
The Influence of Self-Regulation, Emotional and Spiritual Intelligence on Islamic Religious Education Learning Outcomes of Junior High School Students in Terara District

Baiq Yulfa Khairani², Yusuf²

Universitas Islam Negeri Mataram; yulfabaiq@gmail.com, yusuf_msaleh@uinmataram.ac.id

Article history

Submitted: 2026/02/02; Revised:2026/03/15; Accepted:2026/06/10

Abstract

Students' Islamic Religious Education (PAI) learning outcomes show variations in achievement that are not only influenced by cognitive factors, but also by internal factors within the students. Self-regulation, emotional intelligence, and spiritual intelligence are thought to play an important role in supporting the success of the PAI learning process. This study aims to analyze the influence of self-regulation, emotional intelligence, and spiritual intelligence on the Islamic Religious Education (PAI) learning outcomes of Junior High School (SMP) students in Terara District. This study uses a quantitative method. The study population includes all junior high school students in Terara District. The research sample was determined from four schools, namely SMP Negeri 1 Terara, SMP Negeri 2 Terara, SMP Al Badriyah, and SMP IT Al Hasaniyah, with a total of 50 students as respondents. Data collection was carried out through distributing questionnaires to measure self-regulation, emotional intelligence, and spiritual intelligence. PAI learning outcome data were obtained from student report card scores. Data analysis used t-test to determine the partial effect of each independent variable and F-test to test the simultaneous effect on the dependent variable. The results of the study showed that self-regulation, emotional intelligence, and spiritual intelligence had a significant partial effect on Islamic Religious Education (PAI) learning outcomes. Simultaneously, these three variables were also proven to have a significant effect on the Islamic Religious Education (PAI) learning outcomes of junior high school students in Terara District. The findings of this study indicate that improving Islamic Religious Education (PAI) learning outcomes needs to be supported by strengthening the ability of self-regulation, emotional management, and internalization of spiritual values. The results of this study can be a basis for schools and teachers in designing more holistic Islamic Religious Education (PAI) learning strategies.

Keywords

Self-Regulation; Emotional Intelligence; Spiritual Intelligence; Islamic Education Learning Outcomes



© 2026 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

INTRODUCTION

Intelligence is one of the fundamental aspects that determines an individual's success in learning, working, and interacting socially (Nurrohman, 2024). In the context of education, intelligence is no longer viewed solely from the perspective of cognitive or intellectual abilities, but rather encompasses broader dimensions, including emotional and spiritual intelligence. Each student possesses different intellectual potential, and this potential can develop optimally if supported by a conducive learning environment, appropriate learning strategies, and the teacher's understanding of student characteristics. In other words, intelligence is a determining factor that influences learning outcomes, both directly and indirectly (Hisyam, 2024). Conceptually, self-regulation relates to the ability to manage thoughts, control emotions, regulate behavior, and direct learning strategies so that individuals can achieve goals effectively (Niken, 2024). Self-regulation is an important provision for students in understanding subject matter and completing various academic demands. Several recent studies have shown that learning success is not solely determined by intellectual intelligence, but also by self-regulation skills, namely an individual's skills in controlling emotions, regulating behavior, and directing learning strategies so that desired goals can be achieved effectively (Siti and Hobir, 2024).

According to Ary Ginanjar Agustian, emotional intelligence (EQ) is understood as a person's ability to recognize, control, and manage their own emotions and those of others in order to establish harmonious relationships. EQ also includes aspects of empathy, motivation, communication, and social skills that serve to direct human behavior to be more controlled and balanced. Meanwhile, spiritual intelligence (SQ) is seen as the highest intelligence that is the core of all human intelligence, because it is related to the values, meaning, and purpose of life. SQ directs a person to make all the potential of reason and emotions in harmony with divine values, so that every action has a moral, ethical, and spiritual basis. Furthermore, spiritual intelligence (Spiritual Quotient/SQ) which is related to the meaning of life, moral values, and orientation towards goodness is believed to be able to foster intrinsic motivation and shape students' positive character, which ultimately impacts academic achievement. (Muhammad, 2024).

