

## FAMILY AS A SOCIAL INFLUENCE MANAGER IN DETERMINING THE LIFESTYLE OF STUDENTS IN THE CAMPUS ENVIRONMENT

Binti Maunah  
Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung,  
Indonesia  
Email: [uun.lilanur@gmail.com](mailto:uun.lilanur@gmail.com)

Indah Komsiyah  
Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung,  
Indonesia  
Email: [indah.komsiyah@uinsatu.ac.id](mailto:indah.komsiyah@uinsatu.ac.id)

---

**Corresponding Author:** Indah Komsiyah

**Article history:** Received: May 20, 2023 | Revised: October 17, 2023 | Available online: December 18, 2023

**How to cite this article:** Maunah, Binti, and Indah Komsiyah. "Family as a Social Influence Manager in Determining the Lifestyle of Students in the Campus Environment". *Didaktika Religia: Journal of Islamic Education* 11, no. 2 (2023): 318-322. <https://doi.org/10.30762/didaktika.v11i2.3425>.

---

**Abstract:** The objective of this article is to examine the role of the family in shaping student lifestyle on the campuses of UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung, and IAIN Kediri. The methodological perspective adopted was that of qualitative field research with a multi-case study approach. In order to collect data, in-depth interviews, participatory observation and documentation were conducted. This article concludes that the family exerts a significant influence on the lifestyle patterns of students on the three campuses. The family exerts considerable influence over the lifestyle choices of students within the campus environment. The values, habits and beliefs instilled by the family during childhood have a profound impact on the lifestyle of students. Additionally, the lifestyles of students are influenced by the habits of their immediate environment. Several challenges were identified in regulating student lifestyles. The campus has implemented effective solutions to ensure that student lifestyles adhere to ethical standards.

**Keywords:** Family, Social Influence, Student Lifestyle.

## Introduction

Indonesia is a country with a high level of diversity, encompassing a multitude of races, ethnicities, languages, and religions. This diversity is reflected in the various forms of society that exist within urban and rural areas. Individuals in these diverse communities engage in a wide range of occupations, which often require them to be engaged in work throughout the day. This occupational busyness, which extends from morning to evening, leaves limited time for the provision of education to children. The primary responsibility for this falls upon the family.<sup>1</sup>

The family is the fundamental unit of society, comprising a father, mother, and children. It serves as a primary institution for the transmission of values and norms to its members, particularly with regard to the development of positive individual traits.<sup>2</sup> A family is a social group whose primary objective is to live together in a loving and supportive environment.<sup>3</sup> The formation of a family can be based on the principles of love, complementarity, and shared responsibility, particularly within the context of marriage.<sup>4</sup>

The family is an environment in which children will grow and develop into well-functioning individuals who will contribute to society. The family exerts a significant influence on the formation of a child's personality. Failure to shape a child's personality is caused by parental conflict. It is the responsibility of parents to create a home atmosphere that is conducive to living. The home is a paradise for children.

The fundamental unit of the family is the parents. Parents exert a significant influence on their children's education. There is

---

<sup>1</sup> Rosikum Rosikum, "Pola Pendidikan Karakter Religius Pada Anak Melalui Peran Keluarga," *Jurnal Kependidikan* 6, no. 2 (November 30, 2018): 293–308, <https://doi.org/10.24090/jk.v6i2.1910>.

<sup>2</sup> Laurensius Arliman S, Ernita Arif, and Sarmiati Sarmiati, "Pendidikan Karakter Untuk Mengatasi Degradasi Moral Komunikasi Keluarga," *Ensiklopedia of Journal* 4, no. 2 (2022): 143–49, <https://doi.org/10.33559/eoj.v4i2.1056>.

<sup>3</sup> M. Syahrani Jailani, "Teori Pendidikan Keluarga Dan Tanggung Jawab Orang Tua Dalam Pendidikan Anak Usia Dini," *Nadwa: Jurnal Pendidikan Islam* 8, no. 2 (October 19, 2014): 245–60, <https://doi.org/10.21580/nw.2014.8.2.580>.

<sup>4</sup> Abdul Kholik, "Konsep Keluarga Sakinah Dalam Perspektif Quraish Shihab," *Inklusif (Jurnal Pengkajian Penelitian Ekonomi Dan Hukum Islam)* 2, no. 2 (December 1, 2017): 17–32, <https://doi.org/10.24235/inklusif.v2i2.1912>.

considerable interaction between children and parents.<sup>5</sup> A child is a gift that must be nurtured and supported to become a well-rounded individual. The family environment is the earliest and most influential context for a child's development.<sup>6</sup> Parents are the primary and initial educators for their children, as they are the primary source of early education, which is fundamentally a process of shaping and influencing a child's personality and behavior. Therefore, parents bear the responsibility of educating their children.<sup>7</sup>

Parents bear a significant responsibility for their children's education. Wise parents will educate their children with love and affection, thereby fostering their intellectual, emotional, and social development in a manner that ensures they become outstanding members of society. Children represent an invaluable investment for parents, with the potential to bring happiness in the future. The role of parents in the education of their children is of great consequence to the process of child development. However, this role is not an isolated one; rather, it is one that is supported by social institutions such as schools and the environment. Indeed, it is through these institutions that parents are able to influence the characteristics and behaviours of their children. The success of a child's education is largely contingent upon the family unit.

Education is a formal institution comprising elementary, junior high, high school, and college levels. Elementary, junior high, and high school students are required to wear school uniforms, while college students are not. Parents play a significant role in guiding their children in selecting appropriate attire for campus wear. The positive and negative aspects of children's dress are also influenced by parental guidance, which helps them mature into well-adjusted adults. Families exert a social influence on children's social lives.

The term 'social influence' is used to describe the actions of individuals who are connected by shared characteristics, such as status or respect, and who engage in regular social interaction, both formal

---

<sup>5</sup> Nurul Lailatul Khusniyah, "Peran Orang Tua Sebagai Pembentuk Emosional Sosial Anak," *QAWWAM* 12, no. 1 (March 2, 2018): 87–101, <https://doi.org/10.20414/qawwam.v12i1.782>.

