

# Spiritual Intelligence as a Predictor of Academic Resilience with Teacher Support as a Moderator on Student of Islamic Boarding School

Warisatul Jannah<sup>1</sup>, Tri Na'imah<sup>2</sup>, Retno Dwiyaniti<sup>3</sup>, Dian Bagus Mitreka Satata<sup>4</sup>

<sup>1,2,3,4</sup> *Department Psychology, Universitas Muhammadiyah Purwokerto, Indonesia.*

**ABSTRACT :** The tight learning schedules in Islamic boarding schools often create various problems and pressure on students; therefore, students are expected to have the capacity to withstand pressure so that they can bounce back and achieve optimal learning outcomes. This research aims to examine the influence of spiritual intelligence on academic resilience with teacher support as a moderating variable in Islamic boarding school students. This research uses a correlational-quantitative approach. Data was obtained directly from the primary subject using a modified questionnaire from the ARS-30 scale, the 29-item Spiritual Intelligence Quotient, and the Teacher Support Scale. Data analysis uses the partial least squares (PLS) method with the assistance of SmartPLS 3.0 software. The research results prove that spiritual intelligence and teacher support have a significant influence on academic resilience, but teacher support has not been proven to moderate the influence of spiritual intelligence on academic resilience. Therefore, the magnitude of spiritual intelligence's influence on academic resilience cannot be determined by teacher support. For future similar research, it is recommended to use several Islamic boarding schools as the research population so that the research scope becomes broader.

**Keywords:** Academic Resilience, Boarding School, Spiritual Intelligence, Student, Teacher Support

---

## 1. INTRODUCTION

Islamic boarding schools, as one of the educational institutions that have many advantages, are expected to be able to produce the next generation of quality nations. However, in reality, boarding schools have a very busy learning schedule because, in their implementation, boarding schools use two curricula that are combined into one between the pesantren curriculum and the national curriculum (Susanto, 2021). The tight learning schedule in boarding schools creates problems that hinder students' academics, which are, of course, different from students in public schools. Problems that often occur in boarding school students include high academic demands, difficulty in maintaining memorization, lack of time to rest, being drowsy while studying, difficulty focusing on learning, often complaining of illness, feeling at home, disputes with dormitory friends, being away from family, and a decrease in motivation and achievement in learning (Ramadhan et al., 2019).

The responses of students when facing academic problems and challenges vary widely, for example, such as difficulty thinking deeply and showing negative emotions that hinder the ability to make clear decisions. When encountering each academic challenge, students need to have the capacity to endure and overcome difficulties. The capacity to overcome academic challenges from a psychological perspective is known as academic resilience (Sholichah et al., 2018).

According to Cassidy (2016), academic resilience is the ability of students to persist and improve academic performance despite facing difficulties and challenges during the learning process. Academic resilience consists of three dimensions: perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. Perseverance refers to students' ability to remain resilient and endure academic difficulties, even when confronted with challenging or frustrating situations. Reflecting and adaptive help-seeking describe students' ability to reflect on and evaluate strategies used to overcome academic problems, as well as their ability to seek help and support adaptively from others when needed. Negative affect and emotional response involve how students respond to negative emotions and stress arising from academic challenges and their ability to effectively manage these emotional responses to avoid disrupting their learning process and academic achievement (Cassidy, 2016).

Various issues experienced during their time at the Islamic boarding school often create pressure on the students. It is expected that students have academic resilience when facing this pressure; however, in reality, there are still students who do not possess academic resilience, thus affecting their daily lives and academic continuity (Radhamani & Kalaivani, 2021). The preliminary study findings revealed several issues related to academic resilience among Islamic boarding school students. Students face difficulties in memorizing the required religious texts, often failing to achieve the daily memorization targets set, and some even have to start the memorization tasks all over again. This indicates that students encounter challenges with perseverance, which is one aspect of academic resilience. Another issue identified is that some students feel homesick and often cry because they miss their parents. These feelings frequently disrupt the students' concentration in class. Additionally, the majority of students admitted to having intentions of running away from the boarding school, while another student once skipped class due to influence from a close friend. This suggests that students experience issues related to emotional responses, which are also aspects of academic resilience.

Na'imah et al. (2019) argue that students in Islamic boarding schools come from various backgrounds, including family background, previous schools attended, hometowns, ethnicities, cultures, and other factors. This diversity can pose challenges because students' relationships with the school, the atmosphere, and the types of tasks differ from those of students in public schools. Students in Islamic boarding schools live in dormitories, which create different social dynamics as they spend their time both at school and in the dormitories.

Suud et al., (2023) conducted a study on junior high and high school students in Palu, stating that students living in disaster-prone areas often face challenges that hinder their learning motivation and ability to academically recover, particularly in terms of resilience. To enhance academic resilience, it is necessary to begin by understanding the sources of students' resilience. Faturrohman & Sagita (2022) also examined junior high school students in Jakarta and found that students with academic resilience tend to be capable of overcoming academic difficulties and pressures, managing learning failures, and developing skills such as problem-solving and critical thinking. Therefore, academic resilience plays a crucial role in helping students achieve optimal learning outcomes (Beri & Kumar, 2018).

The study by Irawan et al., (2022) on vocational high school students in West Jakarta regarding academic resilience reveals that academic resilience in students can be influenced by two main factors, one of which is the ability to draw lessons or wisdom from a negative event that has been experienced. Although several studies have highlighted the importance of academic resilience in helping students overcome academic pressure and achieve optimal learning outcomes, further research specifically exploring the factors influencing students' academic resilience is still needed.

