



Social Interaction within the Madrasah Environment and Students' Achievement in Aqidah Akhlak

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ABSTRACT

This study aims to examine the influence of social interaction within the madrasah environment on students' learning achievement in *Aqidah Akhlak* among Grade XII Science students at MAS 13 Muhammadiyah Sei Rampah. The research employed a quantitative approach using a correlational research design. Data were collected through questionnaires, classroom observations, and documentation of students' academic scores. Statistical analyses included validity and reliability testing, classical assumption tests, t-test, F-test, and coefficient of determination (R^2). The findings indicate that social interaction within the madrasah environment has a positive and statistically significant effect on students' learning achievement in *Aqidah Akhlak* ($p < 0.05$). The quality of interaction between teachers and students, as well as among peers, contributes substantially to academic performance. Improved communicative and participatory engagement in the classroom corresponds with higher levels of achievement in *Aqidah Akhlak*. This study highlights the importance of fostering a supportive, communicative, and religiously grounded social environment in madrasah settings, as social interaction not only enhances academic outcomes but also strengthens students' religious character formation.

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INTRODUCTION

Human beings are inherently social creatures who cannot exist without interaction with others. Social interaction constitutes the fundamental basis of societal life and educational processes. In the context of Islamic education, interaction is not merely a social exchange but a vital medium for the formation of faith (*iman*) and moral character (*akhlak*). Education in Islam integrates cognitive development with spiritual and ethical cultivation, making the quality of social relations within educational institutions

particularly significant. The Qur'an emphasizes the importance of both vertical and horizontal relationships. Allah states in QS. Ali 'Imran [3]: 112:

ضُرِبَتْ عَلَيْهِمُ الذِّلَّةُ أَيْنَ مَا تُثْقِفُوا إِلَّا بِحَبْلٍ مِّنَ اللَّهِ وَحَبْلٍ مِّنَ النَّاسِ

“Humiliation is imposed upon them wherever they are found, except when they hold fast to the rope of Allah and the rope (relationship) with people...”

This verse highlights the balance between the vertical relationship with Allah (*ḥabl min Allāh*) and the horizontal relationship among human beings (*ḥabl min an-nās*). According to Ibn Kathir's exegesis, human dignity and honor are rooted in the strength of faith and the quality of social relations (Damasyqi, 2007). Thus, social interaction is not only a sociological necessity but also a theological imperative within Islamic thought.

In educational settings, interaction between teachers and students represents the core of the learning process. Education, in essence, is a reciprocal communication process aimed at shaping personality and character (Dhorifah, 2021). Without healthy and constructive social interaction, the internalization of *Aqidah Akhlak* (AA) values cannot be optimally achieved. AA as a subject does not merely transfer doctrinal knowledge but seeks to cultivate moral awareness, spiritual consciousness, and ethical conduct in daily life.

Empirical studies further support the importance of social interaction in educational achievement. Peer social interaction has been shown to influence students' learning motivation (Damayanti et al., 2021), while teacher-student interaction significantly affects students' motivation and engagement in learning (Iswardhany & Rahayu, 2020). Other studies demonstrate that social interaction contributes to character formation (Diana et al., 2023) and academic achievement (Barona & Muntasir, 2022). Additionally, environmental quality and motivation are positively associated with students' academic performance (Kusuma et al., 2020), and family social interaction also plays a significant role in learning achievement (Mulyaningsih, 2021). These findings collectively indicate that academic success is not solely determined by cognitive ability but is strongly influenced by social and environmental dynamics.

Within the context of Islamic Religious Education, several studies have examined factors influencing learning achievement in AA, including instructional media (Maryono et al., 2022), learning evaluation effectiveness (Maidin, 2020), discussion methods (Mahwiyah et al., 2022), teacher competence (Nuralam & Ridlo, 2021), and digital learning media such as Quizizz (Maarif et al., 2025). However, limited research specifically focuses on the role of social interaction within the madrasah environment as a determinant of learning achievement in AA, particularly at the senior secondary level. This gap highlights the need for a more focused investigation into how interpersonal dynamics within Islamic educational institutions shape both academic outcomes and moral development.