<sup>6</sup> Abdhillah Shafrianto and Yudi Pratama, "Pendidikan Akhlak Dalam Perspektif Buya Hamka," *Raudhah Proud to Be Professionals: Jurnal Tarbiyah Islamiyah* 6, no. 1 (July 3, 2021): 97–105, <https://doi.org/10.48094/raudhah.v6i1.89>.

<sup>7</sup> Z. Daradjat, *Ilmu Pendidikan Islam* (Jakarta: Bumi Aksara, 2012).

and informal.<sup>8</sup> Social influence can be observed in the behaviour of individuals within their immediate social circles, including family, friends and colleagues. Social influence can be defined as a group of people who interact both formally and informally, and who consider status to be a factor in their social interactions. Social influence can be conceptualised as a strategy employed to persuade others to influence behavioural decisions.<sup>9</sup>

The existence of social influence is supported by the evidence provided by the individuals with whom we are closest, such as family members, friends, and colleagues. Social influence is formed from normative beliefs and the desire to follow the advice of others. Families exert a strong social influence on children in any case, including in terms of dressing or what is commonly known as lifestyle.

Lifestyle can be defined as a pattern of life that determines how a person chooses to use time, money, and energy, as well as reflecting values, tastes, and preferences for reading and following current developments.<sup>10</sup> It can be considered a person's daily pattern of life expressed in activities, interests, opinions, and how they live.<sup>11</sup> Lifestyle can be used to describe an entire person who interacts with their environment, including students. Students can be seen to have a lifestyle that continues to change according to the times and is very up-to-date with lifestyle.

The lifestyle exhibited by students is indicative of the character traits that have been shaped by the influence of family and environmental factors. The lifestyle of students will continue to evolve in accordance with the changing demographics of the population, which in turn will bring about changes in socialisation within society. The family exerts a significant influence on the lifestyle of students at college. Lifestyle can be defined as the manner in which

---

<sup>8</sup> Mega Arfia, "The Effect of Fashion Involvement On Impulse Buying Through Positive Emotion On Products Muslim Fashion At E-Commerce," *Youth & Islamic Economic Journal* 3, no. 02 (July 4, 2022): 19–30.

<sup>9</sup> L. Schiffman et al., *Consumer Behaviour* (Australia: Prentice Hall, 2001), 229.

<sup>10</sup> Nufian Febriani and Wayan Weda Asmara Dewi, *Perilaku Konsumen di Era Digital: Beserta Studi Kasus* (Malang: Universitas Brawijaya Press, 2019).

<sup>11</sup> Philip Kotler et al., *Marketing Management: An Asian Perspective*, 7th ed. (Pearson, 2017),  
<http://gen.lib.rus.ec/book/index.php?md5=FBFAE6D417C636BA168E8F2C917D89AD>.

students live, the way in which they spend their money, and the style of dress they adopt. The lifestyle of students is manifested in their personal choices, including attire, headscarves, footwear, handbags, and accessories. The lifestyle exhibited by students on campus represents a behavioural manifestation of their underlying attitudes and beliefs. Lifestyle can be considered a form of student identity.

The results of the interview indicated that the lifestyle of students is contingent upon their individual characteristics and life experiences. Student lifestyle is not only observed in a collective context; it can also be seen as an expression of individual personality. This assertion is further substantiated by the findings of researchers at UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung, and IAIN Kediri. These three universities have a considerable student population comprising individuals from diverse backgrounds, including children of officials and ordinary citizens. This is particularly evident in the manner in which they adopt and display lifestyle choices within the campus environment.<sup>12</sup>

The concept of student lifestyle encompasses more than mere social class or outward appearance; it also represents the overarching pattern of social interaction on campus. Students from affluent social backgrounds exhibit distinctive characteristics when compared to those from less privileged backgrounds. Furthermore, family background can also exert an influence on student lifestyle, given that the lifestyle of students is contingent upon economic circumstances and parental income.

The research methodology employed is that of a multi-case study. In this multi-case study, researchers delineate the role of family as a social influence manager in determining student lifestyle in the campus environment (multi-case study at UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung and IAIN Kediri). Data collection in this study employed three techniques. These techniques align with the methodology proposed by Bogdan and Biklen, namely: participant observation, in-depth interviews, and documentation.<sup>13</sup>

---

<sup>12</sup> Observations at UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung, and IAIN Kediri in August 2022.

<sup>13</sup> Robert Bogdan and S. K. Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (Boston: Allyn and Bacon, 2013).

As a multi-case study, the following steps were taken in this research. Initially, data was collected at the first site, namely UIN Sunan Kalijaga Yogyakarta. This research was conducted until the level of data saturation was reached. Subsequently, data was collected at the second site, namely UIN Sayyid Ali Rahmatullah Tulungagung. Thirdly, data was collected at the third site, IAIN Kediri. This research was also conducted until the level of data saturation was reached.

### **Forms of Student Lifestyle in the Campus Environment**

The lifestyle of students at UIN Sunan Kalijaga Yogyakarta is shaped by a number of factors, including the prevalence of lifestyle advertisements, the rise of independent lifestyles, the emergence of hedonistic tendencies, and the influence of consumerism. These factors have contributed to a culture where students place a significant emphasis on self-presentation and image in public. The aspect of lifestyle that is most popular among students is fashion. The form of student lifestyle in the UIN Sayyid Ali Rahmatullah Tulungagung campus environment is characterised by a tendency for students to adhere to and apply the values, habits, and beliefs instilled by their families. This manifests in various ways, including a conservative approach to the selection of friends, social activities, and lifestyle in general.

The lifestyle of students at IAIN Kediri is characterised by a tendency to emulate the lifestyle of their parents or the immediate family environment, with a preference for simplicity. This preference is instilled and familiarised from an early age by parents. The form of the student lifestyle in the campus environment is characterised by a tendency to adhere to the values, habits and beliefs instilled by family or the immediate social environment. These include a conservative approach to the selection of friends, social activities and lifestyle in general.

