

## The Role of Religious Education in Cultivating Emotional Intelligence and Resilience Among Students in Diverse Communities

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**Abstract: The Role of Religious Education in Cultivating Emotional Intelligence and Resilience Among Students in Diverse Communities. Objective:** The objective of this research is to examine the impact of religion education on enhancing the emotional intelligence and mental resilience of students in Yogyakarta. This is significant since several students have difficulties in regulating stress and emotions owing to rapid technology advancements and the complexities of social interactions. **Methods:** The research used a quantitative methodology via a survey conducted with a random sample of 325 students from religious institutions in Yogyakarta. Data were gathered using questionnaires to assess pupils' religious education, emotional intelligence, and mental resilience. Data analysis was performed with Smart-PLS to evaluate the interrelationship among variables and assess the appropriateness of the study model. **Results:** The study's findings demonstrate that religious education significantly enhances kids' emotional intelligence and mental resilience. Religious education aids pupils in comprehending and regulating their emotions, enhancing interpersonal skills, and fortifying their resistance against stress and life adversities. The results reveal a favorable correlation between religious education and the enhancement of students' adaptability in many social contexts. **Conclusion:** In conclusion, religious education significantly influences the development of students' character, particularly in enhancing their emotional intelligence and mental resilience. This study's findings significantly contribute to the formulation of a religious education curriculum that addresses both spiritual and students' emotional and psychological dimensions. These results highlight the need of amalgamating religious education with character development initiatives to better equip pupils for the difficulties of contemporary life.

**Keywords:** religious education, emotional intelligence, mental resilience, religious-based schools.

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### ■ INTRODUCTION

In an increasingly complex era of globalization, countries worldwide face many social, cultural, and psychological challenges that affect daily life, especially in the field of education. A key challenge is how to instill values that develop children's character, ensuring they possess not just academic brilliance but also strong emotional resilience and mental fortitude. In ethnically, culturally, and religiously diverse countries,

education is increasingly essential for promoting social cohesion and equipping individuals to address the difficulties of the modern world (Razak et al., 2024).

Religious education has historically been acknowledged as a significant element of the educational framework in several nations. This education emphasizes not just spiritual dimensions but also imparts universal moral and ethical ideals, including tolerance, empathy, honesty, and a

feeling of responsibility. Given this context, religion education has significant potential to serve as a primary instrument in cultivating students' emotional intelligence and mental resilience, particularly among diverse communities. Prior research indicates that religious education has a crucial role in fostering emotional intelligence development. Andrei's research (2023) indicates that education grounded on religious beliefs enhances pupils' emotional comprehension and regulation. Religious education that prioritizes principles such as compassion, forgiveness, and social justice fosters an atmosphere conducive to the cultivation of empathy and self-regulation.

Research by Razak et al. (2024) indicates that students engaged in religion education have greater mental resilience when confronted with academic and social stress. This results from the enhancement of spiritual values that provide pupils with a sense of meaning and purpose in life, hence augmenting their capacity to manage stress. Moreover, Barrett (2010) in his research on the correlation between spirituality and mental resilience discovered that pupils with a profound comprehension of religious beliefs exhibit superior recovery from challenging circumstances. Religious education implemented via a dialogical and inclusive methodology has shown an enhancement of camaraderie among students from diverse backgrounds, therefore fortifying their social support networks.

Research by O'Sullivan & Lindsay (2023) indicates that pupils who undergo religious education using an inclusive methodology exhibit more tolerance towards cultural and religious diversity. Religious education that prioritizes the principles of diversity aids students in developing the social competencies need for happy coexistence in a heterogeneous society. Emotional intelligence denotes an individual's capacity to identify, comprehend, and regulate their own emotions while engaging successfully with others. Goleman (2020), who popularized the notion of emotional intelligence, said that this capability is

as crucial, if not more so, than intellectual intelligence in influencing an individual's success. Research conducted by Zulkarnain et al. (2020) substantiates this notion by demonstrating that students with high emotional intelligence exhibit superior social interactions and enhanced conflict resolution abilities.

