



TRANSFORMING SCHOLASTIC PERFORMANCE THROUGH SPIRITUAL ENGAGEMENT IN ISLAMIC EDUCATION AT LEADING RURAL SCHOOLS

Hazira Nurhalya^{1*)}, Albertos Damni²

¹⁻²Institut Agama Islam Negeri Kerinci, Indonesia

ARTICLE INFO

Keywords:

Religious activities

Academic achievement

Scholastic Performance

Spiritual engagement

Rural School of Excellence

ABSTRACT

This study aims to explore the transformation of Scholastic Performance through Islamic Spiritual Engagement in a leading rural school. Using a quantitative method with a survey approach, this study involved 213 students as samples, which were taken through a simple random sampling technique. The results showed that religious activities, such as recitation, joining tahsin classes, joining the Qur'an tahfizh program, praying together, have a positive impact on learning motivation and can shape student character, which can contribute to improving students' Scholastic Performance. The findings suggest that there is a significant relationship between Spiritual Engagement and Scholastic Performance of students in excellent rural schools. The research shows that students who participate in religious activities tend to have better attitudes, including discipline, responsibility, and cooperation, all of which contribute to improving their Scholastic Performance.

INTRODUCTION

In the modern era, education has become one of the key factors in improving the quality of human resources. Education serves as the fundamental foundation for developing high-quality human resources. Education is an essential part of children's growth. Its purpose is to guide all the natural potential within children so that they, along with members of society, can achieve the highest level of well-being and happiness (Ujud et al., 2023). Furthermore, in her writing, Sukmawati (2013) explains that education is an absolute right for everyone and that every religion encourages individuals to strive for education. There are three ways to obtain education: formal, non-formal, and informal.

Sutrisno and Juli Amalia Nasucha, as cited in Azifatul Anwar et al. (2023), explain that formal education is not merely about teachers transferring knowledge to students. Beyond that, teachers and schools must also shape and develop students' minds and personalities, guiding them toward better behavior and noble character. Essentially, education does not only focus on the academic achievements of students but also on character and moral development (Purnamasari et al., 2023). Scholastic performance is often used as an indicator of a person's

* Corresponding author. Institut Agama Islam Negeri Kerinci, Indonesia
E-mail address: hazirahalya2002@gmail.com (H. Nurhalya)

success in the teaching and learning process. The achievements obtained in the field of education can take the form of good grades, graduating with a certain distinction, or receiving awards related to academic studies (Syafi'i,dkk 2018). Scholastic performance can be considered perfect if it meets three aspects: cognitive, affective, and psychomotor. Conversely, it is deemed less satisfactory if it fails to meet the targets in these three criteria (Hipjillah, 2015). Additionally, various factors such as students' social environment, family support, and extracurricular activities often influence their scholastic performance. Often overlooked in the academic world, spiritual engagement can significantly impact students' character and discipline. Spiritual engagement in schools is one of the key components that can contribute to students' development, especially in leading rural schools that strive to create a holistic learning environment (Yuliza et al., 2022). Leading rural schools often face different challenges compared to urban schools, including limited resources and restricted access to adequate educational facilities (Subroto et al., 2023). However, with spiritual engagement integrated into the curriculum, it is expected to have a positive impact on students' scholastic performance. Religious activities such as Islamic study sessions, attending tahsin classes, participating in tahfizh Al-Qur'an programs, performing congregational prayers, and celebrating religious holidays not only serve as spiritual means but also function as tools to cultivate discipline, motivation, and positive character in students.

Leading rural school, which focuses on developing students' potential in remote areas, faces unique challenges in improving scholastic performance. Religious activities such as Islamic study sessions, collective prayers, and faith-based social activities can positively impact students' learning motivation and attitudes. This study aims to explore how spiritual engagement can influence students' scholastic performance, with the hope of providing insights for educators and policymakers in designing more holistic programs. By understanding this relationship, effective strategies can be identified to enhance students' scholastic performance in Leading rural school.

State Senior High School 4 of Kerinci Regency is one of the leading rural school committed to improving the quality of education in remote areas. Located in a region rich in culture and natural resources, SMAN 4 Kerinci not only focuses on academic achievement but also on students' character development through various extracurricular activities, including religious programs. As a top-performing school, SMAN 4 Kerinci envisions shaping students who are characterized, accomplished, and environmentally conscious, grounded in faith and piety. This enables students to create a conducive learning environment where they can develop their full potential. With support from the local government and community, the school strives to provide adequate facilities and innovative learning programs. Spiritual engagement at SMAN 4 Kerinci, such as Islamic study sessions and faith-based social activities, is expected to instill discipline, responsibility, and social awareness among students.