The data obtained indicates that the typical student lifestyle on campus is characterised by a tendency to adhere to the values, habits and beliefs instilled by the family or the closest environment in which they live. This is exemplified by a preference for conservative choices in selecting friends, social activities and lifestyle in general, which can be attributed to the influence of parents from childhood.

Lifestyle can be defined as a person's pattern of life in the world, expressed in their activities, interests, and opinions. Lifestyle encompasses how a person lives, how they manage their finances, how they manage time in everyday life, and interests that become necessities in everyday life. Additionally, lifestyle describes how a person acts and interacts with the surrounding environment.<sup>14</sup>

A lifestyle can be defined as a way of life, comprising the activities in which a person engages, the interests they hold, and their perception of the world around them. An individual's interest in various goods is shaped by their lifestyle, and the goods they purchase serve to reflect that lifestyle. A person's lifestyle can be defined as a pattern of life expressed in activities, interests, and opinions. Lifestyle can be defined as a person's pattern of time and financial management. It is a significant determinant of an individual's consumption patterns.

Lifestyle provides a framework for understanding how people allocate their financial resources and manage their time. It encompasses a person's activities, interests, and opinions, reflecting their way of life. In essence, lifestyle encompasses the manner in which an individual manages time and money, influencing their behavior and, subsequently, their consumption patterns.<sup>15</sup>

The term "lifestyle" is broadly defined as a way of life, as observed by others, which encompasses an individual's activities, interests, and opinions. These elements are often classified into distinct categories, including work, hobbies, shopping, sports, social activities, food and fashion, family and recreation, and social issues, business, and products. It is important to note that lifestyle is not solely determined by an individual's social class or personality.<sup>16</sup>

Lifestyle can be defined as a pattern of money consumption that reflects a person's choices regarding the various things they consume, how they spend their time and money, and how they manage their time. Lifestyle can be defined as the manner in which an

---

<sup>14</sup> Kotler et al., *Marketing Management*.

<sup>15</sup> John C. Mowen, *The 3M Model of Motivation and Personality: Theory and Empirical Applications to Consumer Behavior*, 1st ed. (Springer US, 2000), <http://gen.lib.rus.ec/book/index.php?md5=844fa5959c2b197e03a06faedc38cf4c>.

<sup>16</sup> Fatia Nur Azizah and Endang Sri Indrawati, "Kontrol Diri dan Gaya Hidup Hedonis pada Mahasiswa Fakultas Ekonomika dan Bisnis Universitas Diponegoro," *Jurnal Empati* 4, no. 4 (October 18, 2015): 156–62, <https://doi.org/10.14710/empati.2015.14313>.

individual lives, works, expresses interests, exhibits behavioural patterns, allocates financial resources and manages time. It also encompasses the individual's interactions with the surrounding environment.

In essence, Setiadi's definition of lifestyle encompasses three key elements: the manner in which an individual allocates their time (activities), the values and interests that shape their environment (interests), and their self-perception and worldview (opinions). The lifestyle of a society will inevitably diverge from that of other societies. The lifestyle of an individual or group of individuals is subject to change over time. However, it should be noted that a lifestyle does not necessarily undergo change; at some point, it can be considered relatively permanent.

A lifestyle can be defined as a pattern of behaviour that distinguishes an individual from others. The term 'lifestyle' encompasses a range of habits, attitudes and patterns of response to life, from both an individual and group perspective. In particular, it includes those behaviours that complement and enhance life. Lifestyle also reflects consumption patterns, which in turn explain people's decisions, how they manage their finances and how they spend their time. Lifestyle is often described by a person's activities, interests and opinions.<sup>17</sup>

Lifestyle can be defined as the manner in which an individual spends their time, the environment in which they situate themselves, and their opinions of the world around them and of themselves. Lifestyle is also an individual's means of self-expression and adaptation to the surrounding culture. Over time, a person's lifestyle will inevitably evolve. In the presence of a dominant culture, this evolution will be shaped by the prevailing norms and values of that culture, becoming a reference point for individual behaviour. One such aspect is the influence of consumer culture, which shapes the symbolic representation of contemporary lifestyles.

Lifestyle is a concept that extends beyond personality. It is a more contemporary concept, encompassing a broader range of factors than personality. In a society structured along social lines, lifestyle emerges as a key differentiator. It is shaped by the

---

<sup>17</sup> Mardiyono Mardiyono, "Pengaruh Gaya Hidup, Lingkungan Social dan Budaya Terhadap Keputusan Pembelian di Pasar Modern (Studi Mahasiswa IAIN Purwokerto)" (Dissertation, Purwokerto, IAIN Purwokerto, 2018).



consumption of goods and services.<sup>18</sup> The lifestyle exhibited by one social class differs from that of another, with each class striving to develop an exclusive lifestyle that sets it apart from other classes.

In contrast to the lower social classes, which tend to adhere to traditional values and practices in various aspects of life, the middle and upper social classes often display a greater degree of individuality and exclusivity in their lifestyle and appearance. From speech patterns and dressing to entertainment choices, leisure time utilisation, and vacation patterns, there are notable differences between social classes. Lifestyle, in particular, is a relatively recent concept that can be more easily quantified than personality.<sup>19</sup>

Lifestyle is a concept that encompasses a multitude of nuances, with each individual possessing a unique set of characteristics and behaviours. The notion of lifestyle has been extensively studied, with researchers identifying a multitude of factors that contribute to the formation of different lifestyles. These include age, gender, education, marital status, family income, and race, among others. The term "lifestyle" has also been used to describe the patterns of daily activities and routines that individuals engage in.<sup>20</sup> These routines, influenced by various factors, can be susceptible to certain risks, including those associated with criminal behaviour.

Lifestyle theory posits that not everyone adheres to the same lifestyle. Rather, individuals exhibit a range of lifestyles, which can be understood as comprising a series of risk factors. Hindelang, Gottfredson and Garafalo discuss patterns of life, or routine activities carried out on a daily basis. These lifestyles are shaped by a range of factors, including age, gender, education, marital status, family income, and race, which collectively influence the daily routines of individuals and, consequently, their susceptibility to criminal activity.