Factors proven to influence academic resilience include self-esteem, social support, self-efficacy (Theresya & Setiyani, 2021), adaptability (Adhiman & Mugiarto, 2021), emotional regulation, and social support (Putri et al., 2023), self-efficacy (Salim & Muhammad Fakhurrozi, 2020), sense of humor and self-compassion (Bustam et al., 2021), spiritual intelligence (Meiranti & Sutoyo, 2021), locus of control (Satyaninrum, 2019), parental support (Pratiwi & Kumalasari, 2021), teacher support (Keo, 2022), and peer social support (Ramadhana & Indrawati, 2019). Although there are studies on factors influencing academic resilience, there has been no research specifically considering the interaction between spiritual intelligence, teacher support, and academic resilience

among Islamic boarding school students. A study of this nature will provide a deeper understanding of how these aspects relate to each other and how they can influence academic resilience in religious educational settings. The ability to extract wisdom from an event is referred to as spiritual intelligence (Zohar & Marshall, 2000). Therefore, it can be said that spiritual intelligence is one of the internal factors that contribute to academic resilience (Meiranti & Sutoyo, 2021). Spiritual intelligence is an individual's ability to comprehend deep spiritual questions, possess a heightened inner awareness, and have an understanding of spirituality as a context for existence or the creative life force of evolution (Abdollahzadeh et al., 2009). According to Abdollahzadeh et al., (2009), spiritual intelligence consists of two aspects: Understanding and communicating with the source of the universe, referring to the ability to comprehend profound spiritual aspects, and Spiritual Life or Reliance on the Inner Core, which can be interpreted as a tendency to live with a heightened spiritual awareness. The ability to understand profound spiritual aspects and live with heightened spiritual awareness can help individuals cope with academic challenges better. Therefore, it is important to consider the spiritual dimension in efforts to enhance students' or individuals' academic resilience in an educational context.

The study by Finka & Prasetya (2018) found that spiritual intelligence and the level of academic resilience have a strong positive relationship. Spiritual intelligence helps Islamic boarding school students have strong intrinsic motivation to learn and achieve academic goals (Griffiths, 2017). Individuals who can develop spiritual intelligence well tend to perceive failures and difficulties as part of the journey and opportunities for improvement, thus helping students become more resilient to academic obstacles (Sriwaty et al., 2021). Therefore, it can be concluded that spiritual intelligence plays an important role in shaping the level of academic resilience, especially in the context of education in Islamic boarding schools. Students with higher levels of spiritual intelligence tend to have strong intrinsic motivation to learn and achieve academic goals, as well as a more positive outlook on the failures and difficulties they face. Therefore, it is important to consider the development of spiritual intelligence in efforts to enhance the academic resilience of Islamic boarding school students.

The novelty of this research lies in the addition of teacher support as a moderating variable. This is due to inconsistencies in previous research findings regarding the influence of spiritual intelligence on academic resilience. Previous findings indicate that academic resilience is not solely influenced by spiritual intelligence. Therefore, by adding teacher support as a moderating variable in this study, it is hoped that it can strengthen the relationship between these two variables. Moreover, the role of teachers is crucial for students undergoing education in Islamic boarding schools.

Moderation variables play an important role in further understanding how other variables can influence the relationship or impact between two or more variables in a study. Additionally, the emergence of concepts regarding mediator and moderator variables allows research with the same theme to produce different findings (Urbayatun & Widhiarso, 2012). By positioning the moderator variable as a latent construct commonly used in structural equation modeling (SEM) approaches, research can be conducted using more complex designs (Cortina et al., 2001). Permatasari et al., (2021) revealed that teacher support plays a crucial role for students in helping to enhance academic resilience. The better the relationship between students and teachers, the greater the likelihood for students to overcome academic challenges and actively engage in learning.

Teacher support helps students achieve balanced academic success and spiritual growth. The role of teachers in Islamic boarding schools is not only as educators but also as second parents and spiritual guides who assist students in developing spiritual intelligence. Teachers guide students on spiritual values such as patience, perseverance, and gratitude in facing academic challenges. By providing intense and meaningful support, teacher support is expected to moderate the influence of spiritual intelligence on academic resilience in students (Muflihah et al., 2021).

Teacher support is one form of social support provided by educators to enhance students' academic achievement and motivation. The role of teachers in providing support is to make students feel valued, attended to, cared for, and receive adequate guidance (Metheny et al., 2008). Teacher support refers to students' perceptions of the quality of interpersonal relationships between teachers and students, perceptions of teachers

providing freedom for students to determine their behavior, and providing information to enable students to achieve desired outcomes (Skinner & Belmont, 1993).

The role of teachers is not limited to providing instruction but also involves quality interpersonal relationships, emotional support, and providing adequate guidance to achieve academic goals. By paying attention to and strengthening teacher support, Islamic boarding schools can create a more inclusive and supportive educational environment for the holistic development of students.

Teacher support is a complex construct consisting of several interrelated aspects. One major aspect is investment, which refers to students' perception of teachers as a source of support that encourages them toward future success and achievement. This aspect reflects teachers' orientation to provide sustained and directed support to students in achieving their academic goals. Additionally, positive regard is a crucial part of teacher support, where students perceive teachers as caring individuals who are emotionally connected and ready to assist them. The perception of a positive emotional relationship between teachers and students greatly influences the support perceived by students in the educational environment. Expectations also play a key role in teacher support, where teachers convey positive expectations to students regarding their educational success. These expectations can provide additional motivation for students to reach their academic potential. Finally, the accessible aspect of teacher support emphasizes the importance of students' perception that teachers are available and open to providing support or information. This creates an environment where students feel comfortable seeking assistance or guidance from teachers in facing academic or personal challenges (Metheny et al., 2008).

If a student has a high level of spiritual intelligence, they tend to have a more inclusive mindset and can find meaning and wisdom behind academic difficulties. They are better able to cope with academic failures or challenges because they have a broader perspective on life and personal development. When teachers provide high levels of support, they can help students apply their spiritual intelligence in the context of learning. Supportive teachers can provide guidance, encouragement, and guidance to students in facing academic challenges more effectively. Conversely, if the support provided by teachers is low, the positive effects of spiritual intelligence on academic resilience may not be fully realized. Less supportive teachers are unable to facilitate the application of students' spiritual intelligence effectively, thus limiting students' ability to cope with academic challenges better.