Resilience is an individual's capacity to recover from hardship, stress, or trauma. In the realm of education, resilience is crucial since students often encounter several pressures, including academic obligations, social disputes, and personal difficulties. Ononye et al. (2021) demonstrate that social support, moral values, and spiritual beliefs significantly contribute to the development of resilience in pupils. In heterogeneous societies, where cultural, linguistic, and belief disparities often generate stress, emotional intelligence and resilience emerge as vital competencies. Possessing these abilities enables students to effectively handle conflict and cultivate inclusive, harmonious relationships with others from diverse backgrounds. Culturally and religiously diverse communities often encounter specific problems, such as preconceptions, biases, and social conflicts. In the educational setting, children from diverse origins may encounter prejudice, marginalization, or challenges in acclimating to the school environment. This may impact their emotional and mental health, as well as their academic performance.

Research by Karakasidou et al. (2024) indicates that students from religious or ethnic minority groups often have difficulties in establishing connections with majority students. This may engender a feeling of estrangement that adversely affects their mental well-being. In this context, inclusive religious education may serve as a means to reconcile differences and foster peaceful relationships. In such circumstances, religious education assumes a distinctive and significant function. Religious education may assist pupils in surmounting problems and fostering an inclusive educational environment by imparting

universal values such as tolerance, respect for diversity, and empathy.

Religious education may significantly contribute to the development of pupils' emotional intelligence. Research conducted by Philip et al. (2019) demonstrates that religious education combined with a social-emotional framework fosters empathy in pupils, particularly towards those from diverse origins. The moral principles imparted via religion education provide direction for pupils to make ethical and responsible choices (Gleason & Narvaez, 2019). Reflective practices in religious education enhance students' self-awareness and emotional regulation (Andrei, 2023).

Moreover, religious education may contribute to the development of pupils' emotional resilience. Research conducted by Zellma & M'kosa (2024) indicates that comprehending spiritual principles may provide a profound sense of purpose in life, hence assisting people in navigating challenging circumstances. Religious education with group activities fosters a feeling of community and social support (Priyadarshini et al., 2024).

In the contemporary global society, characterized by heightened human and cultural mobility, it is essential to adopt an educational strategy that fosters peace and emotional well-being among persons from many backgrounds. When imparted inclusively and grounded on universal values, religious education may serve as a potent instrument to attain this objective. In nations with diversified demographics like the United States, India, and Indonesia, religious education may facilitate interfaith comprehension and foster collaboration among students of diverse religious backgrounds (Alimni et al., 2022). This benefits not just individual pupils but also society as large, fostering a more peaceful and inclusive environment.

Nonetheless, the efficacy of religious education in fostering emotional intelligence and mental resilience is contingent upon its design and execution. Religious education need to be

delivered via an open, inclusive, and dialogue-oriented methodology, ensuring that students feel esteemed and supported in their emotional and spiritual growth (Philip et al., 2019).

In many cultures, religion education has significant potential to serve as a transformational instrument that enhances students' emotional intelligence and mental resilience. Religious education may assist students in surmounting social and psychological problems by imparting universal values such as empathy, tolerance for diversity, and resilience, therefore fostering an inclusive and harmonious learning environment (Winkler, 2022). This project aims to provide deeper insights on the successful use of religious education in supporting students' emotional and mental well-being, as well as fostering social peace in various communities.

## **Literature Review**

### ***The Influence of Religious Education on the Development of Emotional Intelligence***

Religious education significantly influences character formation and the cultivation of emotional intelligence in kids. Emotional intelligence (EQ) denotes the capacity to identify, comprehend, and regulate one's own emotions while also perceiving the emotions of others (Goleman, 2020). In the realm of religious education, the imparted values, including empathy, self-regulation, and tolerance for diversity, are very pertinent to the development of students' emotional intelligence. Bar-On (2006) shown that religious education enhances students' emotional management skills, particularly in navigating hurdles and social demands. Moreover, religious education may enhance pupils' self-confidence and emotional equilibrium, which are crucial for navigating daily life challenges.