---

<sup>18</sup> D. Chaney, *Cultural Change and Everyday Life* (London: Palgrave Macmillan UK, 2002),

<http://gen.lib.rus.ec/book/index.php?md5=7d4654e727cc278c7d98993e8a1bb143>.

<sup>19</sup> Richard Lowry et al., "Physical Activity, Food Choice, and Weight Management Goals and Practices among U.S. College Students," *American Journal of Preventive Medicine* 18, no. 1 (January 1, 2000): 18–27, [https://doi.org/10.1016/S0749-3797\(99\)00107-5](https://doi.org/10.1016/S0749-3797(99)00107-5).

<sup>20</sup> M. J. Hindelang, M. R. Gottfredson, and J. Garofalo, *Victims of Personal Crime - an Empirical Foundation for a Theory of Personal Victimization* (Massachusetts: Ballinger Publishing Co, 1978), <https://www.ojp.gov/ncjrs/virtual-library/abstracts/victims-personal-crime-empirical-foundation-theory-personal>.

Lifestyle is a reflection of the individual as a whole, encompassing their interactions with the surrounding environment. It can therefore be concluded that lifestyle is a person's life pattern, expressed in their activities, interests and opinions, as well as in their spending habits and time management. Lifestyle is the principal means of understanding individual behaviour. Each individual's behaviour is informed by their lifestyle, including activities such as daydreaming, thinking and acting in a distinctive manner. Lifestyle underlies the distinctive nature of individuals, and each person has their own lifestyle, even though they may share the same goal of superiority.<sup>21</sup>

Lifestyle is a quality that exists independently of personality. In a society structured according to social stratification, lifestyle will emerge as a significant factor in differentiating groups. The role of families, including parents, siblings, and the wider community, can be seen to exert a significant influence on lifestyle. Furthermore, additional factors that can influence a lifestyle change can be observed in the advent of Western cultures, participation in the influence of foreign countries, including the adoption of open or trendy clothing, the selection of places to eat, and the use of the latest electronics, among other things. This is what economics faculty students do; things that are usually never done when in the village now change and start being used or done when they live in the city.

The lifestyle of students is influenced by a number of factors. These include:

#### 1. Internal Factors

Internal factors are factors that come from within, and consist of several types, namely:

- a. Attitude means a state of mind and a state of mind that is prepared to respond to an object that is organized through experience and directly affects behavior. This state of mind is strongly influenced by tradition.
- b. Habits, culture, and environment.
- c. Experience and observation Experience can affect social observation and behavior, experience can be gained from all past actions and can be learned, through learning people will gain experience. The results of social experience will form a view of an object.

---

<sup>21</sup> Gusman Lesmana, *Teori dan Pendekatan Konseling* (UMSU Press, 2021).

- d. Personality is a configuration of individual characteristics and ways of behaving that determine the behavioral differences of each individual.
  - e. Self-concept. Self-concept has become a very widely recognized approach to describing the relationship between consumer self-concept and brand image. How individuals view themselves will affect their interest in an object. Self-concept as the core of personality patterns will determine individual behavior in dealing with life problems because the self-concept is a frame of reference that initiates behavior.
  - f. Motives Individual behavior arises because of the motive of the need to feel safe and the need for prestige are some examples of motives. If a person's motive for the need for prestige is great, it will form a lifestyle that tends to lead to a hedonic lifestyle.
  - g. Perception is the process by which a person selects, organizes, and interprets information to form a meaningful picture of the world.
2. External factors
- External factors are factors that come from outside, which consist of several types, namely:
- a. Reference Groups are groups that have a direct or indirect influence on a person's attitudes and behavior.
  - b. Family plays the biggest role in shaping individual attitudes and behavior. This is because parenting will shape children's habits and indirectly affect their lifestyle.
  - c. Social Class. There are two main elements in the social system of class division in society, namely position (status) and role. Social position means a person's place in the social environment and the prestige of his rights and obligations. The role is a dynamic aspect of the position. If individuals carry out their rights and obligations in accordance with their position, they carry out their role.
  - d. Culture includes knowledge, beliefs, arts, morals, laws, customs, and habits acquired by individuals as members of society.<sup>22</sup>

---

<sup>22</sup> Mayla Surveyandini, "Analisis Faktor-Faktor Yang Mempengaruhi Impulse Buying Pada Konsumen Karita Muslim Square Purwokerto," *Ekonomis: Journal of*

An individual's lifestyle plays a significant role in shaping their lifestyle choices, particularly in the context of students. An individual's lifestyle exerts a significant influence on their behaviour, which in turn determines their choice of attire and conduct. Lifestyle is also a concern for an individual in the process of dressing and appearance. It is not uncommon for someone to assess another person's lifestyle based on their own observations. In accordance with the theory, the results of the research obtained by the author indicated that there was a positive effect of lifestyle on dressing style (appearance), which was mediated by perceived value. This suggests that if an individual derives perceived value from a product, their lifestyle may be enhanced, enabling them to determine how to live their lifestyle.<sup>23</sup>

The lifestyle of students on campus is characterised by a tendency to adhere to the values, habits and beliefs instilled by their immediate family environment. This is exemplified by a tendency towards conservatism in the choice of friends, social activities and lifestyle in general.

### **The Role of Family on Student Lifestyle Patterns**

The role of the family is of great consequence in determining the lifestyle of a student. From the outset of our childhood, the family is the constant, and thus the family's actions and influences will have a profound impact on us, including in terms of lifestyle. The family serves as a guiding force, educator, and mentor, instilling values and directing the path towards a healthy and directed life.

It is of great importance that families play a role in assisting students to adapt to the campus environment of UIN Sayyid Ali Rahmatullah Tulungagung and to adopt a lifestyle that is in accordance with the religious values espoused by the campus, including aspects such as speech, dress, and behaviour. The family plays an important role in guiding students towards making sound decisions, setting positive examples, and supporting and facilitating

---

*Economics and Business* 5, no. 1 (March 8, 2021): 277–81, <https://doi.org/10.33087/ekonomis.v5i1.320>.