Therefore, researchers are interested in investigating the influence of spiritual intelligence on academic resilience with teacher support as a moderator among students from Islamic boarding schools.

## **2. RESEARCH METHOD**

### **2.1 Research Design**

This study employs a quantitative correlational approach. Data collection was conducted offline by directly administering research instruments in the form of questionnaires to the primary subjects. The instrument used is a Likert scale with response gradations as the basis for determining values, with response categories including Very Suitable (VS), Suitable (S), Not Suitable (NS), Neutral (N), and Very Unsuitable (VUS) (Azwar, 2009). The research sample was determined using a proportionate stratified random sampling technique with a 5% error level based on calculations from the Krejcie & Morgan (1970). Data analysis was performed using the Partial Least Square (PLS) method with the assistance of SmartPLS 3.0 software, combining measurement model testing (outer model) including convergent validity test, discriminant validity test, construct reliability, and structural model testing (inner model) on latent variables to examine the strength of estimation among latent variables based on substantive theory (Abdillah & Hartono, 2015).

## 2.2 Population and Sample

The population in this study consists of 250 male and female students who come from the Nurul Ihsan Islamic boarding school, located in Tasikmalaya, West Java, Indonesia. The sample size is 152 students from grades 7, 8, and 9.

## 2.3 Variable Measurement

### 1. Academic Resilience

The academic resilience scale was modified from the Academic Resilience Scale (ARS-30) developed by Cassidy, (2016), and adjusted to the subjects' conditions. The Academic Resilience Scale (ARS-30) consists of 32 statements developed based on dimensions such as perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response (Cassidy, 2016). Example statements are: *"Saya yakin masa sulit di pondok pesantren hanya berlangsung sementara"*.

### 2. Spiritual Intelligence

The spiritual intelligence scale was modified from The 29-item Spiritual Intelligence Quotient developed by Abdollahzadeh et al., (2009). The scale consists of 35 statements developed based on the aspects of Understanding and communicating with the source of the universe and Spiritual Life or Reliance on the Inner Core. Example statements are: *"Saya percaya bahwa Allah membantu saya dalam menghadapi kesulitan dan penderitaan"*.

### 3. Teacher Support

The teacher support scale was modified from the Teacher Support Scale (TSS) developed by Metheny et al., (2008). The scale consists of 21 statements developed based on aspects of invested, positive regard, expectations, and accessibility (Metheny et al., 2008). Examples of statements are: *"Guru saya membantu ketika saya memiliki pertanyaan tentang masalah di pondok pesantren"*.

## 3. RESULT AND DISCUSSION

This study was conducted in a boarding school in Tasikmalaya, West Java, Indonesia, using a sample of 152 individuals ranging in age from 12 to 16 years. Of these, there were 65 male students (42%) and 87 female students (57.4%). Santri who became the subject of this study were students who were still studying at the Junior High School (SMP) level with a distribution of grade 7 as many as 58 (38.2%), grade 8 as many as 48 (31.5%), and grade 9 as many as 46 (30.3%).

### 3.1 MEASUREMENT MODEL TEST (OUTER MODEL)

Outer model testing is carried out to determine the convergent validity score, discriminant validity, and construct reliability on the indicators used in measuring latent variables, as a reference for whether the measuring instrument used can be said to be worth testing or not. The measurement model in this study uses the reflective second-order multidimensional method.

The first step in carrying out the measurement model in this study is to test variables that have multidimensionality using the reflective second-order multidimensional method through the repeated indicator approach. In this study, there is one variable that has multidimensionality, namely academic resilience which consists of the dimensions of perseverance, reflecting and adaptive help-seeking, and negative affect and emotional response. Table 1 explains the results of testing the outer model of academic resilience in second order:

**Table 1. Results of testing the outer model of second-order academic resilience**

|            | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics ( O/STDEV ) | P Values | average variance extracted (AVE) |
|------------|---------------------|-----------------|----------------------------|--------------------------|----------|----------------------------------|
| AR -> PRSV | 0,767               | 0,717           | 0.035                      | 21.74                    | 0,000    |                                  |
| AR -> RAHS | 0,905               | 0,907           | 0,010                      | 86,228                   | 0,000    |                                  |
| AR -> NAER | 0,311               | 0,324           | 0,071                      | 4,385                    | 0,000    |                                  |
| PRSV       |                     |                 |                            |                          |          | 0,610                            |
| RAHS       |                     |                 |                            |                          |          | 0,617                            |
| NAER       |                     |                 |                            |                          |          | 0,553                            |

After all, indicators are proven to be valid in measuring second-order constructs, and all dimensions are proven to be dimensions of construct formation, the test continues to test the outer model of the first model construct. Further outer model testing is carried out by involving all variables contained in this study by looking at convergent validity, discriminant validity, and construct reliability. Likewise, the AVE value generated by all constructs produces a score > 0.50 so it fulfills the requirements of construct validity. The composite reliability value generated in testing this outer model produces a value > 0.70 so it can be said that all constructs meet the reliability test.

### 1. Convergent Validity

Convergent validity of model measurements with reflective indicators can be seen from the correlation between the item/indicator score and its construct score through the outer loading score. Variable indicators are considered valid and reliable if they have a correlation value above 0.70. However, in scale development stage research or exploratory research, a loading factor score of 0.5-0.6 is still acceptable or considered valid (Ghozali, 2021). The results of the calculation of the outer loading score are in Table 2.