Preliminary observations at MAS 13 Muhammadiyah Sei Rampah reveal several issues, including low classroom participation, some students failing to meet the Minimum Mastery Criteria (KKM), and limited active engagement during learning activities. These conditions suggest the presence of external factors influencing academic achievement, one of which may be the quality of social interaction within the madrasah environment.

Based on the theoretical foundations and empirical gaps outlined above, this study aims to examine the influence of social interaction within the madrasah environment on students' learning achievement in AA. By analyzing this relationship, the study seeks to contribute to the broader discourse on Islamic education, emphasizing that academic achievement and moral formation are deeply interconnected through social processes embedded in educational practice.

LITERATURE REVIEW

Social Interaction in Educational Contexts

Social interaction constitutes a fundamental component of human social life and plays a central role in educational processes. In sociological theory, social interaction is considered the primary condition for the emergence of social activity and the formation of social structures. Through interaction, individuals exchange meanings, internalize norms, and construct shared understandings that shape behavior and identity. In educational settings, interaction between teachers and students is not merely a communicative exchange but an educative interaction directed toward achieving instructional and developmental goals. Education, in essence, is a reciprocal communicative process aimed at shaping students' personality and character (Dhorifah, 2021). Effective interaction fosters motivation, engagement, and active participation, all of which are essential components of meaningful learning.

Empirical studies demonstrate that social interaction significantly influences students' academic outcomes. Barona and Muntasir (2022) found that students' social interaction positively correlates with learning outcomes in social studies. Similarly, Iswardhany and Rahayu (2020) reported that teacher-student interaction significantly affects students' learning motivation in vocational education settings. Peer interaction has also been shown to influence motivation and engagement (Damayanti et al., 2021), while social interaction contributes to the formation of learning character (Diana et al., 2023). These findings indicate that academic achievement cannot be separated from the quality of social relationships within the school environment.

Beyond school-based interaction, environmental and familial factors further shape learning achievement. Kusuma et al. (2020) emphasized that environmental quality and motivation significantly influence academic performance. Likewise, Mulyaningsih (2021) demonstrated that family social interaction contributes to students' academic success. Other related studies highlight the influence of parental attention and motivation (Indah Saputri & Siswanto, 2021; Murtiningsih, 2023) as well as peer influence and teaching style (Khumaero & Arief, 2020) on learning achievement. Collectively, these studies affirm that learning achievement emerges from a network of social interactions across multiple environments.

Social Interaction within Islamic Educational Philosophy

Within Islamic educational philosophy, social interaction possesses not only social and psychological dimensions but also spiritual and moral significance. The Qur'an explicitly emphasizes the importance of maintaining both vertical and horizontal relationships, as articulated in QS. Ali 'Imran [3]: 112. According to Ibn Kathir's exegesis, human dignity is rooted in the strength of faith and the quality of social relations

(Damasyqi, 2007). This perspective underscores that harmonious social relationships are integral to the cultivation of moral excellence. In Islamic education, the subject AA aims to develop students' faith (*aqidah*) and moral conduct (*akhlak*) through the internalization of Islamic values. The process of internalization requires interactive engagement, modeling, dialogue, and habituation within a supportive environment. The Prophet Muhammad emphasized the transformative role of social environment, stating:

"Al-mar'u 'ala dini khalilih, falyanzur ahadukum man yukhalil"

"A person follows the religion (way of life) of his close companion; therefore, let one of you consider whom he befriends." (HR. Abu Dawud).

This hadith highlights the powerful influence of social companionship on personal development. Another prophetic tradition states:

"Innama bu'ithtu liutammima makarim al-akhlaq"

"Indeed, I was sent to perfect noble character." (HR. Ahmad).

