

The Influence of Parental Support and Spiritual Intelligence on Self Regulated Learning of SMAIT Hidayah Klaten Students

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Abstract

This study aims to analyze the influence of parental support and spiritual intelligence on the Self-Regulated Learning (SRL) ability of SMAIT Hidayah Klaten students. The research method uses a quantitative approach with data collection techniques through questionnaires filled out by 155 students selected by purposive sampling. The results of multiple linear regression analysis showed that parental support and spiritual intelligence simultaneously had a significant effect on SRL (F count = 62.367; $p = 0.000$), with a contribution of 45.1%. Partially, both variables also exerted a significant positive influence (parental support: $t = 5.240$; $p = 0.000$; spiritual intelligence: $t = 5.459$; $p = 0.000$). These findings indicate that a supportive family environment and the development of spiritual intelligence can increase students' independence in managing learning and form more responsible characters. The implications of this study emphasize the importance of collaboration between schools and parents and the integration of spiritual values in the curriculum to optimize students' SRL. This study makes an important contribution to the development of a holistic learning model in faith-based schools.

Keywords: Parental Support; Spiritual Intelligence; Self-Regulated Learning (SRL); Self-Paced Learning

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INTRODUCTION

Education plays an important role in shaping students' character and abilities, especially in an era full of challenges like today. One of the factors that affect student learning success is the ability to *Self Regulated Learning* (SRL) or the ability to learn independently. SRL is the process of developing agency over the learning process and allowing autonomy in learning by monitoring, directing, and regulating actions towards learning goals (Taranto &

Buchanan, 2020). This ability is very important because it not only helps students in achieving academic achievement, but also forms independence and responsibility in learning. SRL is part of cognitive learning theory that is closely related to behavior, motivation, and environment that can affect a person's achievement in learning (Rahmawati & Mutianingsih, 2020). However, SRL abilities do not arise on their own, but are rather influenced by a variety of factors, including parental support and the student's spiritual intelligence. Parental involvement in children's education is positively related to learning motivation and adaptive behavior patterns (Holzer et al., 2024). Parental support can provide the necessary motivation and supervision, while spiritual intelligence can be the foundation in shaping students' attitudes of discipline and responsibility. Good morality, especially in wise and responsible decision-making, is deeply influenced by deep spiritual intelligence. This is very relevant in dealing with various moral crises that are often experienced by today's young generation (Misbah & Mariyam, 2024).

In the context of SMAIT Hidayah Klaten, which integrates Islamic values in the learning process, the development of SRL becomes more complex because it involves not only academic aspects, but also spiritual and moral aspects. Spiritual intelligence, as a foundation that blends intellectual and emotional intelligence, plays a crucial role in shaping students' self-discipline, responsibility, and intrinsic motivation. Parental support, on the other hand, is an external factor that is no less important in creating a conducive learning environment and encouraging students to develop learning independence. This study seeks to explore the extent to which parental support and spiritual intelligence contribute to students' SRL abilities. By understanding the relationship between these three factors, it is hoped that effective strategies can be found to increase student learning independence, as well as strengthen the formation of a generation that is not only academically intelligent, but also has strong character and noble character in accordance with Islamic values (Helandri & Supriadi, 2024; Mohune et al., 2024).

However, in reality, based on the results of initial observations and interviews with Islamic Religious Education (PAI) teachers at SMAIT Hidayah Klaten, *the Self Regulated Learning* (SRL) abilities of students at the school still show considerable variation. There are students who have been able to develop learning independence since they were in class X, but there are also those who have only started to show SRL attitudes ahead of grade XII. This variation is inseparable from the influence of environmental factors, including the role of parents and the strengthening of spiritual values. In practice, the school seeks to actively involve parents, including through WhatsApp groups with homeroom teachers, principals, and teachers, as well as parent programs as guest teachers to support the learning process. In addition, students' spiritual intelligence is also an important aspect that is fostered through routine activities such as dhuha prayers, recitations, and daily charity mutabaah. Despite these efforts, there is still a need for a deeper understanding of the extent to which parental support and spiritual intelligence contribute to the optimal development of students' SRL.

