

A Meta-Analysis: The Development of Research on Religiosity to Academic Resilience at Islamic Educational Institutions 2015-2024

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Abstract

This study aims to map the development of research on religiosity and academic resilience in Islamic educational institutions 2015-2024. Meta-analysis was conducted on 23 studies, which then narrowed down to 6 studies because they were not included in the inclusion statement, such as research outside of Islamic educational institutions. Meta-analysis itself is a review of several research results on similar issues. Searches from various sources to find the study in question, namely from articles (research results) in journals and academic reports from a survey through Google Scholar, Scispace, Publish and Perish which are open access. This meta-analysis aims to find out the distribution of research according to the title and inclusion statement, as well as analyze the research objectives, research methods, research population/sample, and data collection methods/techniques that are most dominantly used in the title. This analysis showed that the six studies that fit the inclusion statement were in Indonesia. Another finding based on the dominant research objective is to know the relationship by 50%, then the method of interest is quantitative with a rate of 83.33%. Meanwhile, the population/sample and subjects in these studies were 100% students. Furthermore, the dominant data collection method/technique in the 6 studies is a questionnaire, which is 66.66%. Finally, the results of these studies all state that religiosity has a relationship with and influence on academic resilience in Islamic educational institutions. This proves that religiosity is essential in improving students' academic resilience.

Keywords: Meta-Analysis; Religiosity; Academic Resilience; Islamic Educational Institutions

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Introduction

The Education continues undergo various changes along with the times. Learning loss is the basis for learning recovery policies within a certain period related to the implementation of the curriculum by education units (Pranajaya et al., 2022; Rijal et al., 2018). New policies are implemented with the aim of improving the quality of education and preparing Indonesia's young generation to face global challenges (Narayanti et al., 2024; Ritonga, 2018), whether for formal, non-formal, and inclusive education (Mof et al., 2023; Pranajaya, Idris, et al., 2023). However, the implementation of these policies often has unexpected impacts. One of them is the increase in academic stress levels among students. Academic stress itself is a psychological condition experienced by students due to pressure or challenges faced in the learning process (Azizah & Satwika, 2021; Mulya & Indrawati, 2016).

In some research conclusions, academic stress can be reduced or even eliminated by several variables of self-regulated learning (Kirana & Juliartiko, 2021; Mohan & Verma, 2020), self-concept (Fatima & Nadeem, 2022; Lutfiana & Zakiyah, 2021), positive attitude (Putri, 2018), self-management (Novitasari & Cahyaningrum, 2021), social support (Ernawati & Rusmawati, 2015; Lady, 2021), spirituality (Bakhtiarvand et al., 2023; Imron et al., 2023), religiosity (Ali et al., 2023; Amalia & Nashori, 2021), *qana'ah* (Ihsan, 2023), *syukur* / gratitude (Afandi & Pranajaya, 2022; Yaghoobi et al., 2023; Yunita, 2018), hope and *tawakal* (Husnar et al., 2017), academic resilience

akademik (Rahmadani, 2021) and other variables. Of the several variables that can overcome academic stress, one of the variables is academic resilience. Academic resilience itself is understood as the ability of students to recover from difficulties or challenges in their education and still succeed academically (Wahidah, 2019), and academic resilience itself can be improved from various variables.

In recent decades, there has been an increased interest in understanding how religious beliefs and practices can affect the academic performance of learners (Amalia & Nashori, 2021; Mangestuti & Aziz, 2023) both students and college students. This paper focuses on a meta-analysis of the research that has been conducted on the relationship between religiosity and academic resilience. Religiosity, as a multidimensional construct that includes an individual's beliefs, behaviors, and experiences in a religious context (Rahmawati et al., 2021), has been found to have a significant relationship with various aspects of psychological well-being, including resilience. In the academic context, resilience refers to students' ability to succeed in their education despite facing challenges and obstacles.

