

The Influence of Religiosity on Academic Achievement with Resilience as An Intervening Variable

Noer Hidayah¹, Munawaroh²

¹ IAIN Kediri, Indonesia; noer_hid@iainkediri.ac.id

² IAIN Kediri, Indonesia; sulaimansyukur123@gmail.com

ARTICLE INFO

Keywords:

resilience;
religious;
Academic Achievement

Article history:

Received 2024-02-05

Revised 2024-05-19

Accepted 2024-07-01

ABSTRACT

This study aims to examine (1) whether there is a direct influence of religiosity on resilience at MTsN 7 Nganjuk, (2) whether there is a direct influence of resilience on academic achievement at MTsN 7 Nganjuk, (3) whether there is a direct influence of religiosity on academic achievement at MTsN 7 Nganjuk. This research is a descriptive-correlational quantitative study. Data analysis was performed using the path analysis statistical method. The population of the study comprised seventh-grade students at MTsN 7 Nganjuk, with a sample size of 61 students. The results of the study indicate that (1) there is a direct influence of the religiosity variable on the resilience variable at MTsN 7 Nganjuk, (2) there is no direct influence of resilience on the academic achievement variable at MTsN 7 Nganjuk, and (3) there is a direct influence of the religiosity variable on the academic achievement variable at MTsN 7 Nganjuk. Resilience, as an essential asset for students in facing life, can be developed by enhancing their religiosity values. Therefore, the school can design programs or activities oriented towards increasing students' religiosity. This research can be further developed in subsequent studies by incorporating other variables such as learning motivation, learning interest, academic culture, family environment, and school environment, among others.

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Corresponding Author:

Noer Hidayah

IAIN Kediri, Indonesia; noer_hid@iainkediri.ac.id

1. INTRODUCTION

The school, as an educational institution, should focus on achieving student performance because academic achievement holds significant importance in the learning process, including (1) as a measure of the quality and quantity of students' knowledge; (2) as a tendency for curiosity and general human needs; (3) as material for evaluating the development of the learning process; (4) as a benchmark for the performance of educational institutions. Educational institutions have the obligation to develop academic achievement in all dimensions, not only in cognitive knowledge attainment but also in the

formation of students' moral and religious attitudes (Murdianto, 2024). Discussion and analysis of student academic achievement are necessary as a basis for making policies or decisions in the development and improvement of the learning process and the overall quality of education.

Academic achievement is the result of a learning process influenced by several factors (Salsabila & Puspitasari, 2020). Studies on the factors influencing academic achievement have been extensively conducted, including research by Angelia et al., (2023); Herawati & Widiastuti, (2016); Munjirin & Iswinarti, (2023); Mustamin & Sulasteri, (2019); Salsabila & Puspitasari, (2020). In general, academic achievement is influenced by internal and external factors. Internal factors originate from within the individual that drive them to learn, while external factors come from outside the individual that influence them to learn. Additionally, academic success is influenced by cognitive and non-cognitive factors (Handarini, 2019). Cognitive factors refer to an individual's ability to learn new knowledge (Glewwe et al., 2013), whereas non-cognitive factors include social and emotional skills such as mindset, emotions, and behaviors that affect social interactions with others (Durlak et al., 2011).

Religiosity is one of the non-cognitive factors that influence students' academic achievement. Religiosity is an important aspect of human life. Religious values, derived from religious teachings, shape character and instill virtues. Religiosity, as an expression of religious attitudes, influences how individuals think and act. Individuals with high religiosity or a good understanding of religion tend to behave well. As stated by Alwi (2014), religious individuals are able to understand religious teachings, obey and practice all religious commands, and avoid all prohibitions. Religiosity can influence both the moral and cognitive attitudes of individuals (Pitaloka et al., 2022). In Islam, religiosity is manifested in various attitudes such as being kind and friendly to all living beings, being responsible, trustworthy, fighting for truth and justice, helping others, being disciplined and valuing time, studying and working diligently, avoiding Allah's prohibitions while carrying out His commands (Yaqin, 2019). Several studies show that religiosity affects academic achievement (Marliani, 2016; Muliati et al., 2023; Mulya & Sulaiman, 2022; Pitaloka et al., 2022; Waro et al., 2023).

Religiosity is a complex system comprising beliefs, attitudes, and practices that connect individuals with the divine (Fitriani, 2016). Glock and Stark, as cited in Yaqin (2019), define religiosity in five dimensions: (1) religious belief, (2) religious practice, (3) religious feeling, (4) religious knowledge, and (5) religious effect.