Parental support and spiritual intelligence have a significant impact on the development of students' SRL. Students with high spiritual intelligence tend to have better confidence and motivation to learn, thus creating a more conducive learning atmosphere (Eliza & Amalia, 2022). Students who have the full support of their parents tend to be more motivated to study independently. The role of parents as facilitators, motivators, and mentors is essential in ensuring that children feel motivated and valued through compassion (Al Fadli & Mushafanah, 2024). In addition, students with good spiritual intelligence are more likely to receive input and follow the rules, including when it comes to

studying. Emotional intelligence, which is demonstrated through the ability to control emotions and pay attention to the feelings of others, correlates positively with student learning achievement (Saputra & Barikah, 2021). This shows that both factors affect not only the spiritual and emotional aspects of students, but also their academic abilities. Parenting that is rich in spiritual values not only builds children's character, but also increases their contribution to the social environment (Bensaid, 2021).

The results of this study show that parental support and spiritual intelligence have a significant influence on the ability to *Self-Regulated Learning* (SRL) students. Social support from the family has been proven to be a determining factor for the high or low SRL ability of students (Hendrika & Rinaldi, 2024). In addition, spiritual intelligence also affects learning motivation, which in turn contributes to the improvement of SRL abilities (Nasty et al., 2024). Education that integrates social values and Islamic principles emphasizes the importance of collaboration between schools and parents to support students' holistic development (Purnamasari et al., 2023). Therefore, this research is important to overcome the challenges in building student learning independence through the synergy between parental support, spiritual intelligence, and educational efforts based on Islamic values.

METHOD

Design

of this research uses a quantitative method, which is a research that uses a lot of numbers, starting from the process of data collection, analysis, to statistical conclusions (Arikunto, 2010). This study aims to analyze the influence of parental support and spiritual intelligence on the ability of Self-Regulated Learning (SRL) in students of SMAIT Hidayah Klaten. After all the assumption tests were met, data analysis was carried out using multiple linear regression tests to determine the influence of free variables on bound variables.

Participants

population participants in this study are all students of SMAIT Hidayah Klaten. The sampling technique used in this study is purposive sampling, which is a sample determination technique with certain considerations or criteria that are in accordance with the research objectives (Sugiyono, 2015). Based on this technique, the number of samples in this study is 155 students.

Instrument

The data collection method used in this study is an instrument in the form of a questionnaire. The research instruments used consisted of three scales, namely the Self-Regulated Learning scale, parental support, and spiritual intelligence, which were compiled using the Likert scale. Before being used, the research instrument has gone through validity and reliability tests to ensure that the measuring instrument is suitable for use in the research.

Data Analysis

The data obtained from the questionnaire distribution was then analyzed using multiple linear regression analysis. Previously, the data was analyzed first through a classical assumption test which included normality, multicollinearity, and heteroscedasticity tests. After all the assumption tests were met, multiple regression tests were carried out to determine the influence of each independent variable on the bound variable.

RESULT AND DISCUSSION

The respondents in this study were students of SMAIT Hidayah Klaten with a total of 155 students. The characteristics of the respondents were differentiated by gender and grade level, as presented in the following table:

Table 1. Characteristics of Respondents by Gender

Aspects	Gender	Frequency	Presentase
Gender	Man	72	46.5%
	Woman	83	53.5%
Total		155	100%

Based on the table above, it is known that the majority of respondents in this study are female students at 53.5%, while male students are 46.5%.

Table 2. Characteristics of Respondents by Class

Aspects	Gender	Frequency	Presentase
Class	X	115	74.2%
	XI	40	25.8%
Total		155	100%

From the table, it can be seen that most of the respondents came from class X, which was 74.2%, while the rest were from class XI at 25.8%.