Previous studies have shown that students actively engaged in Spiritual Engagement tend to develop better attitudes, such as discipline, responsibility, and cooperation, all of which contribute to improved Scholastic Performance. However, despite indications of a positive relationship between Spiritual Engagement and Scholastic Performance, the lack of research specifically examining the impact of religious activities on academic achievement in leading rural school highlights the importance of this study. Therefore, this research aims to explore the influence of Spiritual Engagement on students' Scholastic Performance in leading rural school. By understanding this relationship, this study is expected to provide deeper insights into the role of Spiritual Engagement in supporting students' academic achievement and offer recommendations for developing more effective educational programs within the school rural environment.

METHOD

This study employs a quantitative approach using the survey method, aiming to collect numerical data from a large number of respondents to systematically and objectively analyze the relationship between specific variables (Zainuri et al., 2014). The research design applied is descriptive correlational, aiming to identify and measure the extent to which religious activities influence students' scholastic performance. With this design, the study not only seeks to describe the characteristics of the variables being examined but also to empirically test the relationship between variables based on data obtained from respondents.

The population in this study consists of students enrolled in leading rural school. The selection of this population is based on specific characteristics that align with the research objectives, namely to understand the dynamics of the relationship between religious activities and scholastic performance within a rural-based educational environment with distinctive features. The sampling technique used is simple random sampling, which allows every member of the population an equal chance of being selected as a research sample (Berg-Schlosser, 2015; Preston, 2020). Based on calculations and considerations for optimal representation, the sample size in this study is set at 213 students, consisting of 74 male students and 139 female students. Selecting this sample size is expected to provide a more accurate generalization of the broader population while also enriching the statistical analysis conducted in this study.

The instrument used in this study is a systematically designed questionnaire to measure two main variables: religious activities and scholastic performance. The questionnaire consists of two primary scales. The Religious Activity Scale is designed to assess students' involvement in various religious activities, both within and outside the school environment. Indicators in this scale include the frequency of worship, participation in religious studies, and involvement in religion-based social activities. Meanwhile, the Scholastic Performance Scale measures students' academic achievement, expressed in the form of class rankings and their average academic grades. This data is obtained through official academic reports issued by the school and verified by the relevant authorities. Additionally, the questionnaire includes respondents' demographic data, such as gender and academic ranking, which are used as control variables in the statistical analysis.

The data obtained from the questionnaire will be analyzed using descriptive and inferential statistical techniques. Descriptive analysis is used to illustrate the data distribution and respondent characteristics, while inferential analysis is conducted to examine the relationship between religious activities and scholastic performance using Pearson correlation or linear regression analysis, depending on the results of the preliminary statistical assumption tests (Sheard, 2018). Moreover, the validity and reliability of the research instruments were tested before data collection to ensure that the questionnaire used has a high level of reliability in measuring the variables being studied. With this approach, the research is expected to provide more in-depth findings regarding how religious activities can contribute to the academic achievements of students in leading rural schools, and offer implications for developing more inclusive educational policies based on religious values.

RESULTS AND DISCUSSION

This research aims to explore the transformation of Scholastic Performance through Islamic Spiritual Engagement in leading rural schools. Using a quantitative method with a survey approach, the study involves 213 students as the sample, which was selected through simple random sampling.

Table 1. Binomial Test of Demographic Variables

Variable	Level	Counts	Total	Proportion
Gender	Male	74	213	0.347
	Female	139	213	0.653

In this study, the gender distribution analysis was conducted using a binomial test on 213 respondents to determine whether the proportion of males and females in the sample significantly differed from the expected distribution under random conditions or based on the tested hypothesis. The analysis results showed that out of the total respondents, there were 74 male students, accounting for 34.7% of the total sample, with a probability value of $p < .001$. This indicates that the proportion of males in the sample significantly differs from the expected distribution. This means that the number of males in this study is not balanced compared to the theoretical value assumed in a random distribution. Meanwhile, the female group consisted of 139 respondents, or 65.3% of the total sample, with the same probability value of $p < .001$, also indicating a significant difference from the expected distribution. This proportional difference suggests that females in this study are statistically more represented than males. Overall, the results of this binomial test provide empirical evidence that the gender distribution in the research sample is not proportionally balanced but instead shows a higher tendency toward female representation compared to male representation. This difference may be a factor to consider when interpreting the research findings, particularly in relation to how other variables in this study interact with the gender factor. Therefore, further analysis is needed to explore the possibility of gender bias in respondent participation and how this proportional difference may impact the overall research outcomes.