These teachings reinforce the notion that moral and spiritual formation is deeply embedded in social interaction. In the madrasah context, teacher exemplarity, peer influence, and collective religious practices contribute to the shaping of students' Aqidah and Akhlak.

Determinants of Learning Achievement in Aqidah Akhlak

Previous research on *Aqidah Akhlak* (AA) learning achievement has largely focused on instructional strategies and pedagogical innovations. Studies have shown that the use of instructional media, such as LCD projectors (Maryono et al., 2022) and digital platforms like Quizizz (Maarif et al., 2025), positively affects learning outcomes. Discussion-based methods have also been found to improve students' achievement in AA (Mahwiyah et al., 2022). Additionally, evaluation effectiveness (Maidin, 2020) and teacher professional competence (Nuralam & Ridlo, 2021) significantly influence students' performance.

While these studies contribute valuable insights into pedagogical and methodological determinants, relatively limited attention has been given to the broader social environment of the madrasah as a structural and relational factor influencing AA achievement. The majority of existing studies emphasize instructional tools, teaching methods, or teacher competence, rather than the dynamics of interpersonal interaction within the educational setting.

Research Gap and Conceptual Framework

Although numerous studies confirm the importance of social interaction and environmental factors in shaping learning outcomes, there remains a need for a focused investigation into how social interaction within the madrasah environment specifically influences learning achievement in AA at the senior secondary level. Given that AA education seeks not only cognitive mastery but also moral and spiritual internalization, examining the role of social interaction becomes particularly relevant. The madrasah environment, characterized by religious values and structured moral guidance, provides a unique context in which social interaction may serve as both an academic and ethical

catalyst. Therefore, this study conceptualizes social interaction within the madrasah environment as an independent variable that potentially influences students' learning achievement in AA. By integrating sociological, pedagogical, and Islamic philosophical perspectives, this research seeks to bridge the gap between social theory and Islamic educational practice.

METHOD

This study employed a quantitative approach with a correlational research design to examine the relationship and influence between social interaction within the madrasah environment (independent variable, X) and students' learning achievement in Aqidah Akhlak (dependent variable, Y). The research adopted an *ex post facto* design, meaning that the researcher did not manipulate the independent variable but observed naturally occurring phenomena and analyzed the relationship between variables based on existing conditions. This design was chosen to identify the degree of influence of social interaction on learning achievement without experimental intervention.

The population of this study consisted of all Grade XII Science (IPA) students at MAS 13 Muhammadiyah Sei Rampah in the current academic year. The sampling technique used was total sampling, whereby all members of the population were included as research respondents. The inclusion criterion was active enrollment as a Grade XII Science student during the ongoing academic year. Since the total sampling technique was applied, the sample size was equivalent to the population size, ensuring comprehensive representation of the targeted group. The study involved two primary variables:

1. Social Interaction within the Madrasah Environment (X)

Social interaction refers to the quality of communication, cooperation, and interpersonal relationships between teachers and students as well as among students within the madrasah setting. This variable was measured using a structured questionnaire.

2. Learning Achievement in *Aqidah Akhlak* (Y)

Learning achievement refers to students' academic performance in the *Aqidah Akhlak* subject, as reflected in their documented academic scores obtained from official school records.

Data were collected using three techniques (Questionnaire, Observation, and Documentation). A structured questionnaire was administered to measure students' level of social interaction. The instrument consisted of items designed to capture dimensions of teacher-student interaction and peer interaction within the madrasah environment. Classroom observations were conducted to examine the dynamics of interaction during the learning process, including student participation, responsiveness, and communication patterns. Documentation was used to obtain students' AA achievement scores from official academic records.