A human being who has a religion will form or follow a certain religious institution that he adheres to. The social expression of religious teachings and beliefs is animated and maintained by the existence of religious institutions (Pranajaya et al., 2024). Religiosity and academic resilience are two interrelated concepts in the context of education. Both concepts are important to study because they can affect student achievement, motivation, and well-being. Several previous studies have scientifically proven the positive relationship between religiosity and academic resilience in students. Some studies found that religiosity has a positive and significant influence on academic resilience. (Alwi, 2010).

This can be explained by the assumption that religious people tend to have positive values such as optimism, hope, perseverance, and self-confidence that can help them face problems and obstacles in learning (Tajudin, 2020; Afandi & Pranajaya, 2023). In addition, religious people also tend to have social support from family, friends or religious communities that can provide emotional, moral or practical help in overcoming difficulties. Several other factors, such as gender, age, socio-economic background, level of education, gender of educators, learning methods, learning environment, and student learning style, can affect the direction and magnitude of the relationship between the two variables. Therefore, it is necessary to conduct further research to examine these variables more profoundly and comprehensively.

Previous research has significantly contributed to understanding the relationship between religiosity and academic resilience. However, there are significant limitations in the methodologies used. One of the most glaring areas for improvement is the need for representative samples. Many studies only rely on samples from one specific educational setting, limiting their findings' generalizability. This raises questions about how broadly the study results can be applied to a more diverse population.

In addition, the validity and reliability of the measurement instruments used to assess religiosity and academic resilience often need to be revised. With instruments tested for accuracy, it is easier to determine whether the research results genuinely reflect the constructs they are intended to measure. These shortcomings are compounded by the need for more control of other variables that might influence the results, such as socioeconomic background or social support, which, if not considered, may lead to incorrect conclusions about the relationship between religiosity and academic resilience.

Regarding statistical analysis used in some studies, testing the proposed hypotheses is only sometimes appropriate. Using appropriate statistical techniques can lead to the correct interpretation of the data. This is exacerbated by the need for a more critical and comprehensive interpretation of research results (Aprilandra, 2015; Nadhifah & Karimulloh, 2021). It often does not consider methodological limitations that might affect the findings. Therefore, future

researchers must address these limitations to provide more profound and accurate insights into the dynamics between religiosity and academic resilience.

Based on the description above, previous research on the relationship between religiosity and academic resilience still has much room for further development. This meta-analysis research is essential because it can provide information about the development of research on religiosity and academic resilience in Islamic educational institutions to see the gaps in previous studies so that in the future, there is interest from other researchers to examine these gaps.

Method

This research uses a Meta-Analysis design. Meta-analysis can be interpreted as an analysis of analysis (Pasambo & Radia, 2022; Wahyuni 2018). As research, meta-analysis is a study of a number of research results in similar problems. The instrument in this research is the human instrument (Aminah, 2021; A. Hidayat, 2018). After the focus of the research becomes apparent, a simple research instrument will be developed, which is expected to complement the data and compare the data previously found. Data collection techniques will use documentation techniques. The population in this study is all written documents regarding research on the relationship between religiosity and academic resilience.

The written documents are in the form of journal articles, student final assignments (theses and dissertations), and academic reports from a study through Google Scholar, Scispace, Publish and Perish which are open access. The research sample was taken using the Purposive Sampling technique. This is because the data or information to be obtained from the sample is determined based on its suitability to the theme (Aminah, 2021; Wahyuni, 2018) and the inclusion statement of this study. The data analysis used is quantitative data analysis with a percentage and qualitative data analysis for data from narrative studies of the studies encountered.