Table 2. General Description of Scholastic Performance and Religious Activities

Variable	Mean	Variance	SD	Min	25% Q	Median	75% Q	Max
Scholastic Performance	31.465	12.929	3.596	19	30	31	34	40
Religious Activities	49.315	159.943	12.647	18	41	49	56	89

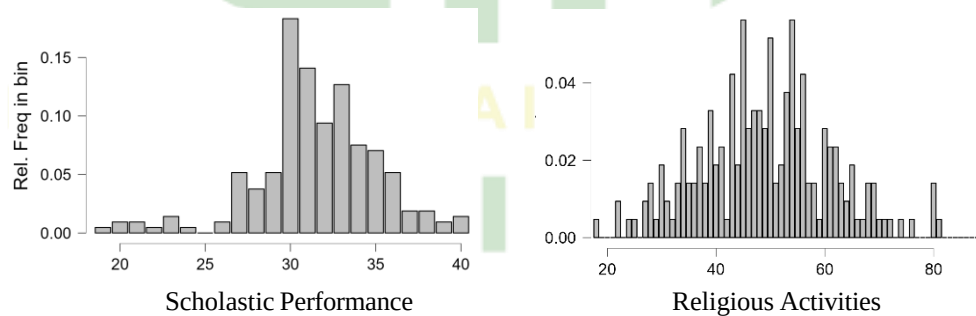
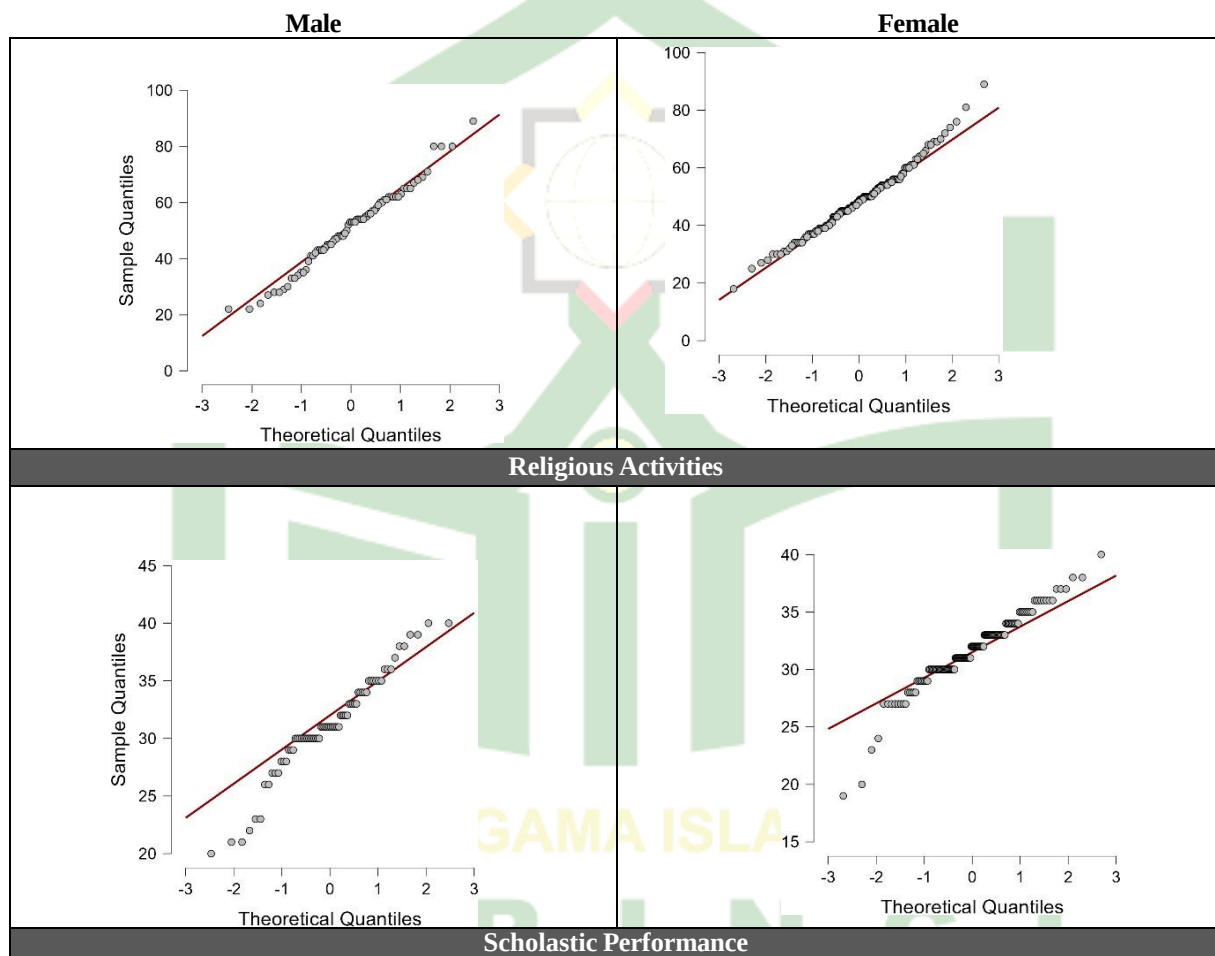
**Figure 1. Boxplot of Scholastic Performance and Religious Activities**