### ***Religious Instruction and Emotional Fortitude***

Emotional resilience refers to an individual's capacity to recover from adversity or trauma. Emotional resilience is crucial for kids in

overcoming academic, social, and personal challenges. Religious education may provide a robust basis for cultivating emotional resilience by imparting teachings that underscore the significance of patience, forgiveness, and persistence. Numerous studies indicate that effective religious education may enhance students’ resilience, foster a positive outlook on life, and sustain morale in the face of hardship (Hashmi et al., 2011; Salovey & Mayer, 1990). This pertains to the notion of “religious coping,” illustrating how people use their beliefs to manage stress and enhance their emotional resilience (Priyadarshini et al., 2024).

H1: Religious education positively impacts the development of kids’ emotional intelligence in diverse societies.

**Religious Instruction in Varied Communities**

Religious education has significant potential to promote interfaith and intercultural comprehension in heterogeneous cultures. In diverse religious and cultural civilizations, religious education may function as a mechanism to foster tolerance, cultivate appreciation for differences, and enhance beneficial social connections among people. Winkler’s (2022) research indicates that religious education focusing on universal values like compassion, justice, and peace might mitigate intergroup conflict and enhance social cohesiveness in heterogeneous groups. Consequently, religious education cultivates emotional intelligence and personal resilience

while also enhancing healthy social ties throughout society.

H2: Religious education positively impacts kids’ emotional resilience in diverse cultures.

**The Correlation between Religious Education, Emotional Intelligence, and Emotional Resilience in Students**

In a more diverse world, it is essential for students to possess strong emotional intelligence and resilience to adjust to social changes and confront current issues. Religious education serves as a conduit between religious values and character development, significantly contributing to the enhancement of students’ emotional intelligence and resilience, particularly in managing stress or pressure arising from cultural and social disparities. A research conducted by Zhou et al. (2024) shown that excellent religious education may cultivate a more resilient attitude in pupils, equipping them to life’s obstacles more adeptly.

H3: Emotional intelligence serves as a mediator in the interaction between religious education and students’ emotional resilience.

Religious education may provide a robust basis for developing children’ emotional intelligence and resilience. Through the instruction of profound religious principles, students acquire not only an understanding of religion but also skills to regulate emotions and confront challenges. Within a diverse society, religious education may promote mutual respect, cultivate strong social ties, and enhance students’ resilience in confronting life’s obstacles.

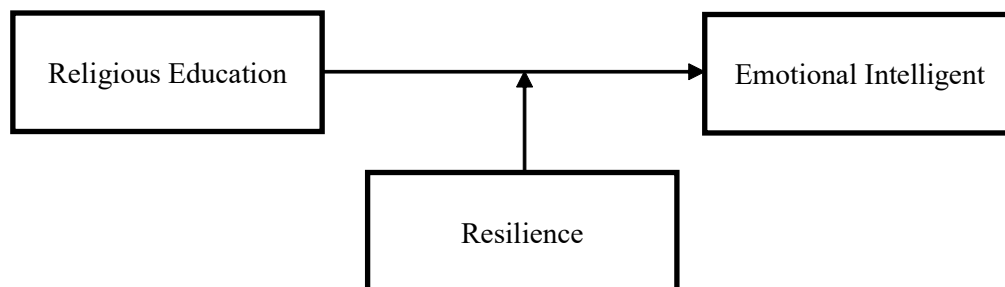


Figure 1. Conceptual model

## ■ METHOD

### Participants

Among the 325 respondents in this survey, the predominant demographic was male, comprising 195 students or 60% of the entire sample. Conversely, the remaining participants were female students, totaling 130 individuals or 40%. This ratio indicates that the research included a greater number of male students compared to female pupils. The participants' average age ranged from 16 to 18 years. Seventy percent of participants were from middle-class households, while the remainder hailed from low-class economic backgrounds. Participants willingly completed the questionnaire after receiving an explanation of the study's goal and advantages. Data were gathered during a two-week period in June 2024, with pupils completing the questionnaire at a time designated by the school.