Another non-cognitive factor necessary for achieving success in learning is the ability to face difficult situations and overcome life problems. This ability is known as resilience. Resilience is an individual's capacity to confront and resolve problems without giving up easily, to withstand stressful situations, and to strive to improve (Nisa & Muis, 2016). H. Enderson & Milstein in Desmita (2009) define resilience as "The capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress that is inherent in today's world." With good resilience, individuals have a strong ability to overcome challenges they encounter.

Masten, Cutuli, Herbers, and Reed (2009) state that children's resilience can be measured by their academic performance, behavior, peer acceptance and friendships, normative mental health, and engagement in age-appropriate activities such as extracurriculars, sports, and social behaviors (Utami, 2017). Desmita (2009) in Purnama (2019) states that resilience can influence thinking and life skills, thereby determining an individual's success in life, including academic success in school. Resilience also determines success in completing tasks and achieving life satisfaction. Resilience can regulate physical health, mental health, and the quality of interpersonal relationships, which are fundamental aspects of achieving happiness and life success (Grotberg, 1999).

A study by Yulanda (2017) shows a positive relationship between resilience and academic achievement among undergraduate management students at the Faculty of Economics, Parahyangan Catholic University. Similar studies by Wahidin Ashari (2020) and Miskanik (2022) also support this finding. Resilience varies among individuals. Resnick, B., Gwyther, P., Roberto (2011) state that factors influencing resilience include self-esteem, social support, spiritual values, and positive emotions.

Pargament and Cumming in the Handbook of Adult Resilience (2010) state that one significant factor influencing resilience is religiosity. A study by Pahlevi et al. (2017) on MAN students in Yogyakarta shows a significant relationship between religiosity and resilience. Similar conclusions are drawn from studies by Hasanah (2018), Prapanca (2017), and Khoiri Oktavia & Muhopilah (2021).

Based on previous research as outlined above, it can be concluded that academic achievement is influenced by religiosity and resilience, while resilience itself is influenced by religiosity. The relationships among these variables are partial. Considering the relationships among these variables, a new relationship pattern can be established by placing resilience as a variable that intervenes between academic achievement and religiosity, known as an intervening variable. This type of research has not been conducted previously.

Therefore, this study aims to examine the influence of religiosity on academic achievement with resilience as an intervening variable, with the following hypotheses: (1) There is a direct influence of religiosity on resilience, (2) there is a direct influence of resilience on academic achievement, and (3) there is a direct influence of religiosity on academic achievement.

2. METHOD

The research methodology is quantitative with descriptive-correlational analysis. The independent variable is religiosity, the dependent variable is academic achievement, and the intervening variable is resilience. The conceptual model tested in this study is illustrated as follows:

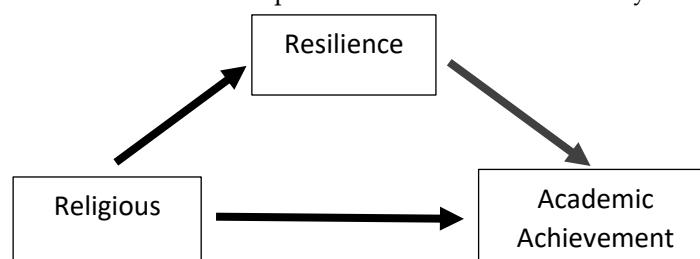


Figure 1. Conceptual Model of the Relationship between Religiosity, Resilience, and Academic Achievement

The population of the study consists of eighth-grade students at MTsN 7 Nganjuk, which comprises 6 classes with similar characteristics. The sampling method used is random sampling, where 2 classes were randomly selected from the 6 available classes. These two selected classes have a total of 61 students, thus the number of respondents in this study is 61 students.

The statistical method used for data analysis is path analysis. Path analysis is a statistical method used to analyze causal relationships between more than two variables, where the relationships between the independent variables and the dependent variable are both direct and indirect. Data processing was conducted using the SPSS application.

The instruments used to measure the variables in the study are questionnaires and test questions. The development of the instruments is based on theoretical studies that explain the variables. The religiosity questionnaire refers to the religiosity theory developed by Glock and Stark (1996), which includes 5 dimensions: ideological (beliefs), ritualistic (religious practices), experiential (morality), intellectual (knowledge), and consequential (internalization). Based on these 5 dimensions, indicators were developed and translated into 40 questions.

