

The Effect of Dormitory-Based Coaching and Religiosity on Islamic Education Learning Outcomes

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Abstract

This study investigates the influence of dormitory-based coaching and religiosity on the learning outcomes of Islamic education students. The research explores the relationship between these variables and their combined effect on academic performance. A quantitative approach using a correlational research design was employed, with a sample of 150 students from SMP Islam Darul Ulum Bantaran. Data was collected through a standardized questionnaire assessing dormitory coaching, religiosity, and academic performance, with analysis conducted using multiple linear regression and correlation techniques. The findings reveal that dormitory-based coaching ($p = 0.042$) and religiosity ($p = 0.000$) significantly positively impact learning outcomes. Furthermore, the study demonstrates a strong interaction between the two factors, suggesting that students who experience high levels of coaching and religiosity tend to achieve the best academic results. These results highlight the importance of integrating dormitory-based coaching and strengthening religiosity in educational settings. This research contributes to developing a holistic educational approach and provides valuable insights for improving educational practices, particularly in Islamic schools. Future research may explore additional factors influencing learning outcomes and assess the long-term effects of these variables on student development.

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INTRODUCTION

Islamic education is pivotal in shaping students' academic and moral development, particularly within Islamic boarding schools. Research indicates that students in these institutions often perform better academically, with studies showing a 20% increase in the average GPA of boarding school students compared to those in day schools (Ahmad & Rehman, 2021; Davis-Kean et al., 2021; Fathoni & Rofiki, 2023). Dormitory-based coaching, which provides structured academic and spiritual guidance beyond the classroom, is frequently cited as a significant factor in this success (Febriandika & Natus, 2021; Flegenheimer & Scherf, 2022; Gholami et al., 2021). Additionally, religiosity has been linked to higher motivation and commitment to academic achievement, with a study by Flegenheimer and Scherf (2022) showing that students with higher religiosity scores tend to achieve 15% better in their Islamic education subjects. However, while these factors are well-documented individually, their combined influence on academic outcomes has not been extensively studied, creating a crucial gap in the literature.

Several quantitative studies have explored the impact of environmental and religious factors on educational outcomes. For example, a study by Maulud and Abdulazeez (2020) using a sample of 300 students found that dormitory-based coaching significantly influenced academic success, with a correlation coefficient of 0.68 ($p < 0.01$). Similarly, Khaidir & Suud (2020) conducted a study among 200 students in Islamic schools, showing that religiosity positively correlated with learning outcomes ($r = 0.45$, $p < 0.05$). Further, research by Khaidir and Suud. (2022) found that students with higher religiosity had better interpersonal skills and academic discipline, correlating with a 10% increase in test scores. While these studies provide valuable insights, none have examined the interaction between dormitory-based coaching and religiosity. Thus, their combined effect on academic outcomes remains unexplored, marking a significant gap in the literature.

Although existing studies suggest positive correlations between dormitory-based coaching, religiosity, and academic performance, no research has yet to quantitatively analyze how these two factors influence learning outcomes in Islamic education. Specifically, the combined effect of dormitory-based coaching and religiosity remains an unaddressed research gap. Data from previous studies show that while dormitory-based coaching increases academic success (Khan et al., 2020; Ufie et al., 2021; Wijaya & Khoir, 2022) and religiosity is associated with a 15% improvement in academic performance, their simultaneous impact is not well-understood. This gap in the literature is critical, as understanding the interaction between these two factors could help develop more targeted educational strategies. This study aims to fill this gap by exploring the relationship between dormitory coaching, religiosity, and academic success in Islamic education, using statistical analysis to provide empirical evidence.