<sup>23</sup> Stefanus Heri Prasetyo Y. Djoko Suseno, "Pengaruh Perceived Value Terhadap Keputusan Pembelian Smartphone Android dengan Word of Mouth Positif sebagai Variabel Moderasi," *Jurnal Ekonomi dan Kewirausahaan* 15 (August 25, 2015), <https://ejournal.unisri.ac.id/index.php/Ekonomi/article/view/1026>.

activities that align with the desired lifestyle. However, it is important to note that the role of the family as a social influence manager in determining the lifestyle of students at the IAIN Kediri campus is not as dominant as the learning environment. For instance, a student's style of dress can be easily adopted by other students.

The role of the family as a social influence manager in determining the lifestyle of students at the IAIN Kediri campus is to provide guidance and support in the application of a healthy, directed life, based on religious values. The family exerts a more significant influence on students' lifestyle choices, encouraging them to adopt a healthy, productive, and religiously aligned way of life. It is evident that families can play a pivotal role in guiding students towards making informed decisions, providing positive role models, and offering support and encouragement in pursuing a desired lifestyle and dressing style. It is also important to note that the transmission of unhealthy behaviours, such as poor dressing habits, can easily spread amongst students.

The role of the family as a social influence manager in determining the lifestyle of students on the campuses of UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung, and IAIN Kediri is to lead, educate, and guide students in the application of a healthy, directed life in accordance with religious values. It is evident that families play a pivotal role in encouraging students to adopt a lifestyle that is conducive to health, productivity, and adherence to religious values. The family can play an important role in guiding students to make good decisions, providing positive examples, and supporting and facilitating activities that align with their desired lifestyle and dressing style. It is noteworthy that the transmission of these behaviors is relatively straightforward, as students are likely to imitate one another.

Student behaviour is also influenced by a number of factors, including social factors. Social influence can be defined as the collective impact of a group of people or organisations on an individual's behaviour. This group can encompass various entities, including reference groups, family, and the role and social status of consumers. Reference groups exert a direct influence (face-to-face) or indirect influence on an individual's attitudes and behaviour. Social class, in some instances, can be conceptualised as a caste system in

which members of different castes, for certain roles, can alter their caste membership, including in the purchase of a product.<sup>24</sup>

The term "social influence" is used to describe a group of people who are bound together by a number of factors, including similarities in community status or respect, and who engage in continuous socialisation with one another, both formally and informally. A reference group can be defined as any group that exerts a direct or indirect influence on an individual's attitudes or behaviour. Social influence, in contrast, refers to a group of people who place a strong emphasis on equality or community respect and engage in continuous social interaction, both formally and informally. Social influence can be understood as a group of people or organisations that can influence an individual's behaviour. This encompasses not only external groups or organisations but also internal factors such as reference groups, family, and the social role and status of consumers.<sup>25</sup>

The role of parents can be defined as the action or actions of an individual in carrying out their rights and obligations as holders of specific positions and roles within the family unit. The role of parents is defined as the action or actions of an individual in the discharge of their rights and obligations as holders of designated positions within the familial structure. The family is the only social system that is accepted by all societies, regardless of whether they are religious or non-religious. The family fulfils a variety of roles and occupies a number of positions within society. As the smallest institution of society, the family also has a significant and extensive role. From this family, developed societies, modern civilisation and other developments, including human character, emerge. For children, the family is the first environment in which they grow and develop, both physically and psychologically. Therefore, the family has an important role in children's education, laying the foundations for further learning and development.<sup>26</sup>

The various roles of parents include:

- a. Role as Educator. Parents need to instill in children the importance of education and the knowledge they get from school.

---

<sup>24</sup> Januarini, *Pengaruh Gaya Hidup Hedonis Terhadap Perilaku Konsumtif Mahasiswa*, (Skripsi. Malang: Fakultas Psikologi Universitas Muhammadiyah Malang, 2015), 89.

<sup>25</sup> Setiadi Nugroho, *Perilaku konsumen*, (Jakarta: PT Kencana, 2008), 118.

<sup>26</sup> Paul Suparno, *Pendidikan Karakter di Sekolah..*, 66

- In addition, religious and moral values, especially the value of honesty, need to be instilled in their children from an early age as a provision and fortress to face the changes that occur.
- b. Role as an Encourager. As a child facing a transitional period, children need parental encouragement to foster courage and self-confidence in facing problems.
  - c. Role Model. Parents need to provide examples and role models for children, both in telling the truth and in carrying out daily life and society.
  - d. Role as a friend. Facing children who are facing a transitional period. Parents need to be more patient and understand about children's changes. Parents need to be more patient and understand about children's changes. Parents can be information, friends to talk to, or friends to exchange ideas about children's difficulties or problems so that children feel comfortable and protected.
  - e. Role as a Supervisor. Parents should see and supervise the attitudes and behavior of children so that they do not go far from their identity, especially from environmental influences from the family, school, and community environment.
  - f. Role as Counselor. Parents can provide an overview and consideration of positive and negative values so that children can make the best decisions.<sup>27</sup>

The role of parents is defined as a set of behaviours exhibited by two biological parents in a collaborative and responsible manner, based on their offspring as role models for children. The role of parents is a pattern of behaviour demonstrated by fathers and mothers in the form of responsibility to educate, care for, and guide their children towards reaching certain developmental stages that prepare children for social life.

The role of the family as a social influence manager in determining the lifestyle of students in the campus environment is of significant importance. The family plays a pivotal role in leading, educating, and guiding the application of a healthy, directed life, in alignment with religious values. The family exerts a more significant influence on students' lifestyle choices, encouraging them to adopt a healthy, productive, and morally upright way of life. Families can play

---

<sup>27</sup> Budi Sulistyowati and Soerjono Soekanto, *Sosiologi: Suatu Pengantar* (Jakarta: Raja Grafindo Persada, 2013).

an instrumental role in guiding students towards sound decision-making, providing positive role models, and supporting and facilitating activities that align with their desired lifestyle. Furthermore, students are particularly susceptible to adopting the dress style of their peers.