Table 3. Normality Test Results

Variabel	Kolmogorov-Smirnov Z	p	Information
Residual Regresi	0.046	0.200	Normal

Based on Table 3, the results of the normality assumption test for residual regression using the Kolmogorov-Smirnov test showed a value of $Z = 0.046$ and a significance value (p) = 0.200. Since the significance value is greater than 0.05 ($p > 0.05$), it can be concluded that the residual data in the regression model is normally distributed. This shows that one of the conditions of the classical assumption in linear regression analysis has been met.

Table 4. Multicollinearity Test Results

Variabel	Tolerance	BRIGHT	Information
Parent Support	0.707	1.414	Multicollinearity does not occur
Spiritual Intelligence	0.707	1.414	Multicollinearity does not occur

Based on Table 4, it is known that the tolerance value for the variables of parental support and spiritual intelligence is 0.707, and the *value of Variance Inflation Factor* (VIF) is 1.414 each. Because the tolerance value > 0.10 and the VIF < 10 , it can be concluded that there are no symptoms of multicollinearity in the regression model. Thus, the regression model fulfills one of the classic assumptions of being free of multicollinearity.

Table 5. Results of the Heteroscedasticity Test (Glejser Test)

Variabel	B	Std. Error	t count	Sig. (p)	Information
Parent Support	0.105	0.037	2.816	0.006	There is heteroscedasticity
Spiritual Intelligence	0.069	0.043	1.593	0.113	No heteroscedasticity

Based on Table 5, the results of the heteroscedasticity test using the Glejser method showed that the parental support variable had a significance value of 0.006 ($p < 0.05$), which indicated the presence of heteroscedasticity symptoms. Meanwhile, the significance value in the spiritual intelligence variable was 0.113 ($p > 0.05$), so there were no symptoms of heteroscedasticity. Thus, the regression model experiences partial heteroscedasticity symptoms. However, because the overall regression results are significant and the coefficient values remain interpretable, the model can still be used for further hypothesis testing. The researchers also recommend the use of a more robust analytical approach in future research. Thus, despite the occurrence of partial heteroscedasticity, the model is still considered feasible for further hypothesis testing taking into account these limitations.

The hypothesis in this study aims to determine the influence between parental support and spiritual intelligence on students' *Self Regulated Learning*. The analytical technique used in this test is multiple linear regression analysis.

Table 6. Results of Simultaneous Regression Test (F Test)

Variabel	F Calculate	F Table	R ²	Sig. (p)
Parental Support (X1)	62.367	3.06	0.451	0.000
Spiritual Intelligence (X2)				
<i>Self Regulated Learning</i> (Y)				

Based on Table 6, it is known that the calculated F value of 62.367 is greater than the F value of the table of 3.06, which is obtained based on the free degrees $df_1 = 2$ and $df_2 = 152$ at a significance level of 0.05. In addition, the significance value (p) was 0.000 ($p < 0.05$). Thus, it can be concluded that parental support and spiritual intelligence simultaneously have a significant effect on *Self Regulated Learning*.

The value of the coefficient of determination (R^2) was 0.451, which indicates that 45.1% of the variation in *Self Regulated Learning* can be explained by both independent variables in the model, namely parental support and spiritual intelligence. The remaining 54.9% is explained by other variables outside this research model. Thus, the simultaneous hypothesis (F test) is accepted, because it qualifies: F count $>$ F table and the significance value < 0.05 . This shows that the regression model built is feasible for use in thorough hypothesis testing.

Table 7. Results of the t-test (partial)

Variabel	t count	Sig. (p)	Information
Parent Support	5.240	0.000	Significant effect on SRL
Spiritual Intelligence	5.459	0.000	Significant effect on SRL

Based on Table 7, the results of the t-test showed that the parental support variable had a *calculated t-value* of 5.240 with a significance value of 0.000 ($p < 0.05$). A significance value of less than 0.05 indicates that statistically there is a significant influence between parental support for *Self Regulated Learning*. This means that the higher the support provided by parents, the higher the level of *Self Regulated Learning* in students.

Furthermore, the spiritual intelligence variable showed a *calculated t-value* of 5.459 with a significance value of 0.000 ($p < 0.05$). This shows that spiritual intelligence also has a significant influence on *Self Regulated Learning*. The better the spiritual intelligence that students have, the better their ability to organize and manage their learning process independently.