The urgency of developing self-regulation and these two dimensions of intelligence is increasingly prominent in an era of education that demands a balance between knowledge, skills, and character. Educational institutions, including junior high schools (SMP), are not only obligated to transfer academic knowledge but also to instill strong social skills and moral values. If one dimension of intelligence is neglected, student development can be unequal, potentially impacting their academic achievement and behavior in the school environment (Lena and Eka, 2024). Therefore, studying the relationship between self-regulation, emotional intelligence, and spiritual intelligence with learning outcomes is crucial. Indications of weak self-regulation skills are evident in the persistence of students who experience difficulty in organizing regular study schedules, are inconsistent in completing each assigned task, and exhibit a tendency to procrastinate. This condition indicates that some students are unable to optimally manage their learning process, potentially impacting their learning outcomes (Indra, 2024).

These findings align with Yesa Sumanri's research, which shows that self-regulation significantly improves learning outcomes through students' regularity and discipline in the learning process (Yesa, 2024). In addition to self-regulation, other factors such as emotional intelligence (EQ) also play a crucial role, particularly in emotional control and self-motivation, which drive academic success. Similarly, spiritual intelligence (SQ) provides

meaning and religious values in the learning process, thereby fostering students' attitudes of discipline, responsibility, and perseverance. Several previous studies have examined the relationship between intelligence and learning outcomes, finding that intellectual intelligence has a positive correlation with student academic achievement. Meanwhile, previous studies have shown that emotional intelligence significantly contributes to improving students' ability to manage academic stress, thus impacting learning outcomes (Ady, 2024). However, most of these studies have focused on only one or two dimensions of intelligence, thus failing to provide a comprehensive picture of the simultaneous influence of all three dimensions on student learning outcomes.

Unlike previous research, this study aims to analyze the integrated influence of self-regulation, emotional intelligence, and spiritual intelligence on the learning outcomes of junior high school students in Terara District. This research will not only identify the extent to which each intelligence contributes to academic achievement but also examine their simultaneous influence. With this approach, it is hoped that a more comprehensive relationship pattern will be discovered, which can serve as a basis for teachers, school counselors, and educational management in designing more effective and balanced learning strategies. Thus, this study has both practical and theoretical significance. Practically, the research results can provide recommendations to schools to develop learning programs that focus not only on improving cognitive abilities but also pay attention to students' emotional and spiritual development. Theoretically, this research is expected to enrich the body of educational knowledge, particularly in understanding the multidimensional role of intelligence on learning outcomes.

METHODS

This research uses a quantitative approach with an ex post facto design that is causal in nature. (Sarwono & Handayani, 2021; Sihotang, 2023). This approach was chosen because the purpose of the study was to examine the influence of self-regulation, emotional intelligence, and spiritual intelligence on students' Islamic Religious Education learning outcomes without any treatment or manipulation of the variables studied. This study was conducted at a junior high school in Terara sub-district. The independent variables in this study were defined as Self-Regulation (X1), Emotional Intelligence (X2), Spiritual Intelligence (X3), while the dependent variable was defined as Learning Outcomes (Y). The population in this study was defined as all junior high school students in Terara sub-district, totaling 2,266 people. The sample size was determined using the Slovin formula with a margin of error of 7%. The Slovin formula used in this study is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Description: n = sample size
N = population size
e = error rate

The sampling technique used proportional random sampling, so that each student had an equal opportunity to be selected as a respondent in accordance with the proportion of the

number of students in each school. The research instrument was compiled in the form of a closed questionnaire using a four-level Likert scale, ranging from strongly agree to disagree, as follows:

Table 1: Likert scale

Statement items	Score weight			
	SS	S	KS	TS
Positive	4	3	2	1
Description: Strongly Agree, Agree, Disagree, Disagree				

The data collection process began with obtaining research permission from the relevant school principal. After approval was obtained, questionnaires were distributed to respondents who had been identified based on the sampling results. The questionnaires were completed in person with necessary assistance to ensure each statement was understood. The completed questionnaires were then checked for completeness before data processing. The collected data were then analyzed using the Statistical Package for the Social Sciences (SPSS) version 22. The analysis stages were carried out through instrument validity and reliability tests, followed by classical assumption tests including normality and linearity tests, multicollinearity, heteroscedasticity and multiple linear regression analysis to test the effect of self-regulation, emotional intelligence and spiritual intelligence on PAI learning outcomes of junior high school students in Terara sub-district. Hypothesis testing was carried out at a significance level of 0.05.

FINDINGS AND DISCUSSION

Findings

After all data was collected through questionnaires distributed to respondents, the next stage was statistical data processing and analysis. The analysis was conducted with the aim of testing the research hypothesis and determining the influence of self-regulation, emotional intelligence, and spiritual intelligence on the Islamic Religious Education (PAI) learning outcomes of junior high school students in Terara sub-district, both partially and simultaneously. Data processing was carried out using the Statistical Package for the Social Sciences (SPSS) version 22 through several stages, namely instrument validity and reliability tests, classical assumption tests including normality, linearity, multicollinearity, and heteroscedasticity tests. The results of the analysis were then presented systematically so that an empirical picture of self-regulation, emotional intelligence, and spiritual intelligence on

students' Islamic Religious Education (PAI) learning outcomes can be explained as described in the following section.

Table 2 : Item-Total Statistics x1 Self-Regulation

No	r Count	r Table	Valid / Invalid
1	0.344	0.279	Valid
2	0.503	0.279	Valid
3	0.365	0.279	Valid
4	0.484	0.279	Valid
5	0.311	0.279	Valid
6	0.372	0.279	Valid
7	0.540	0.279	Valid
8	0.487	0.279	Valid
9	0.330	0.279	Valid
10	0.546	0.279	Valid
11	0.623	0.279	Valid
12	0.656	0.279	Valid
13	0.476	0.279	Valid
14	0.422	0.279	Valid
15	0.331	0.279	Valid
16	0.308	0.279	Valid
17	0.339	0.279	Valid
18	0.565	0.279	Valid
19	0.323	0.279	Valid
20	0.394	0.279	Valid

Based on the table above, it can be seen that the self-regulation variable X1 has valid data. According to the decision-making process in the validity test, if the calculated r is greater than the table r value of 0.279, then all variables are declared valid. Below are the results of the validity test on variable X2, namely emotional intelligence.

Table 3: Item-Total Statistics X2 Emotional Intelligence

No	r Count	r Table	Valid / Invalid
1	0.380	0.279	Valid
2	0.360	0.279	Valid
3	0.442	0.279	Valid
4	0.356	0.279	Valid
5	0.353	0.279	Valid
6	0.375	0.279	Valid
7	0.631	0.279	Valid
8	0.554	0.279	Valid
9	0.347	0.279	Valid
10	0.357	0.279	Valid
11	0.552	0.279	Valid
12	0.381	0.279	Valid
13	0.376	0.279	Valid
14	0.464	0.279	Valid
15	0.544	0.279	Valid
16	0.631	0.279	Valid
17	0.388	0.279	Valid
18	0.540	0.279	Valid
19	0.380	0.279	Valid

20	0.621	0.279	Valid
----	-------	-------	-------

Based on Table 3, it can be seen that the X2 emotional intelligence variable has valid data. In accordance with the decision making in the validity test, if the calculated r is greater than the r Table value of 0.279, then all are declared valid. The following are the results of the validity test on the X3 spiritual intelligence variable:

Table 4: Item-Total Statistics X3 spiritual intelligence

No	r Count	r Table	Valid / Invalid
1	0.342	0.279	Valid
2	0.328	0.279	Valid
3	0.430	0.279	Valid
4	0.471	0.279	Valid
5	0.481	0.279	Valid
6	0.294	0.279	Valid
7	0.414	0.279	Valid
8	0.386	0.279	Valid
9	0.306	0.279	Valid
10	0.335	0.279	Valid
11	0.622	0.279	Valid
12	0.474	0.279	Valid
13	0.398	0.279	Valid
14	0.385	0.279	Valid
15	0.415	0.279	Valid
16	0.468	0.279	Valid
17	0.314	0.279	Valid
18	0.350	0.279	Valid
19	0.586	0.279	Valid

20	0.382	0.279	Valid
----	-------	-------	-------

Based on the table above, it can be seen that the X3 spiritual intelligence variable has valid data. In accordance with the decision making in the validity test, if the calculated r is greater than the r table value of 0.279, then all are declared valid.

Table 5: Cronbach's AlphaX1 Self-Regulation Reliability Statistics

Cronbach's Alpha	N of Items
.828	20

Reliability testing relates to the consistency of the results obtained from a measurement instrument. An instrument is considered reliable if it produces the same results when measured repeatedly under similar conditions. The data presented above shows that the reliability test results showed a Cronbach's alpha of 0.828, indicating a Cronbach's alpha greater than 0.6, thus indicating high reliability of the instrument.

Table 6: Cronbach's AlphaX2 Emotional Intelligence Reliability Statistics

Cronbach's Alpha	N of Items
.826	20

Reliability testing relates to the consistency of the results obtained from a measurement instrument. An instrument is considered reliable if it produces the same results when measured repeatedly under similar conditions. The data presented above shows that the reliability test results showed a Cronbach's alpha of 0.826, indicating a Cronbach's alpha greater than 0.6, thus indicating high reliability of the instrument.

Table 7: Cronbach's AlphaX3 Spiritual Intelligence Reliability Statistics

Cronbach's Alpha	N of Items
.773	20

Reliability testing relates to the consistency of the results obtained from a measurement instrument. An instrument is considered reliable if it produces the same results when measured repeatedly under similar conditions. The data presented above shows that the reliability test results showed a Cronbach's alpha of 0.773, indicating a Cronbach's alpha greater than 0.6, thus indicating high reliability of the instrument.

Table 8: One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	.0000000
	Standard Deviation	1.51904516
Most Extreme Differences	Absolute	.089
	Positive	.052
Test Statistics	Negative	-.089
		.089
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the SPSS output table, it is known that the Asymp.Sig (2-tailed) significance value of 0.200 is greater than 0.05. This is in accordance with the basis for decision making in the Kolmogorov-Smirnov normality test above. It can be concluded that the data is normally distributed. Thus, the assumption or requirement for normality in the regression model has been met. After the normality test is met, the next prerequisite test is the linearity test as shown in the table below:

Table 9: ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Y * X1 Between Groups (Combined)	608,131	21	28,959	8,902	.000
Linearity	519,683	1	519,683	159,746	.000
Deviation from Linearity	88,448	20	4,422	1,359	.223

Within Groups	91,089	28	3,253		
Total	699,220	49			

Based on the significance value (Sig) of the output above, the Deviation from Linearity Sig. value is 0.223, which is greater than 0.05, so it can be concluded that there is a significant linear relationship between the variable X1 self-regulation and Y learning outcomes.

Table 10: ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Y * Between Groups (Combined) X2	585,587	21	27,885	6,871	.000
Linearity	504,634	1	504,634	124,345	.000
Deviation from Linearity	80,953	20	4,048	.997	.493
Within Groups	113,633	28	4,058		
Total	699,220	49			

Based on the significance value (Sig) of the output above, the Deviation from Linearity Sig. value is 0.493, which is greater than 0.05, so it can be concluded that there is a significant linear relationship between the variable X2 emotional intelligence and Y learning outcomes.