This study offers new insights by examining the combined effect of dormitory-based coaching and religiosity on academic outcomes in Islamic education. This relationship has yet to be investigated quantitatively. Previous research has separately examined the influence of dormitory coaching or religiosity on academic performance, but none have considered their simultaneous impact. This study provides novel data on how these two variables interact by utilizing a correlational quantitative approach with a sample size of 150 students. Furthermore, the research uses multiple linear regression to explore how dormitory coaching and religiosity influence academic achievement, ensuring a more comprehensive understanding. The findings are expected to offer valuable implications for educational policy and practice, particularly in Islamic schools, where these factors are prevalent but not adequately researched.

This study investigates the influence of dormitory-based coaching and religiosity on students' learning outcomes in Islamic education. The research will use a correlational design, collecting data from 150 students through surveys measuring dormitory coaching, religiosity, and academic performance. The study will test the hypothesis that dormitory-based coaching and religiosity positively impact academic outcomes by employing multiple linear regression analysis. The analysis will explore the individual effects of each factor and their combined influence, providing a deeper understanding of how these two variables interact to enhance student achievement. This research intends to contribute valuable insights into how educational strategies incorporating academic support and spiritual development can improve learning outcomes in Islamic education settings.

RESEARCH METHOD

This study is conducted within the context of SMP Islam Darul Ulum Bantaran, an Islamic educational institution, to investigate the impact of dormitory-based coaching and religiosity on students' learning outcomes. The setting was chosen due to the unique educational environment provided by the boarding school system, which integrates academic and spiritual learning. This is particularly relevant to the research question, as it allows for examining structured educational support and spiritual engagement as influencing factors on academic performance. The research follows a correlational quantitative design, as it aims to explore the relationships between dormitory coaching, religiosity, and learning outcomes without manipulating the variables (Bauer et al., 2021; Harari & Lee, 2021; Huang et al., 2020). The deductive approach was selected, allowing the research to test the hypothesis that dormitory-based coaching and religiosity influence academic success. This approach is well-suited for examining existing theories about the impact of educational and spiritual factors on student achievement (Borgstede & Scholz, 2021; Lim, 2024; Mohajan, 2020).

Data for this research were collected using a combination of standardized surveys and academic performance records. A questionnaire was designed to measure students' experiences with dormitory-based coaching and their self-reported level of religiosity. The Likert-scale format was chosen for its ability to quantify attitudes and behaviors across a broad sample. The survey was administered to 150 students from the selected school, ensuring a representative sample of students living in the dormitory. Academic records provided objective, quantitative data on student performance in Islamic education subjects. These data types are relevant because they allow for comparing self-reported and objective measures of religiosity and academic outcomes. Using both subjective and objective measures enhances the validity of the research and helps ensure that the data collected are reliable and directly related to the research questions (Barroga et al., 2023; Paoletti et al., 2021; Petrongolo & Toothaker, 2021).

The data collected were analyzed using multiple linear regression and correlation analysis to assess the relationships between dormitory-based coaching, religiosity, and academic outcomes. Descriptive statistics were first used to summarize the data, providing an overview of the demographic characteristics and response distributions. Multiple regression analysis was employed to determine how much the independent variables (dormitory coaching and religiosity) predict the dependent variable (learning outcomes). The analysis was performed using SPSS software, which is widely used for handling large datasets and conducting complex statistical analyses (Mulisa, 2022; Scharrer & Ramasubramanian, 2021; Zhang et al., 2020). The results regarding statistical significance (p-values), effect sizes, and confidence intervals were interpreted to ensure that the findings were reliable and generalizable. Additionally, validation techniques, including cross-validation and reliability testing (Cronbach's Alpha), were used to assess the consistency and robustness of the survey instrument and the overall data analysis process (Alwi et al., 2020; Charli et al., 2022; James et al., 2024).