### Research Design and Procedures

This research employed multiple non-test instruments to evaluate students' religious education, emotional intelligence, and mental resilience. The religious education instrument comprises 12 statement items assessed via a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This instrument comprises three primary indicators: understanding religious values (4 items, e.g., "I understand the importance of religious values in everyday life"), applying religious values in life (4 items, e.g., "I apply religious teachings to face life's challenges"), and the role of religious education in managing emotions (4 items, e.g., "Religious education helps me manage my feelings when facing problems"). This instrument was independently developed in accordance with the theory of religious education. Its validity was assessed through a constructive validity test, while reliability was evaluated using Cronbach's Alpha, yielding a value exceeding

0.80. The emotional intelligence instrument employs the Emotional Intelligence Scale, comprising 19 statement items assessed via a 5-point Likert scale. This instrument comprises four indicators: self-awareness (5 items, e.g., "I am able to recognize my emotions in various situations"), emotional regulation (5 items, e.g., "I can control negative emotions in difficult situations"), empathy (5 items, e.g., "I can understand other people's feelings when they face difficulties"), and social skills (4 items, e.g., "I am effective in communicating with others in a social environment"). This instrument is derived from prior research, with validity assessed via convergent and discriminant methods, and reliability indicated by a Cronbach's Alpha of 0.85.

The Resilience Scale for Adolescents (RSA) assesses students' mental resilience through 15 statement items. The indicators consist of optimism (5 items, such as "I believe that I can overcome every challenge that arises"), self-regulation (5 items, such as "I maintain composure even under high pressure"), and coping mechanisms (5 items, such as "I employ positive strategies to address problems"). This instrument is derived from the RSA, which has demonstrated validity, evidenced by a Cronbach's Alpha value of 0.82.

All instruments were validated through convergent validity, indicated by factor loading values exceeding 0.70, and discriminant validity, as assessed by the Fornell-Larcker Criterion. Reliability was assessed through Cronbach's Alpha and Composite Reliability, yielding an overall value exceeding 0.80, which signifies strong consistency. This research included 325 students from religious schools in Yogyakarta, who were randomly selected, ensuring a sample ratio of indicators that met the minimum criteria for SEM analysis (10:1). The students received an explanation regarding the study's purpose and the

independent completion of the questionnaire, which required approximately 20-30 minutes. Confidentiality of data was maintained, and no personal information was gathered to uphold research ethics. This method guarantees that the collected data is valid, reliable, and pertinent to fulfilling the research objectives.

### **Analysis**

The data analysis in this work was conducted systematically utilizing Smart-PLS, which is optimal for assessing structural equation models (SEM) with intricate interactions. The first phase involves data preparation, during which the questionnaire data is examined for completeness and consistency. Incomplete or inconsistent data were eliminated, thereafter coded and prepared for processing in Smart-PLS. Additionally, descriptive statistics including mean, standard deviation, skewness, and kurtosis were computed to analyze the data distribution and detect outliers that may influence the SEM analysis.

During the assessment of the measurement model, the instrument's validity and reliability were evaluated. Convergent validity was assessed by analyzing factor loadings (which must exceed 0.70) and Average Variance Extracted (AVE) with a minimum criterion of 0.50. Discriminant validity was assessed by the Fornell-Larcker criteria and cross-loadings to confirm that each item had a greater correlation with its own concept than with alternative constructs. Reliability was assessed by Cronbach's Alpha and Composite Reliability (CR), with values over 0.70 signifying strong internal consistency.

The subsequent phase involves assessing the structural model to examine the interrelationships among variables. Path coefficients were computed to ascertain the magnitude and orientation of the link among variables. The t-statistic and p-value were used to assess statistical significance, with a threshold

of 0.05. The effect size ( $f^2$ ) was computed to evaluate the practical importance of the association. The comprehensive model was assessed using fit indices, including a Standardized Root Mean Square Residual (SRMR) of less than 0.080 and a Normed Fit Index (NFI) over 0.800 to confirm the model's adequacy in fitting the data.

To confirm the lack of multicollinearity across variables, the Variance Inflation Factor (VIF) was computed, with values below 5 indicating no multicollinearity issues. The bootstrapping method, using 5000 resamplings, was used to assess the robustness of the route coefficients and the outcomes of the hypothesis testing, generating confidence intervals for each coefficient. This investigation assesses the influence of religious education on students' emotional intelligence and mental resilience, while also offering suggestions for the enhancement of religious education curriculum. This systematic data analysis guarantees the quality and trustworthiness of the study findings.