**Table 2. Outer Loading**

| Variable                      | Item  | Outer Loading | AVE   | Note  |
|-------------------------------|-------|---------------|-------|-------|
| <i>Academic Resilience</i>    | AR 7  | 0.696         | 0.611 | Valid |
|                               | AR 10 | 0.671         |       | Valid |
|                               | AR 11 | 0.884         |       | Valid |
|                               | AR 17 | 0.775         |       | Valid |
|                               | AR 18 | 0.695         |       | Valid |
|                               | AR 22 | 0.845         |       | Valid |
|                               | AR 27 | 0.807         |       | Valid |
|                               | AR 12 | 0.712         |       | Valid |
| <i>Spiritual Intelligence</i> | AR 28 | 0.780         | 0.501 | Valid |
|                               | SI 5  | 0.860         |       | Valid |
|                               | SI 8  | 0.572         |       | Valid |
|                               | SI 10 | 0.763         |       | Valid |
|                               | SI 12 | 0.827         |       | Valid |
|                               | SI 22 | 0.502         |       | Valid |
| <i>Teacher Support</i>        | SI 24 | 0.775         | 0.519 | Valid |
|                               | TS 1  | 0.800         |       | Valid |
|                               | TS 5  | 0.882         |       | Valid |
|                               | TS 6  | 0.811         |       | Valid |
|                               | TS 7  | 0.743         |       | Valid |
|                               | TS 8  | 0.684         | Valid |       |

|       |       |       |
|-------|-------|-------|
| TS 11 | 0.593 | Valid |
| TS 12 | 0.669 | Valid |
| TS 13 | 0.775 | Valid |
| TS 19 | 0.727 | Valid |
| TS 20 | 0.836 | Valid |
| TS 21 | 0.781 | Valid |

Based on Table 2, it can be stated that the outer loading results fulfill convergent validity since all indicators in each variable have scores > 0.5. Convergent validity testing can also be done by observing the value of Average Variance Extracted (AVE). The standard value in convergent validity testing recommends that the AVE value should be greater than 0.50 (Ghozali, 2021). The results of the convergent validity test show that all latent variable constructs have AVE values > 0.50, indicating that all constructs have good validity and meaning that more than 50% of the variance of the indicators can be explained.

## 2. Discriminant Validity

Discriminant validity with reflective indicators can be assessed by comparing the correlation scores from discriminant validity calculations with the Fornell-Larcker criterion table. Constructs are deemed to fulfill discriminant validity when the construct scores in measuring latent variables are greater than the correlation scores between constructs. The results of the Fornell-Larcker criterion calculation can be seen in the following table 3.

**Table 3. Discriminant Validity Fornell-Lacker Criterium**

| Indicator | Academic Resilience | Spiritual Intelligence | Teacher Support |
|-----------|---------------------|------------------------|-----------------|
| AR        | 0.782               |                        |                 |
| SI        | 0.476               | 0.708                  |                 |
| TS        | 0.253               | 0.291                  | 0.720           |

Based on Table 3, it is evident that the score of each latent variable construct surpasses the correlation score between constructs. In addition to comparing the AVE root score with the correlation score between constructs, discriminant validity can be assessed through cross-loading testing. Constructs are deemed to fulfill discriminant validity if each measurement indicator of a construct dimension exceeds that of other constructs. In this study, it is demonstrated that the indicator value of the measured variable dimension surpasses that of the dimensions of other constructs.

## 4. Construct Reliability

The reliability of a construct can be assessed through two criteria: by examining the scores obtained from composite reliability or Cronbach's alpha. When assessing the reliability of a construct, the use of Cronbach's alpha may yield lower values (underestimate), thus it is more advisable to use composite reliability. The standard for declaring a construct reliable is if it has composite reliability and Cronbach's alpha values above 0.70 (Ghozali, 2021).

**Table 4. Construct Reliability**

|                               | <i>Cronbach's Alpha</i> | <i>Composite Reliability</i> |
|-------------------------------|-------------------------|------------------------------|
| <i>Academic Resilience</i>    | 0.682                   | 0.825                        |
| <i>Spiritual Intelligence</i> | 0.663                   | 0.799                        |
| <i>Teacher Support</i>        | 0.689                   | 0.811                        |

Based on Table 4, the reliability test results indicate composite reliability values > 0.70 for all constructs. This indicates that all constructs have good reliability. Based on these results, the measurement instrument used in this study can be deemed suitable for testing as a measurement tool.



### 3.2 STRUCTURAL MODELLING TEST (INNER MODEL)

Testing the structural model (inner model) in this study was carried out to see the causal relationship between latent variables based on the substance of the theory by looking at the R-square (R2) value, F-square (F2), Q-square (Q2) and seeing the magnitude of the path coefficients through the bootstrapping method.

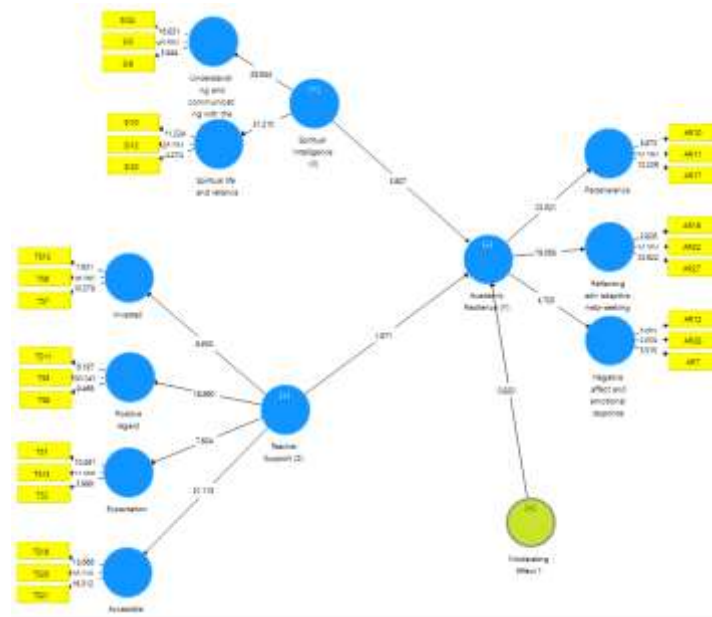


Figure 1. Output Inner Model

#### 1. Determinasi R Square (R2)

The testing of the inner structural model is conducted by examining the R-square values, which serve as a goodness-of-fit test for the model. R-square values of 0.75, 0.50, and 0.25 can be interpreted as strong, moderate, and weak models, respectively (Ghozali, 2021). The results of the R-square test in this study indicate that the influence of spiritual intelligence and teacher support on academic resilience is 0.249. Consequently, their influence is considered weak because it is  $< 0.25$ . These results suggest that only 24.9% of the variability in academic resilience is explained by the variability in spiritual intelligence and teacher support, while the remaining 75.1% is influenced by other factors beyond the scope of this study.