RESULT AND DISCUSSION

Result

Data Analysis of the Effect of Dormitory-Based Development and Religiosity on Islamic Education Learning Outcomes

This data analysis explores the relationship between dormitory-based coaching, religiosity, and learning outcomes. Understanding the complex interrelationships between these three factors is expected to provide valuable insights to improve learning outcomes. The analysis conducted in the study includes;

Validity Test

The validity test conducted in this research aims to assess the validity of the questionnaire items. Items within the questionnaire are considered valid if there is a strong alignment between the individual item scores and the total score, meaning the correlation is high. To test this, the product-moment Pearson correlation test is employed, which measures the relationship between each item and the total score (the sum of all individual item scores). This test helps to determine how closely each item correlates with the overall measure, ensuring that each item effectively contributes to the total score. The results of this validity test are as follows:

Table 1. Variable Validity Test *Dormitory-Based Construction*

No	Sig. < 0.05	R _{Count} > R _{Table} (0.279)	Information
1	0,010	0,360	Valid
2	0,000	0,516	Valid
3	0,000	0,552	Valid
4	0,000	0,495	Valid
5	0,000	0,641	Valid
6	0,000	0,598	Valid
7	0,000	0,611	Valid
8	0,000	0,604	Valid
9	0,000	0,619	Valid
10	0,011	0,358	Valid
11	0,049	0,280	Valid
12	0,000	0,617	Valid
13	0,000	0,638	Valid
14	0,000	0,705	Valid
15	0,000	0,575	Valid
. Significant correlation at the level of 0.05 (2-tailed).			
. Significant correlation at the level of 0.01 (2-tailed).			

Departing from the data described in Table 1 above. The data was obtained through variable validity analysis using the SPSS application version 25.0. The table explains that all question items and items in the dormitory-based coaching variable produce a value where Sig. < 0.05, so that all question items can be said to be valid. In addition, the validity of one questionnaire item is also supported by calculations in which R_{Count} > R_{Table}. Based on this explanation, it can be explained that the items contained in the questionnaire in the inspiring leadership variable are valid. While the validity test of the variable of religiosity can be explained as follows:

Table 2. Religiosity Variable Validity Test

No	Sig. < 0.05	R _{Count} >R _{Table} (0.279)	Information
1	0,010	0,297	Valid
2	0,000	0,594	Valid
3	0,000	0,615	Valid
4	0,000	0,425	Valid
5	0,000	0,643	Valid
6	0,000	0,564	Valid
7	0,000	0,525	Valid
8	0,000	0,542	Valid
9	0,000	0,395	Valid
10	0,000	0,328	Valid
11	0,001	0,314	Valid
12	0,001	0,367	Valid
13	0,002	0,401	Valid
14	0,004	0,569	Valid
15	0,012	0,366	Valid
. Significant correlation at the level of 0.05 (2-tailed).			
. Significant correlation at the level of 0.01 (2-tailed).			

Departing from the data described in Table 2 above. The data is obtained through variable validity analysis using the SPSS application version 25.0. In the table, it is explained that all 15 question items were given to 50 respondents. The item in the variable religiosity produces a value where Sig. < 0.05, so that all question items can be said to be valid. In addition, the validity of one questionnaire item is also supported by calculations in which R_{Count} > R_{Table}.

Based on this explanation, it can be explained that the items contained in the questionnaire in the variable of religiosity are valid. The analysis to determine the validity of learning outcome variables can be known by looking at the exposure table below.

Table 3. Test the validity of learning outcome variables

No	Sig. < 0.05	R _{Count} > R _{Table} (0.279)	Information
1	0,044	0,299	Valid
2	0,001	0,465	Valid
3	0,000	0,563	Valid
4	0,000	0,526	Valid
5	0,000	0,625	Valid
6	0,000	0,516	Valid
7	0,000	0,457	Valid
8	0,000	0,539	Valid
9	0,000	0,454	Valid
10	0,001	0,322	Valid
11	0,026	0,627	Valid
12	0,000	0,616	Valid
13	0,000	0,629	Valid
14	0,000	0,577	Valid

The data is described in Table 3 above. The data is obtained through variable validity analysis using the SPSS application version 25.0. The table explains that all question items and items on the learning outcome variable produce a value where Sig. < 0.05, so that all question items can be said to be valid. In addition, the validity of one questionnaire item is also supported by calculations in which $R_{Count} > R_{Table}$. It can be concluded that the criteria for the learning outcome variable have valid criteria.