Table 3. Description of the Level of Religious Activities and Scholastic Performance

Variable	Gender	Valid	Mean	SD	Min	Max
Religious Activities	Male	74	50.838	14.259	22	89
	Female	139	48.504	11.673	18	89
Scholastic Performance	Male	74	31.216	4.288	20	40
	Female	139	31.597	3.175	19	40

**Figure 2. Q-Q Plot of Scholastic Performance and Religious Activities**

The descriptive table in this study provides a general overview of the variables Spiritual Engagement and Scholastic Performance among the 213 respondents. The average Spiritual Engagement score is 49.315, with a standard deviation of 12.647, indicating a wide variation in religious activity participation, ranging from a minimum score of 18 to a maximum of 89. Meanwhile, Scholastic Performance has an average score of 31.465 with a lower standard deviation of 3.596, suggesting a more concentrated distribution of academic performance. The Scholastic Performance scores range from 19 to 40, reflecting a more limited variation compared to religious activities. This overview highlights differences in data distribution

between the two variables and provides a foundation for further analysis of the relationship between the intensity of religious activities and respondents' academic achievement.

The descriptive table also presents the distribution of Spiritual Engagement among 213 respondents, consisting of 74 males and 139 females. The average Spiritual Engagement score for males is 50.838, with a standard deviation of 14.259, indicating considerable variation in their level of involvement. The Spiritual Engagement scores for males range from 22 to 89. Meanwhile, females have an average score of 48.504, with a standard deviation of 11.673, indicating lower variation compared to males. Among females, Spiritual Engagement scores range from 18 to 89. The small differences in average scores and variation between groups suggest that males tend to have slightly higher and more varied Spiritual Engagement compared to females.

The descriptive table also presents the distribution of Scholastic Performance among 213 respondents, consisting of 74 males and 139 females. The average Scholastic Performance score for males is 31.216, with a standard deviation of 4.288, indicating greater variation in Scholastic Performance compared to the female group. Among males, Scholastic Performance scores range from 20 to 40. Meanwhile, the average score for females is 31.597, with a lower standard deviation of 3.175, suggesting slightly less variation. The minimum score for females is 19, while the maximum score reaches 40, similar to the male group. Overall, the small differences in mean scores and variations between males and females indicate that Scholastic Performance is relatively balanced between both groups, suggesting that gender has a minimal influence on Scholastic Performance in this sample. This provides a foundation for further analysis of how religious activities may be related to Scholastic Performance.

Table 4. Significance Test of the Influence of Gender on Religious Activities

Cases	Sum of Squares	df	Mean Square	F	p
Gender	263.123	1	263.123	1.650	0.200
Residuals	33,644.802	211	159.454		

Note: Type III Sum of Squares

The ANOVA results in the table above indicate that there is no significant difference in Spiritual Engagement between males and females. Based on this analysis, the Sum of Squares for the gender variable is 263.123 with 1 degree of freedom, yielding the same Mean Square value of 263.123. The F-value of 1.650 and a p-value of 0.200 (greater than 0.05) suggest that the difference in Spiritual Engagement between genders is not significant. Therefore, gender does not have a meaningful impact on the level of involvement in Spiritual Engagement within this sample. Conversely, the residual Sum of Squares of 33,644.802 with a Mean Square of 159.454 indicates that the variation in Spiritual Engagement is not explained by gender. These results suggest that other factors may have a greater influence on respondents' Spiritual Engagement, highlighting the need for further exploration to understand other variables related to Spiritual Engagement and Scholastic Performance.

Table 5. ANOVA - Scholastic Performance

Cases	Sum of Squares	df	Mean Square	F	p
Gender	7.007	1	7.007	0.541	0.463
Residuals	2733.979	211	12.957		

Note. Type III Sum of Squares

The ANOVA analysis results in the table above indicate that gender does not have a significant effect on respondents' Scholastic Performance. This is reflected in the F-value of 0.541 with a significance value (p) of 0.463, which exceeds the 0.05 significance threshold. This means that there is no significant difference in Scholastic Performance between groups based on gender. It suggests that both male and female students have equal opportunities to achieve certain academic outcomes in this outstanding rural school. The Sum of Squares for the gender variable is 7.007, while the Sum of Squares for residuals is 2733.979. With degrees of freedom of 1 for gender and 211 for residuals, the Mean Square values are 7.007 for gender and 12.957 for residuals. This indicates that most of the variance in Scholastic Performance cannot be explained by gender differences, suggesting that gender is not a significant variable influencing Scholastic Performance in this study sample.