#### 2. F Square (F2)

The subsequent testing of the inner structural model involves examining the F-square values to determine the effect size of both spiritual intelligence and teacher support on academic resilience. F-square values of 0.02, 0.15, and 0.35 can be sequentially interpreted as small, moderate, and large effects of latent predictor variables (Chin, 2010). Based on the results of the effect size testing, the calculated F-square value for spiritual intelligence on academic resilience is 0.217, indicating that spiritual intelligence has a moderate effect size as it falls between 0.15 and 0.35. This suggests that changes in spiritual intelligence can influence the level of academic resilience among students.

Furthermore, the calculated F-square value for teacher support on academic resilience is 0.026, indicating that teacher support has a small effect size on academic resilience, as it falls between 0.02 and 0.15. Therefore, teacher support cannot moderate the influence of spiritual intelligence on academic resilience because the magnitude of the effect size of teacher support cannot determine the magnitude of the influence of spiritual intelligence. Based on the calculation of the  $f^2$  value for moderating effect 1 on academic resilience of 0.006, this means that moderating effect 1 has no effect size on academic resilience because it is  $< 0.02$ . moderating effect 1 cannot describe teacher support as a moderator of spiritual intelligence on academic resilience.

Based on the findings of this study, spiritual intelligence among students has a larger effect size compared to teacher support in influencing academic resilience. This implies that students who possess academic resilience when facing challenges tend to prefer resolving them internally by interpreting and turning the challenges into



lessons or wisdom, rather than seeking support from their closest individuals such as friends, dormitory supervisors, or teachers (Affandi & Mubarok, 2022).

### 3. Q Square (Q2)

Another testing of the inner model involves examining the scores of Q-square, aiming to determine the predictive relevance value of exogenous constructs in explaining endogenous constructs. Unlike R-square and F-Square obtained through bootstrapping methods, Q-square is obtained after calculations using blindfolding method. A Q-square value  $> 0$  indicates that the model has predictive relevance, while a Q-square value  $< 0$  indicates that the model lacks predictive relevance. The resulting Q2 value in this study is  $0.136 > 0$ , indicating that spiritual intelligence and teacher support have a predictive relevance value of 13.6% in explaining the variation of academic resilience constructs.

### 3.3 UJI HIPOTESIS

Hypothesis testing is conducted by examining the t-statistic values or p-values on path coefficients to determine the significance level of the influence between variables through the bootstrapping procedure. Constructs are said to have mutual influence if the t-statistic value  $> 1.96$  or the p-value  $< 0.05$ . The first hypothesis tested in this study is the influence of spiritual intelligence on academic resilience. The second hypothesis tested is the influence of teacher support on academic resilience. The third hypothesis tested is the influence of spiritual intelligence on academic resilience moderated by teacher support among students in Islamic boarding schools. The results of the analysis are presented in Table 5.

**Table 5. Path Coefficients**

| Model   | T Statistic | P Value |
|---|-------------|---------|
| <i>Spiritual Intelligence (X) -&gt; Academic Resilience (Y)</i> | 5.743       | 0.000   |
| <i>Teacher Support (Z) -&gt; Academic Resilience (Y)</i>        | 1.964       | 0.025   |
| <i>Moderating effect 1 -&gt; Academic Resilience (Y)</i>        | 0.858       | 0.196   |

#### 1. The Effect of Spiritual Intelligence on Academic Resilience

The hypothesis testing regarding the influence of Spiritual intelligence on academic resilience yields a t-statistic value of 5.743 and a p-value of 0.000. This indicates that spiritual intelligence significantly influences academic resilience because the t-statistic value  $> 1.96$  and the p-value  $< 0.05$ . These results demonstrate that spiritual intelligence, as an internal factor, can predict the academic resilience of students. This finding aligns with the research by (Affandi & Mubarok, 2022), which states that spiritual intelligence and religiosity together significantly affect academic resilience. Individuals with spiritual intelligence can confront and perceive issues positively through profound meaning-making and awareness, enabling students to effectively tackle academic challenges. According to this research, religiosity is another internal factor that influences academic resilience beyond the scope of this study.

Spiritual intelligence can influence academic resilience through the aspect of understanding and communicating with the source of the universe, which has been proven to be the strongest reflection of spiritual intelligence. The concept of understanding and communicating with the source in Islam can be manifested through religious activities such as praying, reciting dhikr, performing salah, or other worship activities, as well as recognizing the divine decree of Allah in the form of *qada'* and *qadar* (Rahmawati, 2016). Reciting dhikr and performing salah serve the same purpose as meditation, which is to relax the mind, making it easier to think clearly when making decisions regarding an issue, thus making students more resilient (Rahmawati, 2016).