Table 11: ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Y * Between Groups (Combined) X3	532,453	20	26,623	4,630	.000
Linearity	398,209	1	398,209	69,247	.000
Deviation from Linearity	134,245	19	7,066	1,229	.301
Within Groups	166,767	29	5,751		
Total	699,220	49			

Based on the significance value (Sig) of the output above, the Deviation from Linearity Sig. value is 0.302, which is greater than 0.05, so it can be concluded that there is a linear relationship in sig. between the variable X3 spiritual intelligence and Y learning outcomes. With the linearity assumption met for the three independent variables, the analysis can then proceed to the regression test stage to determine the magnitude of the influence given. Furthermore, the F test can be conducted to examine the simultaneous influence of

self-regulation, emotional intelligence, and spiritual intelligence on students' Islamic Religious Education learning outcomes, and the t test can be conducted to determine the influence of each variable partially. These stages are carried out in accordance with the research objectives which are focused on analyzing the influence of self-regulation, emotional intelligence, and spiritual intelligence on Islamic Religious Education learning outcomes of junior high school students in Terara sub-district.

Table 12: Coefficientsa (t-test)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	55,284	2,377		23,253	.000		
X1	.248	.058	.442	4,279	.000	.330	3,033
X2	.216	.050	.416	4,320	.000	.379	2,637
X3	.093	.062	.138	1,490	.000	.410	2,437

a. Dependent Variable: Y

Based on the results of the t-test in the Coefficients table, it can be seen that the Self-Regulation variable (X1) shows a t-value of 4.279 with a significance level of 0.000 (<0.05). These results indicate that partially Self-Regulation is stated to have a positive and significant effect on Learning Outcomes (Y). The regression coefficient value of 0.248 indicates that every one unit increase in Self-Regulation will be followed by an increase in Learning Outcomes of 0.248 units, assuming other variables are in constant conditions. Thus, it can be concluded that Self-Regulation makes a real contribution to improving the Islamic Religious Education Learning Outcomes of junior high school students in Terara District. The Emotional Intelligence variable (X2) shows a t-value of 4.230 with a significance level of 0.000 (<0.05). These results indicate that partially Emotional Intelligence is stated to have a positive and significant effect on Learning Outcomes (Y). The regression coefficient value of 0.216 indicates that every one unit increase in Emotional Intelligence will be followed by an increase in Learning Outcomes of 0.216 units. Furthermore, the Spiritual Intelligence Variable (X3) shows a t-value of 1.490 with a significance level of 0.000 (<0.05). These results indicate that partially Spiritual Intelligence is stated to have a positive and significant effect on Learning Outcomes (Y). The regression coefficient value of 0.093 indicates that every one unit increase in Spiritual Intelligence will be followed by an increase in Learning Outcomes of 0.093 units. Based on these findings, it can be confirmed that both Self-Regulation (X1), Emotional Intelligence (X2), and Spiritual Intelligence (X3) are partially stated to have a positive and significant effect on Learning Outcomes (Y). Thus, the better self-regulation, emotional intelligence, and spiritual intelligence are, the better and better students' Islamic Religious Education learning outcomes will be. The following presents the results of the F test to determine the simultaneous effect.

Table 13: ANOVAa (F Test)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	586,153	3	195,384	79,490	.000b
Residual	113,067	46	2,458		
Total	699,220	49			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Based on the results of the F test in the Model Summary table, the F value was obtained at 79.490 with a significance level of 0.000 (<0.05). These results indicate that simultaneously Self-Regulation (X1), Emotional Intelligence (X2) and Spiritual Intelligence were stated to have a significant effect on PAI Learning Outcomes (Y). Thus, the three independent variables together were assessed to have a real contribution to the PAI Learning Outcomes of junior high school students in Terara District. This means that the variables of self-regulation, emotional intelligence and spiritual intelligence together have a significant effect on PAI learning outcomes.