Prior to hypothesis testing, the research instruments underwent several statistical tests to ensure their validity and reliability: Item validity was assessed by comparing the calculated correlation coefficient (*r*-count) with the critical value (*r*-table). All questionnaire items were declared valid as *r*-count exceeded *r*-table. Instrument

reliability was measured using Cronbach’s Alpha. The reliability coefficient exceeded 0.70 ($\alpha > 0.70$), indicating a high level of internal consistency. To ensure the appropriateness of regression analysis, the data were subjected to classical assumption testing, including Normality test and Linearity test. The results indicated that the data were normally distributed and that the relationship between social interaction (X) and learning achievement (Y) was linear.

to test the research hypothesis, inferential statistical analysis was conducted. The analyses included t-test (Partial Test), F-test (Simultaneous Test), and Coefficient of Determination (R^2). The t-test was used to determine whether social interaction individually had a significant effect on learning achievement. The F-test was applied to examine the overall feasibility and significance of the regression model. The coefficient of determination was calculated to measure the extent to which social interaction contributed to the variance in students’ learning achievement. Statistical significance was determined at the 0.05 level ($p < 0.05$). All statistical analyses were conducted to determine whether social interaction within the madrasah environment significantly influenced students’ achievement in AA

RESULTS AND DISCUSSION

Instrument Testing

Prior to hypothesis testing, the questionnaire measuring social interaction within the madrasah environment was subjected to validity and reliability testing.

Table 1. Summary of Instrument Testing

Test Type	Result	Interpretation
Validity Test	r-count > r-table	All items valid
Reliability Test	Cronbach’s Alpha > 0.70	High reliability

The validity analysis indicates that all questionnaire items met the minimum correlation threshold (r-count > r-table), confirming that the instrument adequately measures the intended construct. The reliability coefficient (Cronbach’s Alpha > 0.70) demonstrates high internal consistency, indicating that the instrument is statistically reliable and suitable for further analysis.

Classical Assumption Testing

Before conducting regression analysis, classical assumption tests were performed to ensure the appropriateness of the model.

Table 2. Classical Assumption Testing

Assumption	Result	Interpretation
Normality Test	$p > 0.05$	Data normally distributed
Linearity Test	$p > 0.05$	Relationship is linear

The normality test confirms that the residuals are normally distributed. The linearity test indicates that the relationship between social interaction (X) and learning achievement (Y) is linear. Therefore, the data meet the assumptions required for regression analysis.

Hypothesis Testing

A simple linear regression analysis was conducted to examine the influence of social interaction within the madrasah environment on students' learning achievement in *Aqidah Akhlak* (AA).

Table 3. Regression Analysis Summary

Test	Result	Interpretation
t-test	$p < 0.05$	Significant partial effect
F-test	$p < 0.05$	Model is significant
R ²	Moderate contribution	Social interaction explains variance in achievement

The t-test result indicates that social interaction has a statistically significant partial effect on learning achievement ($p < 0.05$). This finding confirms that improvements in the quality of teacher-student and peer interactions are associated with higher academic performance in AA. The F-test further confirms that the regression model is statistically significant, meaning that the independent variable collectively explains variation in the dependent variable. The coefficient of determination (R²) indicates that social interaction contributes meaningfully to variations in students' learning achievement, while the remaining variance is influenced by other factors not examined in this study. Overall, these findings demonstrate that social interaction within the madrasah environment positively and significantly influences students' achievement in AA.

Discussion

The findings support sociological theory which posits that social interaction constitutes the primary condition for the formation of social structures and individual development. In educational settings, interaction functions as a medium for the internalization of knowledge, norms, and values. This result aligns with the findings of Soerjono Soekanto, who emphasizes that social interaction is the foundation of social processes. In the context of learning, interaction facilitates cognitive engagement and behavioral transformation. The findings are also consistent with Sardiman A.M., who argues that learning is essentially an educative interaction between teachers and students aimed at achieving instructional objectives. When classroom interaction is active and participatory, students' motivation and academic engagement increase.

From an Islamic perspective, social interaction carries spiritual and moral dimensions. The Qur'an emphasizes the balance between vertical and horizontal relationships in Surah Ali 'Imran [3]: 112. According to the exegesis of Ibn Kathir, human dignity is rooted in strong faith and sound social relations. The prophetic tradition narrated in Sunan Abu Dawud states:

“A person follows the religion of his close companion; therefore, let one of you consider whom he befriends.”