This observation illustrates that women indeed have a slightly higher average Scholastic Performance compared to men, with a more stable grade distribution. These findings support previous research indicating that women often excel in Scholastic Performance, particularly in environments that promote gender equality. Regarding Gender Differences in Religious Activities, prior studies suggest that women tend to be more active in Spiritual Engagement compared to men (Fadika & Ritunga, 2022). However, in the context of this research, these differences were not statistically significant. This might be attributed to the Spiritual Engagement being measured encompassing universal activities that are not influenced by gender differences. Other factors such as age, social environment, or individual levels of religiosity may potentially have a more substantial impact compared to gender.

Large Variation in Residuals: The substantial residual value (33,644.802) indicates that numerous other factors influence religious activities, such as educational level, culture, or individual beliefs. This is supported by research by (Iriansyah et al., 2022) which demonstrates that social and cultural factors are more dominant in influencing religious participation compared to demographic factors like gender. The ANOVA results indicate that gender does not have a significant influence on Spiritual Engagement ($p = 0.200$). This suggests that gender is not the primary variable determining the intensity or participation in religious activities. The findings of this study are consistent with the results of (Sari et al., 2020), which state that there are no significant differences between the academic performance of male and female students. Similarly, research by (Setiawati & Arsana, 2018) shows that achievement test results are not influenced by gender. However, some other studies have found differences based on gender. The academic performance of female students is higher than that of male students (Saragi & Suryani, 2018). These discrepancies in findings may be attributed to variations in research contexts, such as differences in learning environments, teaching methods, or the characteristics of the studied sample (Damni, 2023, 2024; Sholha et al., 2024).

Based on these analysis results, no significant differences were found in Scholastic Performance between males and females. These findings are consistent with several previous studies, although some research has reported different results (Amanah et al., 2024). Therefore, further research is needed that considers additional contextual variables to comprehensively understand the relationship between gender and Scholastic Performance.

Table 6. Correlation Test between Scholastic Performance and Religious Activities

Variable		Scholastic Performance	Kegiatan Keagamaan
Scholastic Performance	Pearson's r	—	
	p-value	—	
Religious Activities	Pearson's r	0.195	—
	p-value	0.004	—

The Pearson correlation analysis results show a significant positive relationship between Spiritual Engagement and Scholastic Performance. The correlation coefficient (r) is 0.195 with a p -value of 0.004, which is below the significant threshold of 0.05. This means there is a significant but weak positive relationship between Spiritual Engagement and students' Scholastic Performance in leading rural schools.

Table 7. Significance Test of the Effect of Spiritual Engagement on Scholastic Performance

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	104.664	1	104.664	8.377	0.004
	Residual	2636.322	211	12.494		
	Total	2740.986	212			

Note. The intercept model is omitted, as no meaningful information can be shown.

Based on the ANOVA analysis results, the regression model demonstrates a significant effect of Spiritual Engagement on Scholastic Performance. The F value of 8.377 indicates the regression model's strength in explaining data variation, while the p -value of 0.004, which is smaller than the significant level of 0.05, suggests that the regression model is significant. This means the null hypothesis (H_0), which states that there is no relationship between the independent and dependent variables, is rejected. Consequently, it can be concluded that there is a significant relationship between the independent and dependent variables being tested, and the alternative hypothesis (H_1) is accepted.

Previous research has extensively highlighted gender differences in religious activities. Women tend to have higher levels of religious participation compared to men. According to (Kurniasari, 2021), women are more frequently involved in both formal and informal religious activities than men. This aligns with the findings of this study, which show that women were more dominant in participation. Research by (Nurlita, 2024) demonstrates that involvement in religious activities can have a positive impact on Scholastic Performance, particularly among women. Women often leverage religious values to enhance discipline and time management, which supports academic success.

In previous research, involvement in religious activities has often been associated with character formation, moral values, and self-discipline that contribute positively to Scholastic Performance. Participating regularly in religious activities can enhance an individual's commitment to long-term goals, such as academic success (Salsabila et al., 2024). Additionally, (Lestari, 2023) found that students actively engaged in Spiritual Engagement tend to have supportive social environments, which become an important external factor in supporting their performance. However, the considerable variation in Spiritual Engagement scores (standard deviation of 12.647) indicates that not all respondents have the same access or interest in these activities.

Factors such as family environment, school culture, and religious communities in rural areas can influence participation levels. Research by (Perdana, 2015) demonstrates that accessibility to Spiritual Engagement in rural environments significantly impacts individual involvement levels. Spiritual Engagement often functions as a means of forming supportive communities in rural schools. This positive social environment influences student achievement, particularly for students with limited educational resources (Sukana, 2024). Spiritual Engagement can be used as a way to compensate for the lack of formal educational facilities.