Various problems experienced by students such as feeling uncomfortable in Islamic boarding schools due to being far from their parents, burdened by memorization tasks, declining academic performance, and feeling pressured by various rules (Hasanah, 2018), often make students feel down. Based on research conducted by Ainiyah et al., (2021), spiritual intelligence significantly influences academic resilience. Spiritual intelligence consists of processes in the brain (referred to as neurological processes), cognitive abilities, and spiritual interest. Spiritual intelligence enhances the body's resilience and the ability to accept and resolve difficulties by relying

on internal strength, and then adapting. Spiritual intelligence can provide solutions to every problem in our lives and alleviate feelings of despair when facing challenges. Academic resilience also represents successful adaptation to difficulties, and the adaptation process is influenced by various factors and its relationship with one's environment.

Spiritual experiences can provide guidance or the ability for students to endure difficulties in facing every academic challenge. Therefore, by possessing spiritual intelligence, students can find a solution to enhancing academic resilience, enabling them to persevere and strive to rise again when confronting various issues during their time in Islamic boarding schools.

## **2. The Effect of Teacher Support on Academic Resilience**

The results of testing the effect of teacher support on academic resilience have a t-statistic value of 1.964 and a p-value of 0.025, this means that teacher support has a significant effect on academic resilience because the t-statistic value  $> 1.96$  and p-value  $< 0.05$ . In testing the second hypothesis, it is proven that teacher support has a significant influence on academic resilience. Teacher support is one of the external factors that is proven to affect academic resilience in students. These findings are in line with research conducted by Permatasari et al., (2021) which states that social support in the form of family support, peer support, and teacher support contributes to the influence on academic resilience. In this study, social support from teacher support was shown to have an influence of 16% on academic resilience. Someone who has a good perception of social support can affect the individual's capacity to face stressful experiences, cope well with these experiences, and resolve these challenges positively (Permatasari et al., 2021).

In the realm of education, perceived social support can encourage students to persist in facing all obstacles and difficulties in the learning process by feeling the availability of the social support needed by individuals. Perceived social support also influences students' motivation to pursue academics well and achieve better academic performance (Dupont et al., 2015). Various problems experienced by students, such as feeling uncomfortable due to being far from their parents and encountering difficulties in adjusting to the environment because they have to adapt to various rules in the Islamic boarding school (Hasanah, 2018), often make students feel down. Students undergoing education in Islamic boarding schools greatly benefit from receiving teacher support to develop academic resilience, enabling them to confront every academic challenge (Nawafi et al., 2020).

Previous research conducted by Hu Hu (2022) found that there was no significant difference between males and females in terms of academic resilience and perceived teacher support. However, family background, especially parental education level, significantly influences teacher support and academic resilience. Teacher behavior that meets student demands tends to create a close and harmonious relationship between students and teachers. This can enhance self-efficacy and problem-solving abilities among students. In such circumstances, students will trust their teachers and are more likely to approach them for assistance. Additionally, building structural contexts and providing support for autonomy can also enhance students' self-confidence when facing difficulties

## **3. Teacher Support as a Moderator on the Effect of Spiritual Intelligence on Academic Resilience**

The third hypothesis was tested by examining the moderating effect of 1 on academic resilience. The results showed that moderating effect 1 had a t-statistic value of 0.858 and a p-value of 0.196. This indicates that moderating effect 1 does not have a significant influence on academic resilience because the t-statistic value is  $< 1.96$  and the p-value  $> 0.05$ .

Furthermore, comparing the t-statistic or p-value between teacher support and spiritual intelligence can be used to determine the presence of moderation effects. Based on the description above, spiritual intelligence has a significant influence on academic resilience, and teacher support also has a significant influence on academic resilience. However, in this study, teacher support was not proven to moderate the influence of spiritual intelligence on academic resilience. This is because even though the significance level of the influence of teacher support on academic resilience is low, the academic resilience values significantly influenced by spiritual

intelligence remain high. In this study, teacher support was not proven to be a pure moderating variable because it failed to moderate the influence of spiritual intelligence on academic resilience, but it falls into the category of moderating predictors because it still has a positive relationship and a significant influence.

There is an interesting finding in this study, namely that despite teacher support having a lower influence on academic resilience, students can still develop spiritual intelligence effectively in influencing academic resilience. These findings are consistent with research conducted by Surya & Armiati (2023), which states that external factors cannot affect the level of academic resilience if internal factors have a significant influence. However, the study also mentions that social support, including teacher support, is still considered important in facing academic challenges.

## 5. CONCLUSION

The research findings can be summarized as follows: spiritual intelligence and teacher support are both proven to have a significant influence on academic resilience. However, empirically, teacher support is not proven to moderate the influence of spiritual intelligence on academic resilience among Islamic boarding school students. Academic resilience among students will increase when they can perceive problems from a positive perspective with deep meaning and awareness. Additionally, students' perception of receiving teacher support can enhance their self-confidence and problem-solving abilities, making them more resilient when facing difficulties.

## 6. RECOMMENDATION

In subsequent research, it is recommended to use internal factors as moderating variables to examine whether there are differences in outcomes when moderation effects are formed based on internal factors. This study has limitations in terms of population as it was only conducted in one Islamic boarding school, resulting in homogenous data. For future similar studies, it is suggested to use multiple Islamic boarding schools as the research population to broaden the scope of the study and generate heterogeneous data because each Islamic boarding school has its characteristics and uniqueness.