### **Obstacles in Controlling Student Lifestyle in the Campus Environment**

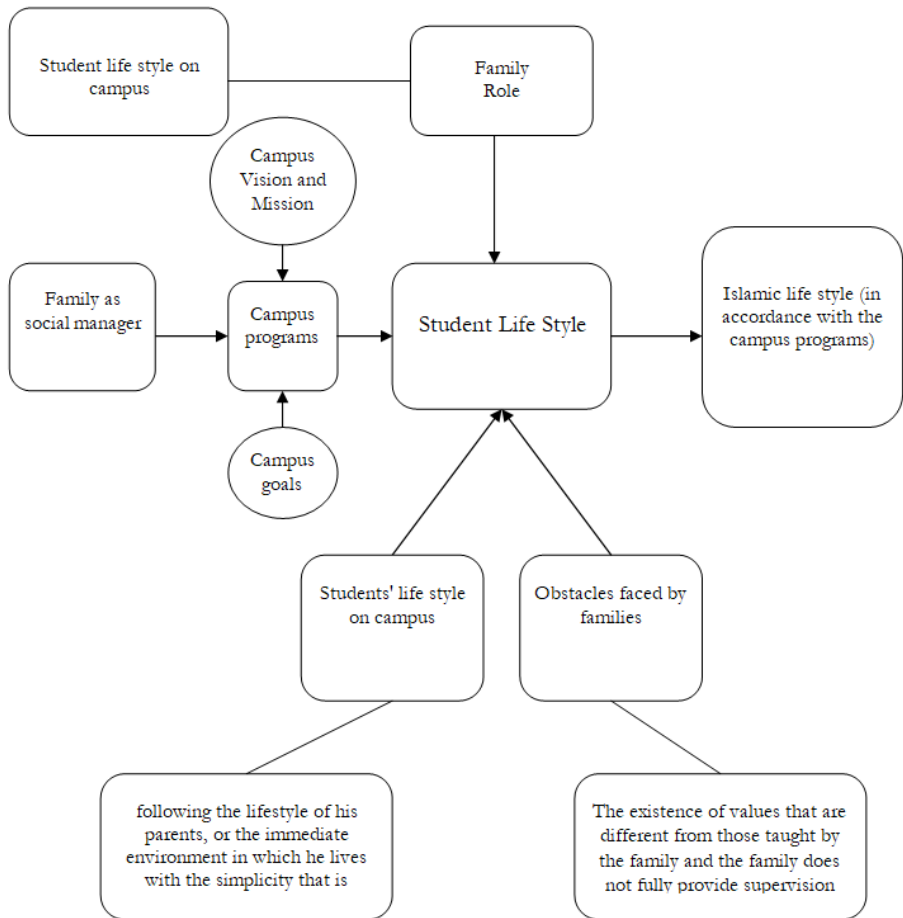
This study examines the obstacles encountered by families as social influence managers in determining the lifestyle of students on the UIN Sunan Kalijaga Yogyakarta campus. Firstly, there is a discrepancy between the teaching of values in the campus environment and that of the family environment. Consequently, many students are influenced by their peers to adopt lifestyles that deviate from religious values. Secondly, families are unable to provide comprehensive monitoring and supervision. The strategy employed is to provide counsel and disseminate information regarding the Islamic lifestyle that students are expected to adhere to. This is achieved through the regular invitation to recitation.

The obstacles encountered by families in determining the lifestyle of students in the UIN Sayyid Ali Rahmatullah Tulungagung Campus environment are the influence of the social environment on campus, which may diverge from the values taught in the family. This can be overcome by fostering effective communication between families and students. It is essential to provide support and reinforce students' commitment to religious values.

The family, as a social influence manager, encounters obstacles in determining the lifestyle of students on the IAIN Kediri campus. Parents face challenges in guiding their children's lifestyle, particularly in a boarding house setting that differs from their own home. To facilitate students' autonomy, various obstacles must be addressed. The implementation of a student code of ethics and the integration of students into the *ma'had* and *pondok pesantren* structures can help overcome these challenges.



Figure 1. Case Findings at UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung, dan IAIN Kediri



The following section will examine the obstacles encountered by families in determining their students' lifestyles within the campus environment. Firstly, there is a discrepancy between the teaching of

values in the campus environment and that of the family environment. Consequently, many students are influenced by their friends to adopt lifestyles that deviate from religious values. Secondly, families are unable to fully monitor and supervise their children's activities. The strategy employed is through gentle guidance and the provision of information regarding the Islamic lifestyle that students are expected to adhere to. This is achieved through the regular invitation to recitation. The existence of a student code of ethics and the inclusion of students in ma'had and pondok pesantren can help to overcome the various obstacles that arise.

The challenges encountered by families in their role as social influence managers in shaping the lifestyle of students within the campus environment can be broadly categorised as follows: Firstly, there is a discrepancy between the teaching of values in the campus environment and that of the family environment. Consequently, many students are influenced by their peers to adopt lifestyles that deviate from religious values. Secondly, families are unable to fully monitor and supervise their children's activities. The strategy employed is through gentle guidance and the provision of information regarding the Islamic lifestyle that students are expected to adhere to. This is achieved through the regular invitation to recitation. The existence of a student code of ethics and the inclusion of students in ma'had and pondok pesantren can help to overcome the various obstacles that arise.

The family plays a pivotal role in the education of its children. Consequently, the family has a significant influence on a child's educational journey. In addition to providing guidance and support in daily life, a family should foster an environment that encourages children to reach their full potential, develop their intellect, and build self-assurance. Families must possess the capacity to assist children and demonstrate an understanding of the various stages of child development.

The family represents a fundamental social unit, serving as a conduit through which individuals and groups interact. It is the initial social group to which children belong. Furthermore, the family represents the initial socialisation context for children, fathers and mothers. The family continues to serve as the primary agent of personality formation for children. The social interaction between family members enables children to learn the behaviours, attitudes

and values that are prevalent in society, particularly in the context of child development. It is therefore the responsibility of the family to provide some of this education to their children. This can have a positive impact on the child, as evidenced by the fact that when a child is given moral education by their family, their morals are likely to be superior to those of children who are not given moral education in the family.