This hadith reinforces the idea that peer interaction significantly shapes personal development. In the madrasah context, positive peer relationships strengthen the internalization of Aqidah and Akhlak values. Another narration reported in Musnad Ahmad states:

“Indeed, I was sent to perfect noble character.”

This underscores that Islamic education is fundamentally oriented toward moral refinement. Therefore, social interaction becomes a crucial vehicle for character formation alongside academic development.

The findings of this study are consistent with previous research demonstrating the influence of social interaction on learning outcomes. For instance, Barona & Muntasir (2022) found a positive relationship between student social interaction and academic achievement. Iswardhany & Rahayu (2020) demonstrated that teacher-student interaction significantly affects learning motivation. Damayanti et al. (2021) confirmed that peer interaction influences student motivation. Diana et al. (2023) showed that social interaction contributes to character formation. However, this study offers a distinct contribution by specifically examining AA integrates cognitive, moral, and spiritual dimensions, making social interaction particularly influential.

This study reinforces the paradigm that education is fundamentally a social process. Academic achievement is not solely determined by cognitive instruction but is shaped by relational dynamics within the educational environment. The findings suggest that teachers should cultivate communicative and participatory classroom climates. Madrasah administrators should foster a collaborative and religious school culture. Students should be encouraged to engage actively in discussions, group work, and religious activities. A conducive social environment accelerates the internalization of Aqidah and Akhlak values and strengthens academic performance simultaneously.

This study is limited to one class within a single madrasah, which restricts generalizability. Additionally, only one independent variable (social interaction) was examined. Other potential determinants such as learning motivation, family support, and instructional methods were not included in the regression model. Future studies are recommended to employ broader samples and incorporate additional variables or mixed-method approaches to gain deeper insights. The statistical analysis confirms that social interaction within the madrasah environment exerts a positive and significant influence on students' learning achievement in AA. The findings demonstrate that academic success in Islamic education emerges not merely from instructional delivery but from the quality of interpersonal relationships embedded in the learning process.

CONCLUSION

This study examined the influence of social interaction within the madrasah environment on students' learning achievement in Aqidah Akhlak using a quantitative correlational ex post facto design. The findings demonstrate that social interaction exerts a positive and statistically significant effect on students' academic achievement. Both partial (t-test) and simultaneous (F-test) analyses confirmed the significance of the regression model at the 0.05 level. Furthermore, the coefficient of determination

indicates that social interaction contributes meaningfully to variations in learning achievement.

These results affirm that academic success in AA is not solely determined by cognitive instructional processes but is also shaped by relational dynamics within the educational environment. Constructive teacher–student communication, collaborative peer relationships, and participatory classroom engagement function as essential drivers of both cognitive development and moral internalization. In the context of Islamic education, social interaction becomes particularly significant because it supports not only knowledge acquisition but also the formation of character and ethical values. This study reinforces the view that education is inherently a social process, where learning outcomes emerge from structured interpersonal engagement. Practically, the findings suggest that madrasah stakeholders should prioritize the development of a supportive and interactive learning climate to optimize students’ academic and moral growth.

However, this study is limited to a single institutional context and focuses on one independent variable. Future research is recommended to include broader samples and additional determinants (such as learning motivation, instructional strategies, and family background) to obtain a more comprehensive model of academic achievement in Islamic educational settings. In conclusion, strengthening social interaction within the madrasah environment is a strategic pathway to enhancing students’ achievement in AA and fostering holistic educational development.

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Author Contributions

NAH: Conceptualization of the study, instrument development, data collection, preliminary data analysis, and drafting of the original manuscript. DM: Methodological supervision, instrument validation, and critical revision of the academic content. HBH: Advanced statistical analysis, data interpretation, refinement of the discussion section, and final manuscript editing. All authors have read and approved the final version of the manuscript.

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