understand that the role of moderators is contextual and highly dependent on the interactions

that occur in the population being studied. The absence of the influence of moderation from peer quality in this study can actually be a strong foundation for designing follow-up research by expanding the scope of variables and analytical approaches, including considering factors such as relationship intensity, friendship duration, and quality of communication between peers (Demina et al., 2022).

One of the relevant studies that can be used as a comparison is a study conducted by Lisa Anggraeni entitled ″The Effect of Attachment to Parents and Peers on Prosocial Behavior of Adolescents in West Jakarta″. The study showed that there was a significant influence between attachment to parents and peers on adolescents' prosocial behavior. The higher the quality of attachment shown by the two parties, the higher the tendency of adolescents to behave prosocially (Anggraeni, 2022).

This difference in approach implies that prosocial behavior can be understood multidimensionally, both through affective aspects (such as emotional attachment and closeness), as well as instrumental and normative aspects (such as concrete support, values taught through PAI learning, and quality interactions with peers). Thus, the findings of this study broaden the scope of the analysis by placing formal education and religious values as important elements in the process of internalizing prosocial behavior, in addition to the influence of a more intimate social environment.

The implications of these findings are quite significant, especially for schools, families, and education policy makers. Schools need to ensure that PAI learning not only takes place cognitively, but also touches on the affective aspects of students that are directly related to social attitudes. Parents need to realize that the social support provided in the form of informational, emotional, and instrumental has a real influence on children's behavior. Meanwhile, a healthy and supportive friendship environment must also be facilitated so that it can become a positive space in students' social development.

However, like other studies, this study has limitations. One of the main limitations lies in the aspect of peer quality moderation which does not show a significant influence on the relationship between PAI learning and parental social support on prosocial attitudes. This can be caused by several factors, such as the context of the relationship that is not strong enough to create a moderation effect or the possibility that other factors (e.g. personal religiosity, spiritual experience, or the influence of the teacher) are more dominant in moderating the relationship. In addition, the use of quantitative methods and data collection

through questionnaires has limitations in exploring deeper and contextual dimensions of complex social relationships

CONCLUSION

Based on the results of the discussion that has been described, it can be concluded that the learning of Islamic Religious Education (PAI), parental social support, and the quality of peer relationships have a significant influence on the prosocial attitudes of students in Malang City. PAI learning has proven to be an effective means of forming moral awareness and positive social behavior in students, especially in the context of empathy, help-help, and social responsibility. This is in line with the theory of religious psychology which states that religious teachings have great potential in channeling prosocial values through the process of internalizing spiritual values. Social support from parents also shows a strong contribution to the development of students' prosocial attitudes. This support, whether in the form of emotional, informational, instrumental, or active presence, is an important foundation in shaping children's social character from an early age. Meanwhile, the quality of relationships with peers also has a significant effect on forming positive interaction patterns that encourage the emergence of prosocial behaviors, where students learn socially through observation, shared experiences, and respectful communication.

However, the peer quality variable was not shown to have a role as a moderator in the relationship between PAI learning and parental social support for prosocial attitudes. These findings suggest that each variable has a direct influence path on prosocial attitudes, without being influenced or strengthened by the quality of friendship relationships in the context of moderation. The absence of the influence of moderation is also an important finding academically, because it provides an understanding that not all conceptually relevant variables have an interaction function in the structure of the relationship between variables, depending on the context of the population, the depth of the relationship, and the social dynamics that occur.

This research makes an important contribution to the development of science, especially in the field of character education and the psychology of social development of children and adolescents. By integrating variables from the realm of religious education, family environment, and peer social relations, this study expands the scope of analysis on the formation of prosocial attitudes in a more holistic framework. In addition, this research

approach that focuses on student perceptions provides contextual perspectives that are relevant to the dynamics of learning in schools and social interactions in adolescent life.

For further research, it is recommended that further excavation be carried out by considering other moderator or mediation variables that have the potential to have a significant relationship with the formation of prosocial attitudes, such as intrinsic religiosity, the quality of interaction with teachers, or the social climate of the school. The use of qualitative or *mixed-methods* approaches can also open up a deeper space to understand the social and psychological factors that influence prosocial behavior in a contextual and dynamic way. In addition, expanding the population and research sample to a wider educational level and region can also increase the generalization of findings and enrich empirical insights in the development of value- and context-based character education

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