The education provided by parents to children encompasses not only formal instruction but also the inculcation of values and behaviors that shape their lifestyle. The process of child development is one that requires continuous guidance and support from parents, beginning at birth and continuing throughout the lifespan. It is imperative that parents assume a more prominent role in addressing the impact of social influences on children. The term ‘social influence’ is used to describe a person’s strategy to persuade others to influence behavioural decisions. This is supported by the individuals with whom the person is closely connected, such as family, friends, and the student’s social environment.

The influence of social factors on an individual’s progress in life is a well-established phenomenon. The development of science and technology can change old values into new values that encourage various innovations that can facilitate people’s lives and contribute to social change and modernisation. This convenience can create effectiveness and efficiency in work-related tasks that involve the use of production tools.

The term ‘social influence’ is defined as the extent to which an individual believes that individuals who are important to them want that person to perform certain behaviours. Social influence can be understood as an attempt to change the attitude, behaviour, belief, or perception of one or more other people. Kelman’s social influence theory provides a basis for understanding psychological commitment to a particular attitude or behaviour.<sup>28</sup>

The theory of social influence posits that behavioural change resulting from social influence occurs through three distinct processes: internalisation, identification and compliance. These three

---

<sup>28</sup> Herbert C. Kelman, “Interests, Relationships, Identities: Three Central Issues for Individuals and Groups in Negotiating Their Social Environment,” *Annual Review of Psychology* 57, no. 1 (2006): 1–26, <https://doi.org/10.1146/annurev.psych.57.102904.190156>.

modes represent different forms of commitment that result from the desire to satisfy different personal goals. In contrast to social normative compliance, these three levels of psychological attachment stem from proactive choice responses made by individuals in accordance with their own beliefs and values. In addition to dealing with social influence, parents must also be prepared to deal with the lifestyle of children. Lifestyle can be defined as a consumption pattern that describes a person's choice of how to spend their time and money.<sup>29</sup>

The advancement of technology and the passage of time have resulted in the pervasive influence of lifestyle attitudes in contemporary society. The advent of social media influencers has been a significant factor in the proliferation of beauty and fashion-centric appearance styles, particularly among women.

The challenges encountered by families in their role as social influence managers in shaping children's lifestyles include the transmission of disparate values between the campus environment and the family environment. This can result in students adopting the lifestyle of their friends, which may deviate from religious values. It is evident that the family environment and the campus environment have distinct responsibilities. The family environment bears a greater responsibility for the development of children than the campus environment. The child's behaviour, whether positive or negative, is largely shaped by the manner in which parents educate them to become well-adjusted individuals, particularly in terms of their conduct and social interactions. The child's behaviour, in turn, reflects the values and standards instilled by their parents, including their attire.

The next challenge encountered by the family is the inability to fully monitor and supervise the child's attire. Children who adhere to the prescribed standards of dress are consistently monitored by their families and receive comprehensive guidance on adhering to the prescribed standards of Islamic and polite attire. The following are examples of students who exemplify the prescribed standards of Islamic dress.

---

<sup>29</sup> Budi Afriyansyah and Riwan Kusmiadi, "Campaigning Halal Lifestyle for Students," *Jurnal Pengabdian Kepada Masyarakat Universitas Bangka Belitung* 4, no. 2 (2017), <https://doi.org/10.33019/jpu.v4i2.168>.

The strategy employed is one of gentle guidance and information sharing about the Islamic lifestyle, with students being encouraged to engage in regular recitation. The existence of a student code of ethics and the inclusion of students in ma'had and pondok pesantren can help to overcome various obstacles that may arise. Education can be defined as the influence, demand, or assistance given by someone with greater responsibility for students. In the field of education, there are certain responsibilities that must be fulfilled. These include the personal formation of students and the transfer of culture to the younger generation. When transferring culture, the younger generation displays attitudes that can be described as responsive, selective, and continuous. These attitudes ensure that, with each change of generation, there will always be innovation and changes and developments.

The challenges encountered by families in their role as social influence managers in shaping the lifestyle of students within the campus environment can be broadly categorised as follows: Firstly, there is a discrepancy between the teaching of values in the campus environment and that of the family environment. Consequently, many students are influenced by their peers to adopt lifestyles that deviate from religious values. Secondly, families are unable to fully monitor and supervise their children's activities. The strategy employed is through gentle guidance and the provision of information regarding the Islamic lifestyle that students are expected to adhere to. This is achieved through the regular invitation to recitation. The existence of a student code of ethics and the inclusion of students in ma'had and pondok pesantren can help to overcome the various obstacles that arise.

## **Conclusion**

Students at UIN Sunan Kalijaga Yogyakarta, UIN Sayyid Ali Rahmatullah Tulungagung, and IAIN Kediri tend to adopt the values, habits, and beliefs instilled by their families or immediate environment from an early age. These values, characterized by simplicity, include conservative attitudes towards choosing friends, social activities, and overall lifestyle, playing a key role in encouraging a healthy lifestyle aligned with religious values. Families serve as guides, role models, and supporters in shaping positive decisions and fostering a productive, value-based lifestyle.

The main challenges families face as social influence managers are (1) discrepancies between values taught at home and those encountered on campus, which may lead students to adopt lifestyles influenced by peers that deviate from religious principles, and (2) the inability to fully monitor students' activities. Strategies to address these include gentle guidance, sharing information on Islamic lifestyles, and inviting students to religious activities such as recitations. Additionally, student codes of ethics and the inclusion of students in ma'had or Islamic boarding schools help mitigate these challenges.