This research aims to elucidate the impact of religious education on enhancing students' emotional intelligence and mental resilience, while also offering ideas for the advancement of a more effective religious education curriculum at religious institutions.

## **■ RESULT AND DISCUSSION**

The results of the validity assessment for the question items pertaining to the variables of religious education, emotional intelligence, and resilience, conducted using the Partial Least Squares (PLS) algorithm, are shown in Figure 2. The assessment was conducted with a maximum literacy level of 300, and the termination threshold for the exam was 7. In the conducted validity test, all items satisfied the criterion, namely above 0.70.

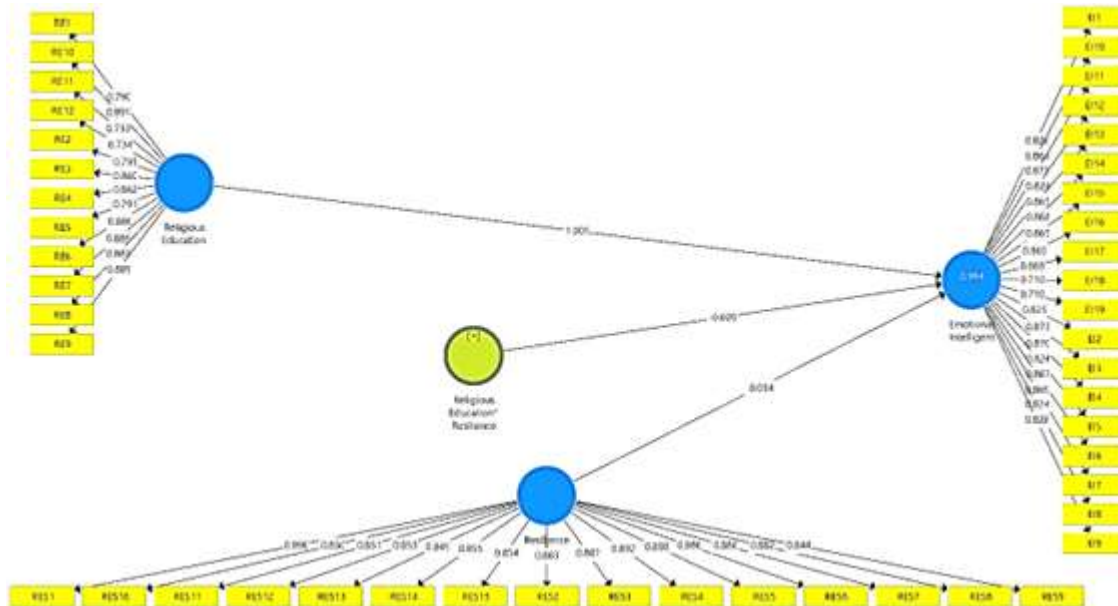


Figure 2. Analysis model

Table 1. Factor loading of questionnaire items

Items	Religious Education	Emotional Intelligent	Resilience	Religious Education* Resilience
RE1	0.790			
RE2	0.795			
RE3	0.860			
RE4	0.862			
RE5	0.791			
RE6	0.886			
RE7	0.889			
RE8	0.887			
RE9	0.889			
RE10	0.891			
RE11	0.733			
RE12	0.734			
EI1		0.826		
EI2		0.825		
EI3		0.873		
EI4		0.870		
EI5		0.824		
EI6		0.867		
EI7		0.869		
EI8		0.824		
EI9		0.828		
EI10		0.864		
EI11		0.871		
EI12		0.824		

EI13	0.865
EI14	0.868
EI15	0.865
EI16	0.869
EI17	0.868
EI18	0.710
EI19	0.710
RES1	0.896
RES2	0.883
RES3	0.887
RES4	0.882
RES5	0.888
RES6	0.886
RES7	0.886
RES8	0.882
RES9	0.884
RES10	0.850
RES11	0.851
RES12	0.853
RES13	0.849
RES14	0.855
RES15	0.854
Religious Education* Resilience	1.208

The subsequent action in this writing will be to evaluate the reliability of the questionnaire. The reliability test findings will provide the Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE) scores to satisfy the applicable study criteria. Consequently,

this research conducted a reliability test, as seen in Table 2, which presents a Cronbach's Alpha score over 0.70, so confirming the reliability of the measure. Table 2 demonstrates that all question questions are valid for assessing religious education, emotional intelligence, and resilience.