Results and Discussion

Research related to the development of research on the relationship between religiosity and academic resilience in Islamic educational institutions through searches from various sources, namely from articles (research results) in research journals and research reports. The data is generally obtained by downloading from literature specifications related to research according to the theme, namely through Google Scholar, Scispace, Publish and Perish which are open access. The selection is determined using the inclusion-exclusion criteria for search guidelines to suit the purpose and title of this meta-analysis research. The inclusion and exclusion statements are as follows:

Table 1. Inclusion and Exclusion Criteria

No.	Inclusion	Exclusion
1	Conformity with the theme	Conformity with the theme
2	Last 10 years (2015-2024)	More than the last 10 years
3	Open Access	Close Access
4	English and Bahasa	Not English and not Bahasa
5	Research on Islamic Educational Institutions	Outside of Islamic Educational Institutions

Source: Data Processing Results

In the survey results obtained on Google Scholar, Scispace, Publish and Perish, there are 23 studies from various countries that used the words "academic resilience" or "ketahanan akademik" and "religiosity" or "religiusitas". However, of the 23 studies that fit the predetermined inclusion criteria, there are only six suitable studies, and the six studies come from one country, Indonesia. The six studies are presented in Table 2 below:

Table 2. Article Search Results Based on Inclusion Criteria

No.	Author, Year	Title
1	Firyal Nadhifah, 2021	<i>Hubungan Antara Religiusitas dengan Resiliensi Akademik pada Mahasiswa Perguruan Tinggi Islam di Jabodetabek serta Tinjauannya Menurut Islam (Nadhifah, 2021).</i>
2	Firyal Nadhifah & Karimulloh, 2021	<i>Hubungan Religiusitas dan Resiliensi Akademik pada Mahasiswa dalam Perspektif Psikologi Islam (Nadhifah & Karimulloh, 2021).</i>
3	Delis Siti Nurhayati Husnul Hotimah, 2022	<i>Hubungan Antara Religiusitas Dengan Resiliensi Akademik Pada Mahasiswa UIN Bandung Dalam Menghadapai Ujian Tahfidz (Hotimah, 2022).</i>
4	Abbror Aulia Hidayat, 2022	<i>Hubungan Dukungan Sosial dan Religiusitas Terhadap Resiliensi Akademik pada Mahasiswa Santri (Hidayat A.A)</i>
5	Kamila Maulaani Fitri & Soewandi, 2023	<i>Bobot Pengaruh Religiusitas Terhadap Resiliensi Akademik Pada Mahasiswa Fakultas Kedokteran Universitas Islam Indonesia (Fitri, 2023).</i>
6	Tania Hidayah Azuari, 2023	<i>Hubungan Religiusitas Dengan Resiliensi Akademik Pada Mahasiswa UIN SUSKA Riau Selama Pembelajaran Tatap Muka di Masa Pandemi Covid-19 (Azuari, 2023).</i>

Source: Data Processing Results

In mapping out meta-analysis research, it is essential to set clear inclusion criteria to ensure that only relevant, high-quality studies or research results are part of the analysis. Studies that do not meet these criteria may be excluded for reasons such as weak methodology, inadequate sample size, or incompatibility with the research question posed. Although excluded studies may not meet the standards for inclusion, they can still provide valuable insights. For example, studies with a less robust methodology may point to areas that require further research.

Similarly, studies with small sample sizes suggest trends that must be further scrutinized in studies with larger samples. Therefore, it is essential to note and discuss excluded studies in a systematic review or meta-analysis. Several studies were not included in this map, as explained above, that did not meet the inclusion criteria in this meta-analysis research mapping, including:

Table 3.

Example of Search Results for Articles Not Based on Inclusion (Exclusion) Criteria

No.	Author, Year	Title	Description
1	Behnam Jamshidy Soloklo, et al, 2014	The Relationship between religiosity and Resilience in Secondary and High School Students in Shiraz.	The article is more than ten years old, does not explicitly focus on academic resilience, and does not focus on Islamic educational institutions but students in general schools in Shiraz city.
2	Mohammad Narimani, at al, 2023	Causal modeling of academic resilience based on personal intelligence mediated by religious orientation in high school students.	The article does not focus on Islamic educational institutions but on all second-year high school students in Ardabil City.
3	Maryam Bakhtiarvand, et al, 2023	The Relationship between Religious Orientation and Academic Resilience with the Mediation of Spirituality	The article does not focus on Islamic educational institutions but at Medical Sciences University
4	Fakhriatul Ulfa Miladiah, 2021	Kontribusi Religiusitas Terhadap Resiliensi Akademik Mahasiswa Selama Pembelajaran Daring	The article does not focus on Islamic educational institutions but at Psychology Study Program of Andalas University
5	Nuraliah Ali, et al, 2023	Academic Resilience and Religiosity Among College Students Facing Post-Pandemic Learning	The article does not focus on Islamic educational institutions but at Palangka Raya University
6	Genarda Almer Patera, 2023	Kontribusi religiusitas terhadap resiliensi akademik mahasiswa yang sedang melaksanakan skripsi	The article does not focus on Islamic educational institutions but at Pelita Harapan University