In previous research, small differences in averages can be attributed to different social and cultural norms between males and females. Males are more often involved in community-based Spiritual Engagement, such as attending activities at mosques, compared to women who more frequently practice religious activities within the home environment. Research by (Nurlatifah et al., 2024) indicates that participation in religious activities, for both males and females, has the potential to influence Scholastic Performance through strengthening moral values, discipline, and responsibility. Furthermore, research by (Rosyadi, 2024) found that students actively engaged in Spiritual Engagement demonstrate higher learning motivation because they are supported by a community that prioritizes education. Although males show a higher average of involvement and a wider variation, women continue to play a crucial role in creating positive relationships between religious values and academic achievement.

Previous research indicates that women tend to achieve better academic results compared to men. This is supported by (Meisa et al., 2021), who found that women often demonstrate higher levels of discipline and perseverance, positively impacting Scholastic Performance. Research by (Meisa et al., 2021) explains that women are more likely to utilize structured activities, such as routine studying, which supports academic success. The higher value variation among males (larger standard deviation) can reflect the heterogeneity of male academic abilities. This aligns with research by (Aini et al., 2024; Deswalantri, 2018), which notes that although the average scores of women tend to be higher, males more frequently occupy extreme positions (both very high and very low) in the grade distribution.

Religious activities can provide greater disciplinary values, especially for women (Damni, 2022). Research by (Arsa et al., 2022) states that involvement in religious activities often correlates positively with learning motivation, particularly among female respondents. Research by (Fadika & Ritunga, 2022) shows that women can improve Scholastic Performance by receiving greater emotional support from their families or communities. The results of this study are consistent with previous findings demonstrating a positive relationship between religious activities and academic achievement. These findings align with prior research highlighting that religious values have a positive impact on student character formation and motivation. Although there is no direct relationship between Spiritual Engagement and Scholastic Performance, Spiritual Engagement remains an important component in creating a comprehensive educational environment that supports student success.

Spiritual Engagement can contribute to improving students' Scholastic Performance (Azmi et al., 2024). This aligns with research by (Mulyah et al., 2020), which shows that students regularly involved in Spiritual Engagement can enhance perseverance, discipline, and responsibility, all of which can impact Scholastic Performance. Similarly, research by (Pranjia et al., 2020) demonstrates that students active in spiritually-based activities exhibit higher levels of consistency and dedication in their studies. This research indicates that students engaged in Spiritual Engagement tend to have better attitudes, greater discipline, higher responsibility, and improved collaboration skills, thereby enhancing their Scholastic Performance. Based on the analysis, Spiritual Engagement has a significant influence on students' Scholastic Performance.

These findings are consistent with previous research showing a positive relationship between Spiritual Engagement involvement and academic achievement improvement.

CONCLUSION

This study found that students' involvement in religious activities has a significant positive impact on scholastic performance, including increased learning motivation and character development. The research objective of exploring the influence of spiritual engagement on scholastic performance was achieved, with results indicating a positive correlation between the two. These findings can be applied to other educational settings, particularly in schools with similar characteristics, demonstrating that integrating religious values can enhance academic achievement. The implications of this study highlight the need for integrating spiritual values into education to improve scholastic performance. Such programs can encourage spiritual engagement, which, in turn, enhances students' consistency and dedication to learning. For future research, it is recommended to explore additional factors that influence this relationship, such as family support and socio-economic conditions, as well as to consider qualitative studies for a deeper understanding of students' experiences.