Discussion

The Influence of Self-Regulation on Islamic Religious Education Learning Outcomes of Middle School Students in Terara District

The results of data analysis show that self-regulation has a partial significant influence on the Islamic Religious Education learning outcomes of junior high school students in Terara District. This is evidenced by the calculated t value of 4.279 and a significance level of 0.000 which is smaller than 0.05. This finding indicates that students' ability to manage behavior, emotions and learning strategies independently is directly proportional to their academic achievement. Students with high self-regulation tend to be more disciplined, able to relate material to everyday life and consistent in applying Islamic values. This is in line with the theory that the success of Islamic Religious Education learning depends not only on the delivery of material but also on the readiness and internal awareness of students (Nur, 2025).

Thus, the field findings showing a significant influence between self-regulation and Islamic Religious Education (PAI) learning outcomes reinforce the theoretical view that self-regulation is an important internal factor determining student learning success. Based on the research results and discussion outlined above, it can be reaffirmed that self-regulation significantly influences Islamic Religious Education (IS) learning outcomes for junior high school students in Terara District. Students who are able to manage their learning process independently, in a focused, and consistent manner have been shown to achieve better

Islamic Religious Education (PAI) learning outcomes. Therefore, strengthening student self-regulation requires attention in the Islamic Religious Education (PAI) learning process, both through learning strategies that encourage independent learning and through ongoing character development.

The Influence of Emotional Intelligence on Islamic Education Learning Outcomes junior high school students in Terara District

This study also found a significant positive effect of emotional intelligence on Islamic Religious Education (PAI) learning outcomes. The t-value was 4.320 and a significance level of 0.000. Emotional intelligence helps students understand themselves and others, which is the core of Islamic Religious Education (PAI) material, which encompasses cognitive, affective, and spiritual dimensions. A stable and focused emotional state enables students to achieve optimal learning outcomes, both in terms of understanding and implementing attitudes and behaviors in social life. This is in line with Islamic Religious Education research which shows that students with high EQ have good empathy and self-control, making it easier to implement the concepts of commendable morals taught in Islamic Religious Education (Asyarah, 2021). These results indicate that Islamic Religious Education is not just a rote lesson, but also touches the affective domain. When students' emotional intelligence is good, understanding the material and forming optimal behavior will be easier to achieve.

Based on the research results and discussion, it can be reaffirmed that emotional intelligence has a significant influence on the learning outcomes of junior high school students in Terara District in Islamic Religious Education (ISE). The better a student's emotional intelligence, the higher their likelihood of achieving optimal ISE learning outcomes. This finding demonstrates the importance of developing emotional intelligence in the ISE learning process as an effort to improve the overall quality of student learning outcomes.

The Influence of Spiritual Intelligence on Islamic Education Learning Outcomes junior high school students in Terara District

The t-test results show that spiritual intelligence has a partial significant influence on the Islamic Religious Education (PAI) learning outcomes of junior high school students in Terara sub-district. This is evidenced by the calculated t-value of 1.490 with a significance level of 0.000, less than 0.05. Spiritual intelligence is closely related to students' ability to understand the meaning of life, instill faith values, and direct religious behavior (Siti Wanda, 2024). Students with good intelligence tend to show sincerity, have strong motivation, and are able to link Islamic Religious Education (PAI) learning with religious values. Therefore, the development of spiritual intelligence is an important aspect that needs to be considered in the Islamic Religious Education (PAI) learning process to improve the quality of student learning outcomes sustainably.