The academic achievement instrument is based on Bloom's and Krathwohl's taxonomy, where student achievement consists of cognitive, psychomotor, and affective dimensions. Academic achievement is measured using students' report card grades. The resilience variable instrument is in the form of a questionnaire. The questionnaire development refers to the theory developed by the Connor Davidson Resilience Scale (CD-RISC 25). Resilience has 5 dimensions: (1) personal competence (high standards and tenacity), (2) trust in oneself, tolerance of negative effects, and stress resilience, (3)

positive acceptance of change and secure relationships with others, (4) self-control, and (5) spiritual influence. Based on these dimensions, 25 questions were developed.

3. RESEARCH RESULTS AND DISCUSSION

Data collection was conducted using questionnaires as outlined in the blueprint mentioned above. Once the data were collected, scoring was carried out, which is the process of converting the respondents' answers or responses to psychological questions into numerical form. The results of the research on the three variables are presented in the form of data descriptions as follows.

Table 1. Data Description of the Three Variables

Data Description (Score)	Religiosity Variable	Resilience Variable	Academic Achievement Variable
Minimum Skor	72	52	84
Maximum Skor	124	83	92
Mean	104,13	70,56	88,33
standard deviation	11,15	5,85	1,39

To test the conceptual model as illustrated in Figure 1, a step-by-step analysis was conducted. The analysis to examine the influence between variables was carried out using regression analysis. The first analysis was conducted to address the first objective, which is to test whether there is a direct influence of the religiosity variable on the resilience variable at MTsN 7 Nganjuk. For this purpose, regression analysis was performed, and the results are as follows

Table 2. Description of Data on the Three Variables

	B	Std. Error	Beta	t	sign
Constant	28.9	4.62		6.25	0,00
Religious	0.4	0.04	0.763	9.06	0,00

Based on Table 2, it is found that the sig. value = 0.00 for both the constant and the religiosity variable. This value is less than the alpha value set at 0.05. This indicates that statistically, there is an influence between the Religiosity variable and the Resilience variable at MTsN 7 Nganjuk.

Table 3. Regression Coefficients and Coefficient of Determination for the Influence of Religiosity Variable on Resilience Variable

R	R Square	Adjusted R Square	Std. Error of the Estimate
.763 ^a	0.582	0.575	3.81302

Table 3 shows that the contribution of the religiosity variable in influencing the resilience variable is 57.5%. This reinforces the previous conclusion that statistically, religiosity significantly influences resilience. The findings align with the research conducted by Pahlevi et al. (2017). The study indicates that resilience is a crucial factor that needs to be developed during education, especially at the secondary school level, so that students can optimally develop themselves in all situations, even in challenging environmental conditions. Based on this research, schools can foster student resilience by implementing programs or activities aimed at enhancing students' religiosity.

The next analysis is to examine the direct influence of the resilience variable on academic achievement variable at MTsN 7 Nganjuk. The results of the regression analysis for these two variables are as follows.

Table 4. Regression Analysis Results for Resilience Variable on Academic Achievement Variable.

	Unstandardized Coefficients		Standardized Coefficients	Sig.
Constant	89.709	2.179		0
Resiliense	-0.02	0.031	-0.083	0.527

Table 4 shows that the significance value (Sig.) for the resilience variable is 0.527, with a parameter value of 0.02. The significance value (Sig.) = 0.0527 is greater than 0.05, thus it can be concluded that the resilience variable does not influence students' academic achievement variable. This conclusion is reinforced by

Table 5. Correlation Coefficients and Coefficient of Determination for the Influence of Resilience Variable on Academic Achievement Variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.083 ^a	.007	-.010	1.39404

Table 5 shows that the correlation coefficient is 8.30% and the coefficient of determination is 1%. This coefficient of determination value indicates that the contribution of the resilience variable in influencing the academic achievement variable at MTsN 7 Nganjuk is very small or statistically insignificant.

The theory suggesting that students' success in life or academic achievement is influenced by the resilience variable does not apply at MTsN 7 Nganjuk. These research findings are not consistent with the results of studies conducted by Wahidin Ashari and Salwah, which showed an impact on the academic performance of students at Cokroaminoto Palopo University.

The third hypothesis tested is whether there is an influence of the religiosity variable on the academic achievement variable at MTsN 7 Nganjuk. The data processing using regression analysis yielded the following results.

TABLE 6. Regression Analysis Results for Religiosity Variable on Academic Achievement Variable at MTsN 7 Nganjuk

Parameter	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	89.636	2.929		30.607	0
Religious	-0.022	0.049	-0.058	-0.448	0.656

Table 6 shows a significance value (sign.) of 0.656. This value is greater than 0.05, indicating that statistically, there is no influence of the religiosity variable on the academic achievement variable at MTsN 7 Nganjuk. This means that the level of students' religiosity is not related to their academic achievement at MTsN Nganjuk.