Thus, it can be concluded that the two independent variables, namely parental support and spiritual intelligence, have a partially significant influence on *Self Regulated Learning*. These results confirm that a partial hypothesis (t-test) is accepted, which means that each variable individually contributes to the development of *Self Regulated Learning abilities* in students.

Based on the results of the full model regression hypothesis test, it was found that parental support and spiritual intelligence had a significant effect on *the Self Regulated Learning* of SMAIT Hidayah Klaten students. This is shown by the calculated F value of 62.367 which is greater than the F of the table of 3.06, the Adjusted R Square value of 0.445, and the significance value $p = 0.000$ ($p < 0.050$). This means that the regression model in this study is valid and feasible to be used to predict the influence of independent variables on bound variables.

The results of this study show that parental support and spiritual intelligence are important factors that affect students' ability to regulate themselves and their learning process independently. *Self Regulated Learning* is the ability of individuals to actively manage their learning goals, strategies, time, and motivations during the learning process. According to Zimmerman (2000), individuals with *high Self Regulated Learning* are able to set goals, monitor progress, and evaluate learning outcomes independently.

Judging from these results, students who receive full support from their parents, whether in the form of attention, motivation, supervision, or emotional encouragement, will feel more confident and better able to manage their learning independently. Parental support creates a conducive learning environment and provides a sense of psychological security for students, so that they are better able to take responsibility for their own learning process. This is in line with the opinion of Nisai & Santoso (2023) who stated that parental support, especially through physical and emotional involvement, plays a major role in the development of adolescents' social functions, including the ability to regulate themselves in learning. The study also confirms that responsive and participatory parenting from parents can shape adolescents' character, mentality, and social functioning, which ultimately supports their independence and competence in various aspects of life, including academics.

In addition to external support, students also need internal strength in the form of spiritual intelligence. The results of the t-test showed that spiritual intelligence also had a significant influence on *Self Regulated Learning*. Students who have high spiritual intelligence will be able to see the meaning of the learning process they are undergoing, be able to manage academic stress wisely, and have a strong intrinsic motivation in achieving learning goals. Zohar and Marshall (2001) posit that spiritual intelligence allows individuals to act with wisdom, integrity, and sensitivity to higher life values, including in the context of education.

The results of this study are also strengthened by research conducted by Puspita, Waroh, and Gusmaneli (2024) which shows that parental support, both emotional, financial, and academic, significantly encourages the development of Self-Regulated Learning through increasing student learning motivation. In addition, research by Jumsir et al. (2025) shows that Islamic Religious Education (PAI) plays a role in developing students' spiritual intelligence, which in turn encourages their independence in learning and managing emotions.

Thus, the results of this study show that parental support and spiritual intelligence can be used as predictors of *Self Regulated Learning* in students of SMAIT Hidayah Klaten. These two variables can be used as a basis for the development of educational programs, tutoring,

and strategies to strengthen students' character so that they are able to become effective and sustainable independent learners.

CONCLUSION

The results of the study showed that parental support and spiritual intelligence had a significant influence on the ability of *Self-Regulated Learning* (SRL) in students of SMAIT Hidayah Klaten. Based on multiple linear regression analysis, the two independent variables contributed 45.1% to the variation in SRL ability. This emphasizes the importance of the role of a supportive family environment and the development of spiritual aspects in shaping student learning independence. Parental support, both in emotional and instrumental form, is able to create a safe learning environment and motivate students to be more responsible for their own learning process. On the other hand, spiritual intelligence provides an internal foundation in the form of emotional resilience, intrinsic motivation, and reflective ability in the face of academic challenges. Based on these findings, it is suggested to strengthen collaboration between schools and parents in building a learning ecosystem that supports students' SRL. In addition, it is important for schools, especially those based on religious values, to systematically integrate spiritual education into their curriculum and learning activities. This research contributes to the development of a holistic education model that balances academic achievement and the formation of students' spiritual character, so that it can be a reference in designing more effective and sustainable learning strategies.

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