**Table 2.** Questionnaire reliability test

Variable	Cronbach's Alpha	Rho A	Composite Reliability	Average Variance Extracted
Religious Education	0.960	0.962	0.965	0.699
Emotional Intelligent	0.976	0.977	0.978	0.705
Resilience	0.977	0.977	0.979	0.758
Religious Education* Resilience	1.000	1.000	1.000	1.000



### Structural Equation Modeling Analysis Utilizing Smart-PLS

This study evaluates the hypothesis through structural equation modeling (SEM) analysis, facilitating the examination of both direct and indirect impacts. Prior to conducting hypothesis testing for each pathway in structural equation modeling (SEM), it is crucial to evaluate the model fit criteria of the initial SEM model.

The process of hypothesis testing incorporates bootstrapping, necessitating a subsample of 325 observations and an established significance threshold of 0.05. The method utilized for calculating the confidence interval is a corrected and accelerated bootstrap. The findings from the hypothesis testing conducted through SEM Smart-PLS analysis are detailed in table 3. The initial hypothesis test yielded a t-statistic of

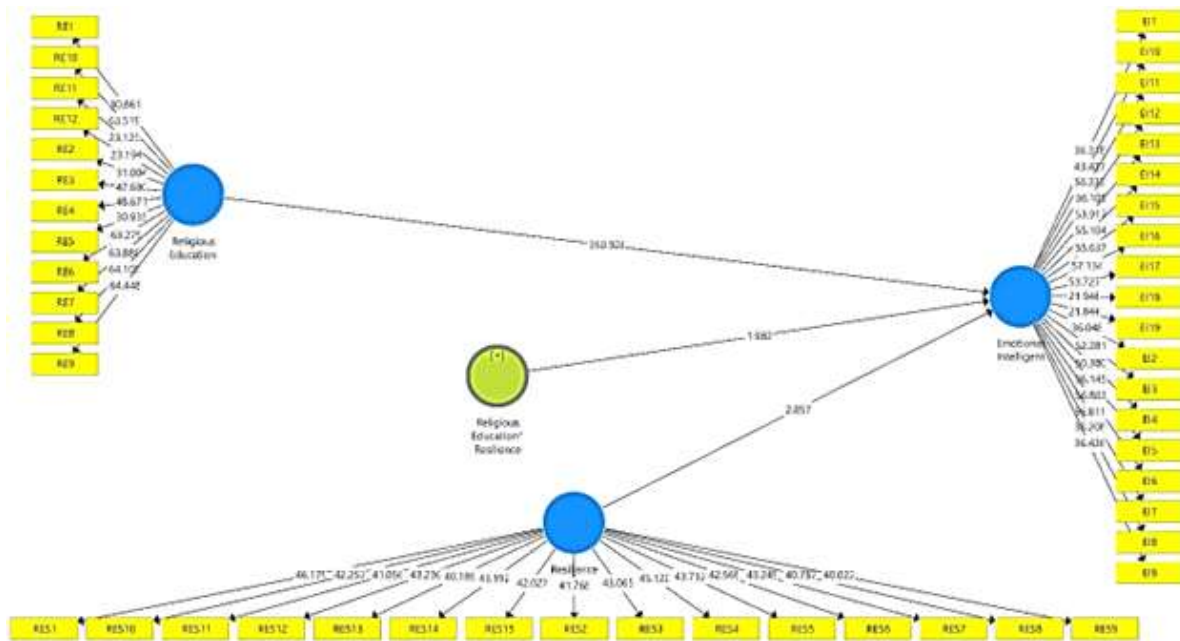


Figure 3. Analysis bootstrapping

350.926, accompanied by p values of 0.000. This indicates that the first hypothesis supports the notion that religious education has an impact on emotional intelligence. The second hypothesis evaluates the relationship between resilience and emotional intelligence, revealing a t-statistic score of 2.857 and p values of 0.004. This indicates that resilience significantly influences emotional intelligence. The third hypothesis, which examines the role of resilience as a moderator in the relationship between religious education and emotional intelligence, yields a t-statistic of 1.982 and a p-value of 0.048. This suggests that resilience indeed moderates the effect of religious education on emotional intelligence.