These research findings support the study conducted by Marliani (2016), which stated that there is no significant relationship between religiosity and academic achievement among students of the Faculty of Sharia and Law at UIN Sunan Gunung Djati Bandung, class of 2012.

The research conducted at MTsN 7 Nganjuk shows that students' academic achievement is not influenced by their religiosity or resilience. Academic achievement, which is the outcome of the learning process, is influenced by many factors. Slameto (2010) states that academic achievement is influenced by factors such as learning interest, learning motivation, and the school environment.

The above explanation is used to determine whether the conceptual model described in Figure 1 is empirically tested. The statistics describing the relationship between variables in the conceptual model can be stated as follows.

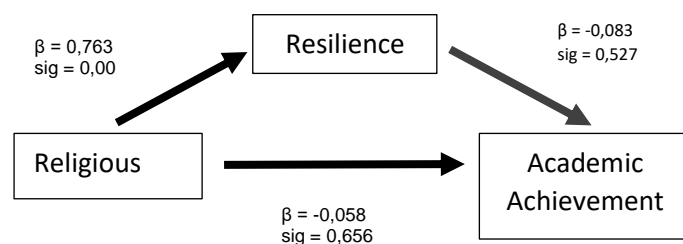


Figure 2. Conceptual Model and Statistics Depicting the Relationship Between Religiosity, Resilience, and Academic Achievement

Figure 2 shows that the variables statistically proven to have a causal relationship are religiosity and resilience. However, resilience itself does not have an impact on academic achievement at MTsN 7 Nganjuk. Therefore, it can be concluded that the conceptual model tested in this study is not empirically proven. The data used in this study are insufficient to substantiate the relationships outlined in the conceptual model. Variables that do not influence other variables are omitted from the conceptual model, resulting in a new model called the empirical model. The empirical model represents the influence of religiosity on resilience.

Resilience in children's development stages must be continually enhanced. Although this study shows that resilience does not affect academic achievement, resilience is crucial for life success. Resilience demonstrates an individual's ability to face and overcome life's challenges. Various studies indicate that resilience is a foundational strength underpinning many positive characteristics (Hendriani, 2018).

Resilience is not a fixed trait. In other words, resilience can change over time. It can develop because humans are equipped to face difficulties, endure, and adapt to various situations when necessary. An important factor in building resilience is the role of family and community in supporting the individual's natural protective systems, allowing them to grow and function effectively (Southwick et al., 2014). Therefore, understanding resilience cannot be separated from the process of individual development. Various factors influence this development process, including genetics, age, life experiences, family, community culture, and so on (Hendriani, 2018).

In this study, religiosity is an empirically proven variable affecting resilience. Research by Hasanah (2018), Suprpto (2020), Ratna Duhita Pramintari et al. (2022), and Azizah et al. (2024) also conclude that religiosity influences resilience. Religiosity is an individual's transcendence factor in dealing with life's challenges. A person's level of religiosity affects how they perceive and address life's problems. Therefore, enhancing an individual's religiosity can be an effort to build their resilience.

Research indicating no influence between religiosity and academic achievement includes studies by Abdoel Bakar (2015) and Marliani (2016). However, instilling religious attitudes in education is essential, as religiosity can shape an individual's character and positively impact learning outcomes. Although a person's success is not determined solely by their religiosity, there is a tendency for religious individuals to exhibit good behavior in daily life (Pitaloka et al., 2022). Schools can foster religiosity in

students through role modeling, habituation, and advice (Najib, 2018). Developing an individual's religiosity is not solely the school's responsibility; a synergy between parental upbringing, environment, and education is crucial in building students' moral and spiritual values (Zubairi Muzakki & Nurdin, 2022).

4. CONCLUSION

The hypothesis testing results indicate that (1) students' academic achievement at MTsN 7 Nganjuk is not influenced by resilience, (2) students' academic achievement at MTsN 7 Nganjuk is not influenced by their religiosity, and (3) students' resilience is influenced by their religiosity. Resilience is a crucial capability for an individual to sustain their life. Someone with good resilience is prepared to handle and face difficult situations, thus maintaining and improving their quality of life. MTsN 7 Nganjuk needs to develop programs that can enhance students' religiosity as an effort to boost their resilience, which serves as a fundamental asset in their lives.

Future research should investigate other variables that affect the academic achievement of students at MTsN 7 Nganjuk, such as learning motivation, interest in learning, school environment, academic culture, and so forth, to identify which variables can influence academic achievement. Such studies are essential for schools to develop appropriate programs to improve student quality. Research should be expanded to include a larger population and a more extensive sample

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