## 7. REFERENCES

1. Abdillah, W., & Hartono, J. (2015). *Partial Least Square (PLS): alternatif structural equation modeling (SEM) dalam penelitian bisnis*. Penerbit Andi.
2. Abdollahzadeh, H., Baqherpour, M., Bozhmehrani, S., & M, L. (2009). *The 29-item Spiritual Intelligence Questionnaire*. December, 5. <https://www.researchgate.net/publication/329375362>.
3. Adhiman, F., & Mugiarto, H. (2021). Hubungan Penyesuaian Diri Terhadap Resiliensi Akademik Pada Siswa Dalam Menghadapi Pembelajaran Saat Masa Pandemi Covid 19. *G-Couns: Jurnal Bimbingan Dan Konseling*, 5(2), 258–264. <https://doi.org/10.31316/g.couns.v5i2.1571>.
4. Affandi, M., & Mubarak, A. S. (2022). Resiliensi Mahasiswa Santri Tahfidz ditinjau dari Kecerdasan Spiritual dan Religiusitas. *Jurnal Psikologi Islam*, 9(2), 2549–9297. <https://doi.org/10.47399/jpi.v9i2.204>.
5. Ainiyah, N., Zahroh, C., Khamida, K., Budury, S., Nurjanah, S., Hasina, S. N., & Wardhany, S. E. (2021). Intelligence of Spiritual, Adversity, and Emotional as Predictor Factors of Student Resilience in Online Learning in the Pandemic Era. *Open Access Macedonian Journal of Medical Sciences*, 9(T5), 40–43. <https://doi.org/10.3889/oamjms.2021.7854>.
6. Azwar, S. (2009). *Metode Penelitian* (9th ed.). Pustaka Pelajar.
7. Beri, N., & Kumar, D. (2018). Predictors of Academic Resilience Among Students: a Meta Analysis. *I-Manager's Journal on Educational Psychology*, 11(4), 37. <https://doi.org/10.26634/jpsy.11.4.14220>.
8. Bustam, Z., Syawaliyah Gismin, S., & Radde, H. A. (2021). Sense of Humor, Self-Compassion, dan Resiliensi Akademik Pada Mahasiswa. *Jurnal Psikologi Karakter*, 1(1), 17–25. <http://https://journal.unibos.ac.id/jpk>.
9. Cassidy, S. (2016). The Academic Resilience Scale (ARS-30): A new multidimensional construct measure. *Frontiers in Psychology*, 7(NOV), 1–11. <https://doi.org/10.3389/fpsyg.2016.01787>.

10. Chin, W. W. (2010). *How to Write Up and Report PLS analyses. Handbook of Partial Least Squares: Concept, Method, and Application in Marketing Related Field*. Springer.
11. Cortina, J. M., Chen, G., & Dunlap, W. P. (2001). Testing Interaction Effects in LISREL: Examination and Illustration of Available Procedures. *Organizational Research Methods*, 4(4), 324–360. <https://doi.org/10.1177/109442810144002>.
12. Dupont, S., Galand, B., & Nils, F. (2015). The impact of different sources of social support on academic performance: Intervening factors and mediated pathways in the case of master's thesis. *Revue Europeenne de Psychologie Appliquee*, 65(5), 227–237. <https://doi.org/10.1016/j.erap.2015.08.003>.
13. Faturrohmah, A., & Sagita, D. D. (2022). Resiliensi Akademik Siswa Sekolah Menengah Pertama dalam Mengikuti Pembelajaran Tatap Muka Terbatas (TMT) di Daerah Khusus Ibukota (DKI) Jakarta. *Bulletin of Counseling and Psychotherapy*, 4(2), 167–178. <https://doi.org/10.51214/bocp.v4i2.188>.
14. Finka, C. I., & Prasetya, B. E. A. (2018). Relationship Between Spiritual Intelligence with Resilience in Teenagers Born in Poor Families. *Psikodimensia*, 17(2), 103. <https://doi.org/10.24167/psidim.v17i2.1533>
15. Ghozali, I. (2021). *Partial Least Squares: Konsep, Teknik dan Aplikasi Menggunakan Program SmartPLS 3*. Badan Penerbit Universitas Diponegoro.
16. Griffiths, R. (2017). Spiritual Intelligence. *Encyclopedia of Giftedness, Creativity, and Talent*, 1–15. <https://doi.org/10.4135/9781412971959.n357>.
17. Hasanah, M. (2018). Hubungan Antara Religiusitas dengan Resiliensi Santri Penghafal Al-Qur'an di Pondok Pesantren. *Proceeding National Conference Psikologi UMG*, 84–94.
18. Hu, Y. (2022). Academic Resilience in Chinese EFL Classrooms: Relationship with Teacher Support Activities. *Frontiers in Educational Research*, 5(5), 31–42. <https://doi.org/10.25236/fer.2022.050507>.
19. Irawan, R., Renata, D., & Dachmiati, S. (2022). Resiliensi akademik siswa. *Orien: Cakrawala Ilmiah Mahasiswa*, 2(2), 135–140. <https://doi.org/10.30998/ocim.v2i2.8130>.
20. Keo, G. D. (2022). Pengaruh Dukungan Sosial Guru terhadap Resiliensi Akademik Siswa SMP. *Edukatif: Jurnal Ilmu Pendidikan*, 4(6), 7840–7850. <https://doi.org/10.31004/edukatif.v4i6.4241>.
21. Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Advanced Public and Community Health Nursing Practice: Population Assessment, Program Planning and Evaluation, Second Edition*, 30, 607–610. <https://doi.org/10.1891/9780826138446.0006>.
22. Meiranti, E., & Sutoyo, A. (2021). Hubungan antara Kecerdasan Spiritual dengan Resiliensi Akademik Siswa SMK di Semarang Utara. *Indonesian Journal of Counseling and Development*, 2(2), 119–130. <https://doi.org/10.32939/ijocd.v2i2.601>.
23. Metheny, J., McWhirter, E. H., & O'Neil, M. E. (2008). Measuring perceived teacher support and its influence on adolescent career development. *Journal of Career Assessment*, 16(2), 218–237. <https://doi.org/10.1177/1069072707313198>.
24. Muflihah, E., Trisnamansyah, S., Sauri, S., & Hanafiah, H. (2021). Kiai'S Situational Leadership Style in Fostering Santri Spiritual Intelligence. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 9(1), 14–31. <https://doi.org/10.35194/jj.v9i1.1243>.
25. Na'imah, T., Dwiyantri, R., & Sriyanto, S. (2019). Grounded Theory Approach to Assess the Process of Students' Well-Being Achievement in Islamic Boarding School. *International Journal of Psychoanalysis and Education*, 1(1), 31–39.
26. Nawafi, L. N., Uhibiyati, N., & Sholihah, B. (2020). Peran Bu Nyai dalam Meningkatkan Mutu Hafalan Al-Qur'an Santri Putri Pondok Pesantren Al-Hikmah Pedurungan Lor Semarang. *Jawda: Journal of Islamic Education Management*, 1(1), 56. <https://doi.org/10.21580/jawda.v1i1.2020.6702>.
27. Permatasari, N., Rahmatillah Ashari, F., & Ismail, N. (2021). Contribution of Perceived Social Support (Peer, Family, and Teacher) to Academic Resilience during COVID-19. *Golden Ratio of Social Science and Education*, 1(1), 01–12. <https://doi.org/10.52970/grsse.v1i1.94>.
28. Pratiwi, Z. R., & Kumalasari, D. (2021). Dukungan Orang Tua dan Resiliensi Akademik Pada Mahasiswa. *Analitika*, 13(2), 138–147. <https://doi.org/10.31289/analitika.v13i2.5482>.
29. Putri, A., Darmayanti, N., & Menanti, A. (2023). Pengaruh Regulasi emosi dan dukungan sosial keluarga