Descriptive statistics indicate that students possess elevated average scores across all three dimensions, suggesting their proficiency in implementing religious principles in their lives, enough emotional intelligence, and strong mental resilience. This signifies that kids have shown considerable character growth, consistent with the religious teachings they receive.

### Hypothesis 1: The Impact of Religious Education on Emotional Intelligence

Path analysis indicates that Religious Education significantly influences Emotional Intelligence, shown by a t-statistic of 350.926 (p-value = 0.000), hence supporting the first

**Table 3.** SEM analysis results

Path Analysis	Original Sampe (O)	Sample Mean (M)	Standard Devitiation (STDEV)	T Statistics ( O/STDEV )	P Values
Religious Education → <b>Emotional Intelligent</b>	1.005	1.005	0.003	350.926	0.000
Resilience → <b>Emotional Intelligent</b>	-0.014	-0.014	0.005	2.857	0.004
Religious Education → <b>Resilience Emotional Intelligent</b>	-0.005	-0.005	0.003	1.982	0.048

hypothesis. The findings suggest that religious education positively influences the development of pupils' emotional intelligence. Religious education that prioritizes principles such as empathy, self-regulation, and emotional intelligence enhances students' capacity to identify and regulate their emotions, as well as to sympathize with others. This study aligns with Goleman's hypothesis (2020), which posits that religious education emphasizing moral and ethical ideals enhances pupils' emotional intelligence.

Religious education that prioritizes virtues such as compassion, forgiveness, and empathy fosters the enhancement of pupils' emotional intelligence. Alimni et al. (2022) found that the incorporation of spiritual meditation within religious education enhances self-regulation and emotional tranquility. This corroborates our study's findings that students engaged in religious education are more inclined to react to stress with composure. Conversely, Gliebe (2012) emphasized the significance of empathy as a characteristic of emotional intelligence, which may be cultivated within the framework of religious education. Consequently, religious teachings not only cultivate moral principles but

also enhance students' social interactions by fostering more empathy for others.

An intriguing facet of this research is the potential of religious instruction to foster peace across different groups. In communities including people from many cultural and religious origins, it is essential for pupils to comprehend and value diversity. This research indicates that religious education prioritizing ideals like tolerance and social justice enhances awareness and respect of variety. This corroborates the findings of Cosmas. (2022), which assert that inclusive and value-oriented education might mitigate prejudice and discrimination in heterogeneous cultures.

The findings of this research demonstrate that religious education serves as a conduit that connects diverse individuals with distinct backgrounds. Gleason & Narvaez (2019) assert that universal moral principles in religion education has significant potential to enhance cross-cultural comprehension. By advocating the ideals of equality, peace, and harmony, students are instructed to transcend differences and mitigate conflict in their social interactions. Consequently, religious education serves as an excellent instrument for fostering a more inclusive and peaceful society.

### **Hypothesis 2: The Impact of Resilience on Emotional Intelligence**

Resilience significantly influences Emotional Intelligence, shown by a t-statistic of 2.857 ( $p$ -value = 0.004), so corroborating the second hypothesis. The findings imply that adolescents with more mental resilience possess superior emotional management and have enhanced emotional intelligence. Resilience, including the capacity to surmount challenges and recover from setbacks, enhances pupils' proficiency in stress management and emotional regulation. This aligns with the results of Nejad et al. (2019), which demonstrated that mental resilience significantly contributes to the development of emotional intelligence by enabling people to navigate life's obstacles more positively and productively.

This research found that adolescents with a profound comprehension of religion had more empowerment and optimism while confronting academic and social problems. Frankl (1966) posited in his theory of life's meaning that faith in life's significance, often imparted via religious education, serves as a vital resource for those facing adversity. on this framework, religious education fosters an optimistic perspective on life, enabling pupils to see that they can surmount diverse barriers, grounded on the idea that all problems possess a higher purpose. Consequently, this conviction enhances pupils' psychological resilience, particularly while confronting intricate life challenges.