REFERENCES

- Aini, M. D., Ferry, D., & Damni, A. (2024). Mengungkap Batasan Kecakapan Akademik: Penyelidikan Kritis terhadap Perfeksionisme Sains di Kalangan Sarjana Pendidikan Biologi. *Diklabio: Jurnal Pendidikan Dan Pembelajaran Biologi*, 8(2), 187–209.
- Amanah, Y., Noperta, N., & Damni, A. (2024). A Comparative Study of the Morals of PAI IAIN Kerinci Students Who Participate in the Ma'had Al-Jamiah Program with Non-Participants. *PALAPA*, 12(2), 106–119.
- Arsa, A. A., Adiba, N. F., Dzilkaromah, M. M. K., Liliani, D. A., Amien, H. B., & Qudsyi, H. (2022). Peran Religiusitas Dalam Meningkatkan Motivasi Belajar Daring Pada Mahasiswa. *Khazanah: Jurnal Mahasiswa*, 14(1), 1–7. <https://doi.org/10.20885/khazanah.vol14.iss1.art1>
- Azifatul Anwar, M., Faisal, M., Zaim, M., Antasari Banjarmasin, U., Selatan, K., Tinggi Agama Islam Ma, S., Sintang, A., & Darul Ulum Kotabaru, S. (2023). Efektivitas Spiritual Engagement Dalam Perilaku Siswa. *Jurnal Agama Sosiasal Dan Budaya*, 6(1), 2599–2473.
- Azmi, S., Risnawati, R., & Rizqa, M. (2024). Pengaruh Kegiatan Mengaji Dalam Meningkatkan Nilai Keagamaan pada Siswa Kelas VII SMPN 07 Rupert. *IJEDR: Indonesian Journal of Education and Development Research*, 2(1), 457–467. <https://doi.org/10.57235/ijedr.v2i1.1803>
- Berg-Schlosser, D. (2015). Comparative Studies: Method and Design. In J. D. B. T.-I. E. of the S. & B. S. (Second E. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences (Second Edition)* (pp. 439–444). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.44008-0>
- Damni, A. (2022). Forum Keagamaan sebagai Identitas, Multikulturalisme dan Peran Perempuan dalam Moderasi Beragama: Studi Fenomenologi Agama BKMT Kabupaten Kerinci. *Prosiding Konferensi Gender Dan Gerakan Sosial*, 1(01), 536–544.
- Damni, A. (2023). Conceptualizing Professionalism: Perspectives of Science and Religion Teacher Candidates in Islamic Higher Education. *Symbiotic: Journal of Biological Education and Science*, 4(2), 90–103.
- Damni, A. (2024). Menuju Strategi Pengajaran yang Efektif: Wawasan dari Persepsi dan Pengalaman Mahasiswa. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 5(2), 171–181.

- Deswalantri. (2018). Hasil Belajar Dan Sikap Siswa Laki-Laki Dan Perempuan Dalam Meringkas Teks Dengan Mind Map. *Jurnal Humanisma: Journal of Gender Studies*, 2(1).
- Fadika, U., & Ritunga, I. (2022). Hubungan Dukungan Emosional Orang Tua Terhadap Scholastic Performance Mahasiswa Fakultas Kedokteran Universitas Ciputra. *Jurnal Kedokteran Universitas Palangka Raya*, 10(1), 33–36. <https://doi.org/10.37304/jkupr.v10i1.4330>
- Hipjillah, A. (2015). Mahasiswa bekerja paruh waktu: Antara konsumsi dan Scholastic Performance. *Jurnal Ilmiah*, 88.
- Iriansyah, A., Gafallo, M. F. Y., & Adiansyah. (2022). Budaya partisipasi dan resistensi komunitas keagamaan di media sosial. *Jurnal Studi Komunikasi Dan Media*, 26(1), 1–16. <https://doi.org/10.17933/jskm.2022.4780>
- Kurniasari, D. (2021). Partisipasi Dan Penyerapan Tenaga Kerja Muslimah Di Sektor Informal Dalam Mendukung Pertumbuhan Ekonomi Yang Berkelanjutan. *Jurnal Ilmiah Manajemen*, 2(1), 75–88. <https://doi.org/10.15575/jim.v2i1.12517>
- Lestari, S. (2023). Implementasi Nilai Beriman dan Bertakwa kepada Tuhan Yang Maha Esa dalam Pembelajaran di Sekolah Menengah Pertama. *De Cive : Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 3(2), 64–68. <https://doi.org/10.56393/decive.v3i2.1848>
- Meisa, E. A. Da, Alvado, E., & Anzari, P. P. (2021). Perspektif feminisme dalam kepemimpinan perempuan di Indonesia. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial (JIHIS)*, 1(6), 711–719. <https://doi.org/10.17977/um063v1i6p711-719>
- Muliyah, P., Aminatun, D., Nasution, S. S., Hastomo, T., & Setiana Sri Wahyuni Sitepu, T. (2020). Pengaruh Penerapan Disiplin Sekolah Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa (Studi Kasus Pada Mata Pelajaran PAI Kelas X SMA Negeri 6. *Journal GEEJ*, 7(2).
- Nurlatifah, Halim, A., & Sumianti. (2024). Meningkatkan Karakter Siswi Muslimah melalui Program Keputrian pada Pembelajaran PAI di SMK IT Darurahman 01 Boarding School Batam. 4, 1186–1196.
- Nurlita, W. (2024). ANALISIS FAKTOR PENYEBAB DEGRADASI MORAL PADA ANAK DENGAN POLA PENGASUHAN ORANGTUA TUNGGAL. *Jurnal Bimbingan Dan Konseling*, 3(1), 48–55.
- Perdana, N. S. (2015). Faktor-Faktor yang Berpengaruh Terhadap Aksesibilitas Memperoleh Pendidikan untuk Anak-Anak di Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 21(3), 279–298. <https://doi.org/10.24832/jpnk.v21i3.191>
- Pranjia, U. R., Ulpa, I. M., & Manthika, S. P. (2020). Implementasi Sikap Spiritual Dan Sikap Sosial Dalam Sistem Full Day School. *Jurnal Pendidikan Islam*, 11(1), 31–43. <https://doi.org/10.22236/jpi.v11i1.5032>
- Preston, V. (2020). Questionnaire Survey. In A. B. T.-I. E. of H. G. (Second E. Kobayashi (Ed.), *International Encyclopedia of Human Geography (Second Edition)* (pp. 175–181). Elsevier. <https://doi.org/10.1016/B978-0-08-102295-5.10860-1>
- Purnamasari, I., Rahmawati, Noviani, D., & Hilmin. (2023). Pendidikan Islam Transformatif. *Ihsanika: Jurnal Pendidikan Agama Islam*, 01(4), 1–22.
- Rosyadi, R. (2024). Peran Orang Tua dalam Meningkatkan Motivasi Belajar Siswa. *Indonesian Research Journal on Education*, 4(3), 2–8. <https://doi.org/10.31004/irje.v4i3.784>
- Salsabila, S., Mohtarom, ali, & Kirom, A. (2024). Pengaruh Ekstrakurikuler Tahfidz dalam Pembentukan Karakter Religius Siswa SDN Glagahsari 1 Sukorejo Pausuruan. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 13(1), 159–171. <https://doi.org/10.19109/intelektualita.v13i1.22934>