- terhadap resiliensi akademik siswa. *JIVA: Journal of Behavior and Mental Health*, 4(1), 21–31. <https://journal.iain-manado.ac.id/index.php/JIVA/index>.
30. Radhamani, K., & Kalaivani, D. (2021). Academic Resilience among Students: A Review of Literature. *International Journal of Research and Review*, 8(6), 360–369. <https://doi.org/10.52403/ijrr.20210646>.
  31. Rahmawati, U. (2016). Pengembangan Kecerdasan Spiritual Santri: Studi terhadap Kegiatan Keagamaan di Rumah Tahfiz Qu Deresan Putri Yogyakarta. *Jurnal Penelitian*, 10(1), 97. <https://doi.org/10.21043/jupe.v10i1.1332>.
  32. Ramadhan, Y. A., Kusumadewi, A., & Saputri, H. (2019). Pelatihan Relakasi Dzikir untuk Menurunkan Stres Santri Rumah Tahfidz “ Z .” *Motiva : Jurnal Psikologi*, 2(1), 8–16.
  33. Ramadhana, N. S., & Indrawati, E. (2019). Kecerdasan Adversitas dan Dukungan Sosial Teman Sebaya Dengan Resiliensi Akademik Siswa SMP X Jakarta Timur. *Ikraith-Humaniora*, 3(2), 39–45. <https://journals.upi-yai.ac.id/index.php/ikraith-humaniora/article/view/436>.
  34. Salim, F., & Muhammad Fakhurrozi, M. (2020). Efikasi Diri Akademik dan Resiliensi pada Mahasiswa. *Jurnal Psikologi*, 16(2), 175. <https://doi.org/10.24014/jp.v16i2.9718>.
  35. Satyaninrum, I. R. (2019). Pengaruh school engagement, locus of control, dan social support terhadap resiliensi akademik remaja. *Journal of Psychology*, 2(1), 1–20. <https://doi.org/10.15408/tazkiya.v2i1.10749>.
  36. Sholichah, I. F., Paulana, A. N., & Fitriya Putri. (2018). Self-Esteem Dan Resiliensi Akademik Mahasiswa. *Proceeding National Conference Psikologi UMG 2018, 2002*, 191–197.
  37. Skinner, E., & Belmont, M. (1993). Motivation in the classroom: Reciprocal effect of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 571–181. <https://doi.org/10.4324/9781315208824-1>.
  38. Sriwaty, I. S., Aspin, A., & Syamsiah, S. (2021). Pentingnya Kecerdasan Spritual terhadap Prestasi Belajar. *Jurnal Sublimapsi*, 2(1), 42. <https://doi.org/10.36709/sublimapsi.v2i1.14503>.
  39. Surya, A. L. J., & Armiati. (2023). Analisis faktor yang mempengaruhi resiliensi akademik mahasiswa saat penyelesaian skripsi. *Ecogen*, 6(4), 542–550. <http://ejournal.unp.ac.id/students/index.php/pek/index>.
  40. Susanto, D. W. (2021). *5 Alasan Pilih Sekolah Berasrama untuk Pendidikan Anak*. Saibumi.Com.
  41. Suud, F. M., Uyun, M., & Na'imah, T. (2023). Development of Achievement Motivation Training Module to Improve Islamic Student Academic Resilience in Disaster Areas. *Psikis: Jurnal Psikologi Islam*, 09, 312–323. <https://doi.org/https://doi.org/10.19109/psikis.v9i2.19286> DEVELOPMENT.
  42. Theresya, D., & Setiyani, R. (2021). Pengaruh self esteem dan social support terhadap resiliensi akademik mahasiswa dengan self efficacy. *Jurnal Ekonomi & Pendidikan*, 19, 164–182.
  43. Urbayatun, S., & Widhiarso, W. (2012). Variabel mediator dan moderator dalam penelitian psikologi kesehatan masyarakat. *Jurnal Psikologi*, 39(2), 180–188.
  44. Zohar, D., & Marshall, I. (2000). *SQ-Spiritual Intelligence, The Ultime intelligence*. Blomsbury Publishing.

## INFO

**Corresponding Author: Tri Na'imah, Lecturer, Department Psychology, Universitas Muhammadiyah Purwokerto, Indonesia.**

**How to cite/reference this article: Warisatul Jannah, Tri Na'imah, Retno Dwiyanti, Dian Bagus Mitreka Satata, Spiritual Intelligence as a Predictor of Academic Resilience with Teacher Support as a Moderator on Student of Islamic Boarding School. *Asian. Jour. Social. Scie. Mgmt. Tech.* 2024; 6(3): 32-44.**