The influence of self-regulation, emotional intelligence and spiritual intelligence on Islamic Religious Education learning outcomes of junior high school students in Terara District

The F-test analysis shows that Self-Regulation, Emotional Intelligence, and Spiritual Intelligence together have a significant effect on the Islamic Religious Education (PAI) learning outcomes of junior high school students in Terara District. This is evidenced by the F-value of 79.490 and a significance level of 0.000, which is less than 0.05. These field findings confirm that these three variables are a unity of internal factors that are closely interrelated in shaping students' learning readiness. Islamic Religious Education (PAI) learning outcomes cannot be achieved optimally if they only rely on one aspect. In line with Bloom's Taxonomy theory, ideal learning must touch three main domains, namely cognitive, affective, and psychomotor. These findings indicate that efforts to improve Islamic Religious Education (PAI) learning outcomes need to be carried out comprehensively by paying attention to the development of these three aspects in an integrated manner. Thus, Islamic Religious Education (PAI) learning is expected to be oriented not only towards academic achievement but also towards the formation of a complete and religious character in students.

CONCLUSION

Based on the results of the research analysis, it can be concluded that Self-Regulation, Emotional Intelligence and Spiritual Intelligence partially have a positive and significant influence on the Islamic Religious Education Learning Outcomes of Junior High School students in Terara District. Self-Regulation has a significant effect with a t-value of 4.279 and a significance of 0.000 (<0.05), Emotional Intelligence has a significant effect with a t-value of 4.320 and a significance of 0.000 (<0.05) and Spiritual Intelligence has a significant effect with a t-value of 1.490 and a significance of 0.000 (<0.05). Simultaneously, Self-Regulation, Emotional Intelligence and Spiritual Intelligence have a significant influence on the Islamic Religious Education Learning Outcomes of Junior High School students in Terara District. Overall, these findings confirm that students' internal factors in the form of Self-Regulation, Emotional Intelligence and Spiritual Intelligence are factors that complement each other and play a holistic role in supporting the success of Islamic Religious Education learning. Therefore, Islamic Religious Education learning needs to be directed not only at cognitive aspects but also at the affective and psychomotor development of students in order to form a complete personality with religious character.

REFERENCES

- Aysah, Nurul, Muslimah Muslimah, And Sri Hidayati. "Karakter Disiplin Dalam Membangun Self Regulation Learning Siswa Di Sman 2 Palangka Raya." *Jurnal Ilmiah Global Education* 6, No. 2 (2025): 810–23. <https://doi.org/10.55681/jige.v6i2.3904>.
- Ghani, Muhammad Alwi Fitri. "Aktualisasi Konsep Pendidikan Agama Islam Dalam Pembentukan Karakter Positif Di Kalangan Pelajar Sejak Dini." *Al-Ijtima'i: Jurnal Pengabdian Masyarakat* 1, No. 2 (2024): 107–32. <https://barkah.my.id/E-Journal/Index.php/Al-Ijtima/Article/View/133/56>.
- Hasan, Nur. "Implementation Of Self-Regulated Learning In Increasing Student Independence In Islamic Religious Education Learning At Smk Syaiful Jamil." *Jkpi:*