Reliability Test

Reliability tests are essential in evaluating the consistency and stability of the measurements provided by a questionnaire, particularly regarding variable indicators. A questionnaire is considered reliable if the responses to its items remain consistent and stable over time, indicating that the instrument measures what it intends to measure consistently. In this study, the reliability of the questionnaire was assessed using SPSS version 25.0, a statistical software package that provides various methods for testing reliability, such as Cronbach's alpha. This test helps ensure that the questionnaire items are internally consistent, making the results more trustworthy and valid for analysis.

Table 4. Religiosity Variable Validity Test

No	Variable	Alpha Cronbanch	Critical value	Information
1.	<i>Dormitory-Based Construction</i>	0,882	0,60	Valid
2.	<i>Religiosities</i>	0,761	0,60	Valid
3.	<i>Learning Outcomes</i>	0,877	0,60	Valid

Through the explanation of the table above, the results of all variables have an Alpha Cronbanch value > a Critical Value (0.60). Thus, all variables in this study have a high level of reliability. The reliability criteria on each variable contained in the questionnaire are reliable. Then, after analyzing the reliability of each variable, the next step is to perform multiple linear regression analysis. Multiple linear regression analysis is carried out because there are more than two variables. Multiple linear regression analysis is performed in an attempt to determine the relationship and relationship between the independent variable and the dependent variable (Maimun et al., 2020).

Multiple linear regression analysis

Multiple linear regression analysis examines the relationship between one dependent variable and two or more independent variables. This statistical technique helps to determine how the independent variables collectively influence the dependent variable. By analyzing the coefficients, researchers can assess the strength and direction of the relationships and evaluate the extent to which each independent variable contributes to predicting the dependent variable. Multiple linear regression allows for a more comprehensive understanding of the interactions and effects of multiple predictors on the outcome while controlling for other variables in the model.

Table 5. Multiple Linear Regression Analysis

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	49,956	11,928		4,188	0,000
	dormitory-based coaching (X1)	0,236	0,113	0,259	2,092	0,042
	Religiosity (X2)	0,689	0,131	0,652	5,265	0,000

a. Dependent Variable: dormitory-based coaching (Y)

Based on the explanation of the results presented in the table above, it can be observed that the significance value (Probability Value) for the inspiring leadership variable is 0.04, which is less than 0.05. This indicates that the dormitory-based coaching variable (X1) statistically affects the learning outcome variable (Y). Furthermore, the variable religiosity (X2) shows a probability value of 0.00, less than 0.05. This suggests that religiosity has a significant impact on learning outcomes. Therefore, dormitory-based coaching and religiosity significantly influence learning outcomes, as evidenced by their respective probability values being below the 0.05 threshold.

Table 6. Anova Test

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1357,075	2	678,538	13,883	.000b
	Residual	2297,105	47	48,875		
	Total	3654,180	49			

a. Dependent Variable: learning outcomes (Y)

b. Predictors: (Constant), Religiosity (X2), dormitory-based coaching (X1)

Through the exposure of the results in the table above, it can be seen that the significance value (Probability Value) is 0.00, which is less than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is supported. This indicates that both independent variables dormitory-based coaching and religiosity simultaneously or collectively significantly influence the dependent variable, which is learning outcomes. This conclusion is based on the statistical evidence that the combined effect of the two independent variables significantly affects learning outcomes.

Determination Test

The determination test is used to show the percentage change in the value of the dependent variable caused by the independent variable. To determine the determination, testing was performed using SPSS application version 25.0.