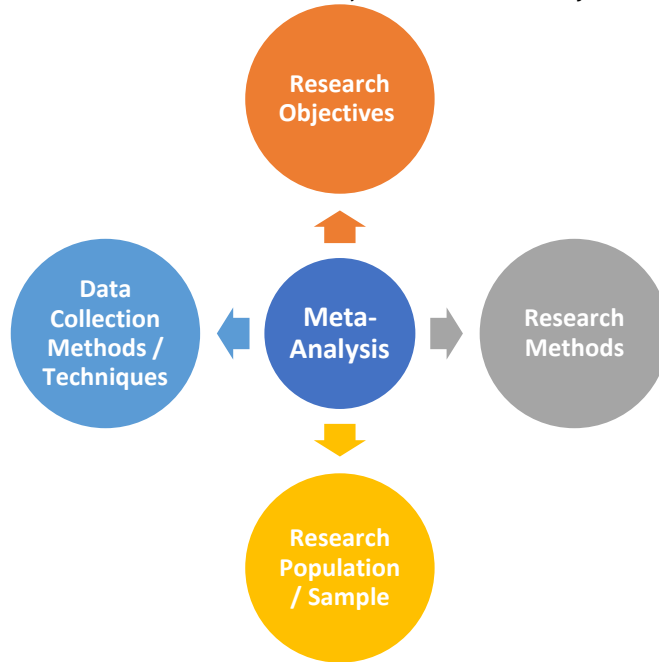
Source: Data Processing Results

After mapping appropriate and inappropriate studies to the inclusion criteria statement, this process involved thoroughly reviewing the literature to identify studies that met the established inclusion criteria. Studies that did not fit these criteria were excluded to maintain the integrity and

validity of the analysis. This mapping ensured that only the most relevant and reliable data would be analyzed further.

The analysis was conducted following the mapping, considering each study's objectives. These objectives can range from exploration of new phenomena to understanding how the research was conducted and how the results can be interpreted in a broader context. The research population or sample used in the study is also the focus of the analysis; data collection techniques, both quantitative and qualitative, are also evaluated to determine the reliability and validity of the findings. The final step in this analysis is the calculation of averages of the relevant variables. This is done to identify the most dominant substance or theme in the reviewed literature.

Picture 1. Objects of Meta-Analysis



Source: Data Processing Results

Meta-Analysis Based on Research Objectives

The research objectives of the relationship between religiosity and academic resilience at Islamic educational institutions obtained revolve around looking at the relationship between religiosity and academic resilience in students from the perspective of Islamic psychology, then identifying the weight of the influence of religiosity on the academic resilience of students the Faculty of Medicine, Islamic University of Indonesia. The purpose of other studies is to determine the relationship between religiosity and academic resilience in the student population. Other studies also want to know the relationship between religiosity and academic resilience in UIN Bandung students facing tahfidz exams and want to know the relationship between social support and religiosity and its contribution to the academic resilience of Santri students both separately and together. Some examine the relationship between religiosity and academic resilience of UIN Suska Riau students during face-to-face learning during the pandemic. Based on the review of 6 studies, the following data can be generated in Table 4 below:

Table 4. Based on Research Objectives

No.	Research Objectives	Frequency	(%)
1	Identifying the weight of influence	1	16,66
2	Describing the relationship	1	16,66
3	Knowing the relationship	3	50
4	Testing the relationship	1	16,66
	Total	6	100