- Saragi, M. P. dinata, & Suryani, R. (2018). Perbedaan Motivasi Belajar Siswa Berjenis Kelamin Perempuan Dan Laki-Laki Smk Swasta Bandung. *Jurnal Penelitian Bimbingan Dan Konseling*, 3(1). <https://doi.org/10.30870/jpbk.v3i1.3197>
- Sari, D. P., Meifiani, N. I., & Suryatin. (2020). *Pengaruh Gender terhadap Hasil Belajar Siswa Kelas V MI Al-Huda Ploso Tahun Pelajaran 2019/2020*. 1.
- Setiawati, G. A. D., & Arsana, P. A. A. (2018). Pengaruh Motivasi Belajar dan Gender Terhadap Prestasi Belajar IPA Siswa Kelas Bilingual SMP (SLUB) Saraswati 1 Denpasar. *Proceeding Biology Education Conference*, 15, 173–179.
- Sheard, J. (2018). Quantitative data analysis. *Research Methods: Information, Systems, and Contexts: Second Edition*, 429–452. <https://doi.org/10.1016/B978-0-08-102220-7.00018-2>
- Sholha, M., Putra, P. H., & Damni, A. (2024). Analysis of Social Media's Impact on the Behavior of Islamic Education Students at IAIN Kerinci. *J-PAI: Jurnal Pendidikan Agama Islam*, 10(2).
- Subroto, D. E., Supriandi, Wirawan, R., & Rukmana, A. Y. (2023). Implementasi Teknologi dalam Pembelajaran di Era Digital: Tantangan dan Peluang bagi Dunia Pendidikan di Indonesia. *Jurnal Pendidikan West Science*, 1(07), 473–480. <https://doi.org/10.58812/jpdws.v1i07.542>
- Sukana. (2024). Transformasi Pengawas Pendidikan Agama Islam (PAI) di Era Digital: Tantangan dan Peluang Tahun 2024. *Jurnal Pendidikan Tambusai*, 8(1), 3955–3965.
- Sukmawati, H. (2013). Tripusat Pendidikan. *Jurnal Pilar*, 2(2), 175–194.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek Dan Faktor Yang Mempengaruhi. *Jurnal Komunikasi Pendidikan*, 2(2), 115–123. <https://doi.org/10.32585/jkp.v2i2.114>
- Ujud, S., Nur, T. D., Yusuf, Y., Saibi, N., & Ramli, M. R. (2023). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Siswa Sma Negeri 10 Kota Ternate Kelas X Pada Materi Pencemaran Lingkungan. *Jurnal Bioedukasi*, 6(2), 337–347. <https://doi.org/10.33387/bioedu.v6i2.7305>
- Yuliza, E., Izzah, L., Kurniawan, W., & Adewila Putri, L. (2022). Pengaruh Manajemen Waktu dan Efikasi Diri Terhadap Prokrastinasi Mahasiswa Pekerja Tingkat Akhir STAI Diniyah Pekanbaru. In *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan* (Vol. 19, Issue 2). <https://doi.org/10.46781/al-mutharahah.v19i2.580>
- Zainuri, H., Subakti, H., Sutrisno, Saftari, M., Sari, A. C., Simarmata, J., Silaban, P. S. M. J., Yuniwati, I., Riana, L. W., & Lotulung, C. V. (2014). *Desain Penelitian Kuantitatif* (Issue April).