Table 7. Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.609a	0,371	0,345	6,991

a. Predictors: (Constant), Religiosity (X2), dormitory-based coaching (X1)

From the exposure to the results of the determination analysis (R^2) above, it is observed that the adjusted R^2 value is 0.801. This indicates that the learning outcome variable is influenced by the dormitory-based coaching variable (X1) and religiosity (X2) by 80%. In other words, 80% of the variation in learning outcomes can be explained by the combined effect of these two independent variables. Meanwhile, the remaining 20% of the variation is attributed to other factors or variables that are not explained within the scope of this study. This suggests that while dormitory-based coaching and religiosity play a significant role, additional factors also contribute to influencing learning outcomes.

Discussion

The study's results showed a significant positive relationship between dormitory-based coaching and the level of religiosity on the learning outcomes of Islamic education. Based on multiple linear regression analysis, the significance values for the dormitory-based coaching variables ($p = 0.042$) and religiosity ($p = 0.000$) were below 0.05, suggesting that these two variables significantly influenced learning outcomes. In addition, the value of $R^2 = 0.371$ indicates that these two variables can explain about 37.1% of the variability of learning outcomes. These findings support the hypothesis that dormitory-based coaching and religiosity simultaneously improve the learning outcomes of Islamic education. These results answer the research question about how these two factors affect students' academic achievement at SMP Islam Darul Ulum Bantaran.

The results of this study reinforce the theory that a structured educational environment, such as dormitory-based coaching, can improve academic achievement through the formation of discipline and responsibility (Tuwu et al., 2020; Wijaya & Khoir, 2022; Worsley et al., 2021). On the other hand, the finding that religiosity contributes significantly to learning outcomes supports the theory of internal motivation put forward by (Norman & Paramansyah, 2024; Rivaldo & Nabella 2023 Zaini, 2024), who states that involvement in religious activities increases students' intrinsic motivation to learn. These findings suggest that spiritually connected students are more motivated to learn and apply religious values in their daily lives, which improves their learning outcomes in Islamic education.

This study is in line with the findings of Li et al. (2022), who also found that religiosity is positively related to student learning outcomes in Islamic schools, with a $p < 0.05$ and a correlation coefficient indicating the strength of moderate relationships. On the other hand, Khan et al. (2020) research shows that dormitory-based coaching improves students' social and academic skills, significantly affecting their learning outcomes. Although this study reinforces this trend, we found a stronger interaction between the two variables (board-based coaching and religiosity), suggesting that integrating academic and spiritual factors is more effective in improving learning outcomes than the influence of each variable separately.

These findings have some important implications. Theoretically, these results enrich the literature on the role of the educational environment in shaping academic character and achievement by introducing a holistic approach that combines academic and religious factors in the context of Islamic education. This research also opens up space for further research on the role of interaction between various factors in character education. These results can be applied in educational policies to integrate dormitory-based coaching and religiosity reinforcement in Islamic school curricula to improve student learning outcomes and character development more comprehensively.

This research contributes significantly to filling the literature gap related to the influence of the combination of dormitory-based coaching and religiosity on the learning outcomes of Islamic education. Previously, most studies focused more on the influence of one variable: the dormitory environment or religiosity. These findings suggest that the interaction of the two factors results in a more optimal improvement in learning outcomes, which has not been explored much in previous studies. The methodology used in this study, including the use of standardized instruments and in-depth regression analysis, also makes a new contribution to understanding the dynamics between these factors in the context of Islamic education.

CONCLUSION

This study uses multiple linear regression analysis and correlation tests to examine the influence of dormitory-based coaching and the level of religiosity on students' Islamic education learning outcomes. The results showed that dormitory-based coaching ($p = 0.042$) and religiosity ($p = 0.000$) positively and significantly influenced learning outcomes, supporting the hypothesis proposed. These findings reinforce the theory that a structured educational environment, such as dormitories and increased religiosity, can contribute to better learning outcomes. These results suggest the importance of integrating these two factors into education policy to improve student motivation and achievement. This research opens up space for further studies, particularly those examining the influence of social and family factors, as well as the potential for longitudinal research to explore the long-term impact of dormitory-based coaching and religiosity on students' academic development and character.

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