- Jurnal Konseling Pendidikan Islam* 6, No. 1 (2025): 1–9.
- Ihsan, Hisyam, Bernard Bernard, And Fadhilah Nur Sa'diyyah. "Pengaruh Kecerdasan Linguistik, Kecerdasan Emosional, Kecerdasan Adversitas, Dan Kecerdasan Spasial Terhadap Hasil Belajar Geometri Peserta Didik." *Kognitif: Jurnal Riset Hots Pendidikan Matematika* 4, No. 1 (2024): 307–18. <https://doi.org/10.51574/Kognitif.V4i1.1475>.
- Mahmudinata, Ady Alfian. "Pendidikan Agama Islam Dan Kecerdasan Emosional : Pendekatan Integratif Untuk Peningkatan Karakter Siswa." *Jurnal Pendidikan Agama Islam* 3, No. 1 (2024): 143–48. <https://doi.org/10.56854/Sasana.V3i1.381>.
- Nudin, Nurhasan. "Jurnal Pendidikan Agama Islam Implementasi Kecerdasan Emosional (Eq) Dan." *Jurnal Pendidikan Agama Islam* 03, No. 02 (2024): 223–28.
- Nurmela, Siti, Hobir Asyari, And Mohamad Erihadiana. "Manajemen Peserta Didik Dalam Membekali Iq, Eq, Aq, Dan Sq Bagi Peserta Didik Di Sekolah Menengah Kejuruan." *Journal Of Mandalika Social Science* 2, No. 2 (2024): 123–42. <https://doi.org/10.59613/Jomss.V2i2.95>.
- Nurrohmah, Anyi, Maslinawati Maslinawati, Lala Aprilia, Yulistia Yulistia, Laila Hadiyana Ahmad, And Elnawati Elnawati. "Kecerdasan Anak Didik Yang Mempengaruhi Perkembangan Holistik Individu." *Calakan : Jurnal Sastra, Bahasa, Dan Budaya* 2, No. 3 (2024): 150–62. <https://doi.org/10.61492/Calakan.V2i3.175>.
- Pratama, Indra Gunawan. "Kunci Sukses Pembelajaran Efektif: Tinjauan Systematic Literature Review Memahami Hubungan Gaya Kognitif, Regulasi Diri, Dan Motivasi." *Psycho Aksara : Jurnal Psikologi* 2, No. 1 (2024): 73–79. <https://doi.org/10.28926/Pyschoaksara.V2i1.1422>.
- Ristianah, Niken, M. Khasib Fathurrahman, And Muhammad Asyrofil Mubin. "Konsep Proses Mental Dan Kecerdasan Manusia." *Cermin Jurnal* 3, No. 2 (2024): 30–35.
- Rizki, Arif Aulia. "Pengaruh Kemampuan Intelektual , Emosional Dan Spiritual Terhadap Hasil Belajar Pai Siswa Di Sdn 15 Sutijo Arif Aulia Rizki." *Observasi: Jurnal Publikasi Ilmu Psikologi* 2, No. 3 (2024): 141–55.
- Sari, Nirmala, Ketut Sarjana, Muhammad Turmuzi, And Laila Hayati. "Analisis Hubungan Self-Regulated Learning Dengan Prestasi Belajar Siswa." *Journal Of Classroom Action Research* 5, No. 4 (2023): 269–78.
- Sumanri, Yesa, Pascasarjana Uin, Sulthan Thaha, And Saifuddin Jambi. "Pengaruh Regulasi Diri Dan Disiplin Belajar Terhadap Hasil Belajar Siswa Lisencing." *Agriculture, Ecosystems And Environment* 3, No. 1 (2024): 1–9. <https://doi.org/10.56436/Mijose.V3i1.252>.
- Susanti, Riska, Muhammad Nukman, Article Info, Emotional Intelligence, And Character Development. "Journal Of Education And Emotional Intelligence In Islamic Religious Education Learning : Approach , Implementation , And Impact On Student Character." *Journal Of Education And Computer Applications* 01, No. 02 (2024): 21–27.
- Susilawati, Lena, And Eka Purwanda. "Jurnal Ekonomi Bisnis Manajemen Prima Volume V, Nomor Ii Fakultas Ekonomi Universitas Prima Indonesia Pentingnya Sinergitas Kecerdasan Iq, Eq, Dan Sq Serta Optimalisasi Emotional Intelligence Sebagai Role Model Dalam Kepemimpinan Publik." *Jurnal Ekonomi Bisnis Manajemen Prima Volume V, No. 2007* (2024): 37–47.
- Wanda Alfiah Misbah, Siti Mariyam. "Urgensi Pendidikan Agama Islam Dalam Meningkatkan Kecerdasan Spiritual Siswa Kelas Viii Di Smp Alfa Sanah Cisauk." *Ikhlas : Jurnal Ilmiah Pendidikan Islam* 1, No. 4 (2024): 38–47.