### **Hypothesis 3: Resilience as a Mediator between Religious Education and Emotional Intelligence**

Resilience serves as a mediator in the correlation between Religious Education and Emotional Intelligence, shown by a t-statistic of 1.982 ( $p$ -value = 0.048). The findings suggest that mental resilience enhances the impact of religious instruction on students' emotional intelligence. Students with a high degree of

resilience may more successfully use the ideals imparted in religious education to enhance their emotional management and confront problems. This discovery corroborates Frankl's hypothesis (1966), which posits that belief in life's purpose, imparted via religious education, furnishes robust psychological resources that enhance mental resilience and subsequently influence emotional intelligence.

Frankl (1966) posited in his theory of life's meaning that faith in life's significance, often imparted via religious education, serves as a vital resource for those facing adversity. on this framework, religious education fosters an optimistic perspective on life, enabling pupils to see that they can surmount diverse barriers, grounded on the idea that all problems possess a higher purpose. Consequently, this conviction enhances pupils' psychological resilience, particularly while confronting intricate life challenges.

This study's findings indicate that religious education contributes to the development of emotional intelligence and mental resilience, which are interrelated and mutually reinforcing. Students with high emotional intelligence will more readily manage stress and recuperate from failure, both of which are components of mental resilience. Conversely, robust mental resilience will enhance pupils' capacity to regulate their emotions more effectively. This aligns with Winkler's (2022) study indicating that spirituality imparted via religious education positively influences emotional well-being and enhances an individual's capacity to confront life's problems.

The integration of emotional intelligence and mental resilience is a crucial element in cultivating a well-rounded human. Students engaged in religious education exhibit a harmony between emotional and cognitive abilities, facilitating their evolution into more adaptable, empathic, and resilient persons capable of confronting diverse obstacles in a more intricate society.

### Consequences and Recommendations for Educational Practice

This research significantly contributes to the advancement of religious education curriculum by demonstrating that religious education not only fosters spiritual growth but also enhances students' emotional intelligence and mental resilience. Consequently, a thorough religious education curriculum need to include religious principles with instruction in emotional control, empathy, and mental resilience. This method will cultivate kids who exhibit more resilience in confronting life's problems, whether in academic settings, at home, or within the community. The implementation of these results in everyday educational practices may be achieved by including subjects such as emotional regulation, self-reflection, and empathy development via discussion activities and spiritual meditation. This research has drawbacks, including the use of a restricted sample from the Yogyakarta region, which precludes broad generalization. Additional study is advised to include populations that are more geographically and socially varied. Furthermore, extrinsic variables such familial support, peer relationships, and the educational environment need additional investigation to ascertain their impact on students' emotional intelligence and mental resilience. Subsequent study may investigate the several methodologies in religious education that might enhance students' social and emotional competencies more effectively.

### ■ CONCLUSION

Religious education plays a crucial role in fostering students' spiritual development, resilience, and emotional intelligence. Religious education employs a comprehensive approach that equips students with theoretical knowledge of religion while facilitating personal engagement, moral contemplation, and character development. Religious education facilitates students'

exploration of life's meaning, moral values, and personal identity in the context of spiritual development. Spiritual competency training enhances students' connections with themselves, their community, and their environment. Conversely, religious education can enhance student resilience by offering emotional support, instilling positive values, and facilitating constructive relational experiences. Religious beliefs and coping mechanisms are significant factors in addressing academic and social challenges, contributing to enhanced mental resilience among students. Furthermore, religious education significantly contributes to the development of students' emotional intelligence, encompassing self-awareness, emotional regulation, empathy, and social skills. Emotional intelligence directly influences students' academic performance, emotional health, and prosocial behaviors.

The challenges in defining and applying the concepts of spirituality, resilience, and emotional intelligence necessitate a more adaptive approach and additional research. Religious education must persist in innovating through relevant and contextual strategies to address the complexities faced by students in the modern world. Religious education serves as an effective method for developing individuals who possess intellectual intelligence alongside resilience, emotional depth, and spiritual awareness, thereby fostering a more inclusive and ethical society.

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