## References

- Afriansyah, Budi, and Riwan Kusmiadi. "Campaigning Halal Lifestyle for Students." *Jurnal Pengabdian Kepada Masyarakat Universitas Bangka Belitung* 4, no. 2 (2017). <https://doi.org/10.33019/jpu.v4i2.168>.
- Arfia, Mega. "The Effect of Fashion Involvement on Impulse Buying Through Positive Emotion on Products Muslim Fashion At E-Commerce." *Youth & Islamic Economic Journal* 3, no. 02 (July 4, 2022): 19–30.
- Azizah, Fatia Nur, and Endang Sri Indrawati. "Kontrol Diri dan Gaya Hidup Hedonis pada Mahasiswa Fakultas Ekonomika dan Bisnis Universitas Diponegoro." *Jurnal Empati* 4, no. 4 (October 18, 2015): 156–62. <https://doi.org/10.14710/empati.2015.14313>.
- Bogdan, Robert, and S. K. Biklen. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, 2013.
- Chaney, D. *Cultural Change and Everyday Life*. London: Palgrave Macmillan UK, 2002. <http://gen.lib.rus.ec/book/index.php?md5=7d4654e727cc278c7d98993e8a1bb143>.
- Daradjat, Z. *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara, 2012.
- Febriani, Nufian, and Wayan Weda Asmara Dewi. *Perilaku Konsumen di Era Digital: Beserta Studi Kasus*. Malang: Universitas Brawijaya Press, 2019.
- Hindelang, M. J., M. R. Gottfredson, and J. Garofalo. *Victims of Personal Crime - an Empirical Foundation for a Theory of Personal Victimization*. Massachusetts: Ballinger Publishing Co, 1978.

- <https://www.ojp.gov/ncjrs/virtual-library/abstracts/victims-personal-crime-empirical-foundation-theory-personal>.
- Jailani, M. Syahran. "Teori Pendidikan Keluarga Dan Tanggung Jawab Orang Tua Dalam Pendidikan Anak Usia Dini." *Nadwa: Jurnal Pendidikan Islam* 8, no. 2 (October 19, 2014): 245–60. <https://doi.org/10.21580/nw.2014.8.2.580>.
- Kelman, Herbert C. "Interests, Relationships, Identities: Three Central Issues for Individuals and Groups in Negotiating Their Social Environment." *Annual Review of Psychology* 57, no. 1 (2006): 1–26. <https://doi.org/10.1146/annurev.psych.57.102904.190156>.
- Kholik, Abdul. "Konsep Keluarga Sakinah dalam Perspektif Quraish Shihab." *Inklusif (Jurnal Pengkajian Penelitian Ekonomi Dan Hukum Islam)* 2, no. 2 (December 1, 2017): 17–32. <https://doi.org/10.24235/inklusif.v2i2.1912>.
- Khusniyah, Nurul Lailatul. "Peran Orang Tua sebagai Pembentuk Emosional Sosial Anak." *QAWWAM* 12, no. 1 (March 2, 2018): 87–101. <https://doi.org/10.20414/qawwam.v12i1.782>.
- Kotler, Philip, Kevin Keller, Swee Ang, Chin Tan, and Siew Leong. *Marketing Management: An Asian Perspective*. 7th ed. Pearson, 2017. <http://gen.lib.rus.ec/book/index.php?md5=FBFAE6D417C636BA168E8F2C917D89AD>.
- Lesmana, Gusman. *Teori dan Pendekatan Konseling*. UMSU Press, 2021.
- Lowry, Richard, Deborah A Galuska, Janet E Fulton, Howell Wechsler, Laura Kann, and Janet L Collins. "Physical Activity, Food Choice, and Weight Management Goals and Practices among U.S. College Students." *American Journal of Preventive Medicine* 18, no. 1 (January 1, 2000): 18–27. [https://doi.org/10.1016/S0749-3797\(99\)00107-5](https://doi.org/10.1016/S0749-3797(99)00107-5).
- Mardiyono, Mardiyono. "Pengaruh Gaya Hidup, Lingkungan Social Dan Budaya Terhadap Keputusan Pembelian Di Pasar Modern (Studi Mahasiswa IAIN Purwokerto)." Dissertation, IAIN Purwokerto, 2018.
- Mowen, John C. *The 3M Model of Motivation and Personality: Theory and Empirical Applications to Consumer Behavior*. 1st ed. Springer US, 2000. <http://gen.lib.rus.ec/book/index.php?md5=844fa5959c2b197e03a06faedc38cf4c>.

- Rosikum, Rosikum. "Pola Pendidikan Karakter Religius Pada Anak Melalui Peran Keluarga." *Jurnal Kependidikan* 6, no. 2 (November 30, 2018): 293–308. <https://doi.org/10.24090/jk.v6i2.1910>.
- S, Laurensius Arliman, Ernita Arif, and Sarmiati Sarmiati. "Pendidikan Karakter untuk Mengatasi Degradasi Moral Komunikasi Keluarga." *Ensiklopedia of Journal* 4, no. 2 (2022): 143–49. <https://doi.org/10.33559/eoj.v4i2.1056>.
- Schiffman, L., D. Bednall, E. Cowley, A. O Cass, J. Watson, and L. Kanuk. *Consumer Behaviour*. Australia: Prentice Hall, 2001.
- Setiadi, Nugroho J. *Perilaku Konsumen: Perspektif Kontemporer pada Motif, Tujuan, dan Keinginan Konsumen Edisi Ketiga*. Prenada Media, 2019.
- Shafrianto, Abdhillah, and Yudi Pratama. "Pendidikan Akhlak Dalam Perspektif Buya Hamka." *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 6, no. 1 (July 3, 2021): 97–105. <https://doi.org/10.48094/raudhah.v6i1.89>.
- Sulistiyowati, Budi, and Soerjono Soekanto. *Sosiologi: Suatu Pengantar*. Jakarta: Raja Grafindo Persada, 2013.
- Surveyandini, Mayla. "Analisis Faktor-Faktor Yang Mempengaruhi Impulse Buying Pada Konsumen Karita Muslim Square Purwokerto." *Ekonomis: Journal of Economics and Business* 5, no. 1 (March 8, 2021): 277–81. <https://doi.org/10.33087/ekonomis.v5i1.320>.
- Suseno, Stefanus Heri Prasetyo Y. Djoko. "Pengaruh Perceived Value Terhadap Keputusan Pembelian Smartphone Android Dengan Word of Mouth Positif Sebagai Variabel Moderasi." *Jurnal Ekonomi dan Kewirausahaan* 15 (August 25, 2015). <https://ejurnal.unisri.ac.id/index.php/Ekonomi/article/view/1026>.