Source: Data Processing Results

Picture 2. Based on Research Objectives

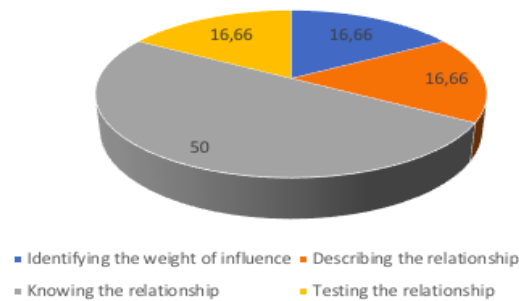


Table 4 and Picture 2 above provide a clear quantitative picture of the research objectives based on the frequency and percentage of the total number of observations in the relationship between religiosity and academic resilience at Islamic educational institutions. Based on this data, 50% or three of six studies have a trend of research objectives to determine the relationship between two variables. While Identifying the weight of influence, Describing the relationship, and Testing the relationship, all three are equally at 16.66% in this research trend. This high percentage is closely related to the research results that reveal that religiosity is one of the things that affects academic resilience.

Meta-Analysis Based on Research Methods

The method used in studies of the relationship between religiosity and academic resilience at Islamic educational institutions is quantitative, with as many as 5 studies and 1 study using qualitative methods in the form of literature studies. In the search for this research, research that uses mixed methods has yet to be found. Based on a review of 6 studies on the relationship between religiosity and academic resilience at Islamic educational institutions can be seen in Table 5.

Table 5. Based on Research Methods

No.	Research Method	Frequency	(%)
1	Qualitative	1	16,66
2	Quantitatif	5	83,33
	Total	6	100

Source: Data Processing Results

Picture 3. Based on Research Methods

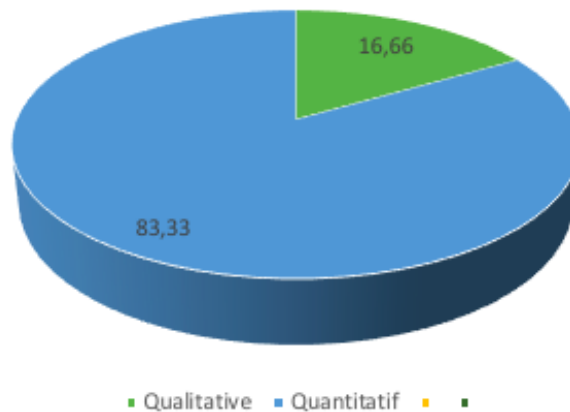


Table 5 and Picture 3 above visually represent the quantitative method at 83.33% in the blue section, which is much larger than the green section, which shows the qualitative method at 16.66%. In this analysis, quantitative methods are dominant over qualitative methods. This could indicate that the study may have favored collecting and analyzing numerical data to test hypotheses or measure variables.

Quantitative methods are often used to produce results that can be generalized to a larger population and usually involve statistical tools for analysis. In contrast, the lower frequency of qualitative methods suggests that academic resilience with equity research trends may rely less on narrative or descriptive data, often used in qualitative methods to understand participants' context or subjective experiences within the research trends of both variables.

Meta-Analysis Based on Research Population/Sample

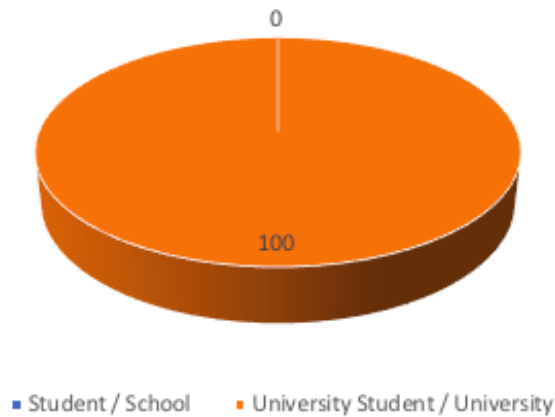
The population/sample used in studies of the relationship between religiosity and academic resilience at Islamic educational institutions or the research subjects are students and university students. Based on a review of 6 studies on the relationship between religiosity and academic resilience at Islamic educational institutions, the people who were used as populations/samples and subjects can be seen in Table 6.

Table 6. Based on Research Population/Sample

No.	Research Design	Frequency	(%)
1	Student / School	0	0
2	University Student / University	6	100
	Total	6	100

Source: Data Processing Results

Picture 4 . Based on Research Population/Sample



Analysis of Table 6 and Figure 4 above shows that the study focused 100% on the university student population as its research subjects. This could indicate that the study was designed to explore phenomena or hypotheses specific to this demographic group. In the context of research, choosing a homogeneous sample like this can make it easier to control variables and allow researchers to focus more on the specific variables they want to test or observe.

Using a homogeneous sample in quantitative research can help generate more consistent data and reduce unwanted variability. However, it may also limit the generalizability of the findings as the sample may not reflect the diversity of the wider population. Therefore, it is essential to consider the context of the study and the researcher's objectives when interpreting the meaning of this sample selection.

Meta-Analysis Based on Data Collection Methods/Techniques

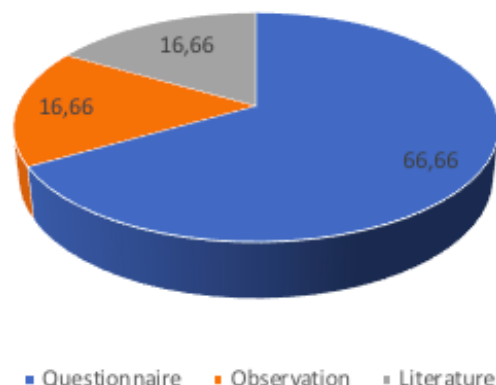
Data collection methods/techniques used in studies on the relationship between religiosity and academic resilience at Islamic educational institutions consist of observation, questionnaire, and literature methods. Based on a review of 6 studies on the relationship between religiosity and academic resilience at Islamic educational institutions, the data collection methods/techniques used can be seen in Table 7 below:

Table 7. Based on Data Collection Methods/Technique

No.	Data Collection Methods/Technique	Frequency	(%)
1	Questionnaire	4	66,66
2	Observation	1	16,66
3	Literature	1	16,66
	Total	6	100

Source: Data Processing Results

Picture 5. Based on Data Collection Methods/Technique



This analysis of Table 7 and Picture 5 shows that this study's most dominant data collection method was through questionnaires, which accounted for two-thirds of all techniques used, or 66.66%. This shows that the researcher relied on questionnaires as the primary tool to collect data from the research subjects. Questionnaires are often used in quantitative research because of their ability to collect significant data efficiently and allow for statistical analysis.

Observation and literature methods, each with a frequency of 16.66%, show that they are also part of the research methodology but are less intensive than questionnaires. Observation can provide in-depth insights into the subjects' behavior in their natural context. At the same time, literature study helps to understand theoretical frameworks and previous research relevant to the topic under study. Overall, this distribution of data collection methods emphasizes the importance of questionnaires in this study and suggests that researchers may be looking for data that can be measured and analyzed to test hypotheses or answer their research questions.

From the review of research results, in general, some data are obtained that the development of research on the relationship between religiosity and academic resilience at Islamic educational institutions is as follows:

1. Research has been very limited in the last ten years, both by researchers from Indonesia and foreign researchers. According to the search of this research from 23 studies, filtered into nine studies because ten studies are not in the scope of academic resilience, and then from 9 to 6 studies because three studies cannot be accessed (close access). The six studies are all research from Indonesia.
2. The analysis related to the research objectives on the relationship between religiosity and academic resilience in Islamic educational institutions is to find out the relationship between the two variables 50% of the six studies.
3. The method of interest to answer the purpose of the research relationship between religiosity variables and academic resilience in Islamic educational institutions is quantitative, with a magnitude of 83.33% of 6 studies.
4. The population/sample and subjects in these studies at Islamic educational institutions tend to be students 100%.
5. As for the method/technique of data collection in 6 studies of the relationship between religiosity and academic resilience at Islamic educational institutions, it is 66.66%.
6. As for the research results, all of them stated that there was a relationship and influence of religiosity on academic resilience in Islamic educational institutions. In more detail regarding the results of these six studies:

Firyal Nadhifah's research (2021) states that there is a significant positive relationship between religiosity and academic resilience. In the calculation of the correlation coefficient (r) with

a number of 0.419. and a p-value of less than 0.001. This means that the higher a person's level of religiosity, the higher the level of academic resilience they have. Nadhifah continued with a review of Islam, namely that an "individual with good religiosity will believe that God will not give a difficulty beyond the limits of His servant's ability and the individual also realizes that every difficulty will definitely be easy afterwards, as long as the individual is willing to try and be patient." In the same year, Nadhifah's research was continued with Kamirollah in the perspective of Islamic Psychology with the same statement (Nadhifah & Karimulloh, 2021).

In 2022, Hotimah conducted a similar study with a different logus. Hotimah's study found a positive relationship between religiosity and academic resilience with a correlation coefficient (r) between religiosity and academic resilience of 0.742, which can be concluded that higher religiosity is associated with higher academic resilience in facing tahfidz exams. Still in 2022, Hidayat also stated through the results of his research that "religiosity has a significant contribution in relation to academic resilience owned by santri students partially with a positive coefficient direction. As well as social support and religiosity together have a significant contribution to the academic resilience ability possessed by santri students with a positive direction of contribution" (A. A. Hidayat, 2022).

Fitri di tahun 2023 has also conducted research and become a reinforcement related to previous research based on the Spearman non-parametric correlation test of the significance of the relationship based on the results of the correlation test obtained a p-value of 0.008, which is smaller than 0.05. This value indicates that there is a significant relationship between religiosity and academic resilience. The conclusion is that there is a significant positive relationship between religiosity and academic resilience of students of the Faculty of Medicine, Islamic University of Indonesia.

Another study from Azuari in 2023 also found that the data analysis obtained a value of $r = 0.123$ with a sig value = 0.011, so it can be concluded that "religiosity has a significant positive relationship with academic resilience." Students can utilize the results of this study to improve their academic resilience through religiosity that is applied in everyday life. As well as for education stakeholders that the results of this study can be the basis for religious education to continue to exist and be developed. That is why religious education is very important and useful in everyday life wherever and whenever we are, both for now, and the future (Pranajaya, Rijal, et al., 2023; Skeie, 1995).

Existing research results have provided supportive evidence, suggesting a positive correlation between religiosity and academic resilience. However, the meta-analysis conducted revealed that there are still many opportunities to explore this area further. Future research could broaden the scope by considering other variables influencing this relationship, such as social, economic and cultural factors. In addition, longitudinal studies that observe changes in religiosity and academic resilience over time could also provide deeper insights into the dynamics of this relationship. Thus, further research will not only fill the existing gaps but also help develop interventions aimed at enhancing academic resilience through aspects of religiosity.

Conclusion

Based on the research results and discussion, research on the relationship between religiosity and academic resilience in Islamic educational institutions has been limited for ten years. Through a literature search of these studies, there were 23 studies and filtered into nine studies because ten studies were not in the scope of academic resilience, then from 9 to 6 because three studies could not be accessed (close access), and 6 of these studies all came from Indonesia. These studies aim to determine the relationship between the two variables in 50% of the six studies. The method of interest to answer the purpose of the research relationship between religiosity variables and academic resilience in Islamic educational institutions is quantitative, with a magnitude of 83.33% of 6 studies. While the population/sample and subjects in these studies tend to be students with a rate of 100%, the method/technique of data collection in 6 studies of the

relationship between religiosity and academic resilience is 66.66%. Finally, the results of these studies all state that there is a relationship and influence of religiosity on academic resilience in Islamic Education Institutions.

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